

ENGLISH FOR IRAQ

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نسخة

2nd Intermediate

كل ما يتعلق بمادة اللغة الانكليزية

للفف الثاني المتوسط

قواعد | مفردات | قطع الكتاب
حل اسئلة الكتاب والنشاط



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يحق للطلاب فقط طباعتها والافضل ان تطبع بألوانها حتى لا تضيع الملاحظات المدونة بلون معين. لا يحق للطلاب تعديل اي من محتوى الملزمة ومن يفعل ذلك فهو غير مبري الذمة ويتحمل ذنبها.

يحق للتدريسيين الاستفادة من الملزمة (للتدريس فقط) شرط عدم تعديل اي محتوى فيها او نسبها لهم ، ومن يفعل ذلك فهو غير مبري الذمة ويتحمل ذنبها.

صممت الملزمة بطريقة تشبه المنهج الدراسي للطلاب من حيث الترتيب ، وتحتوي على ترجمة كلمات كثيرة وطول لتمرين كتاب الطالب وكتاب النشاط وامثلة شاملة للمواضيع.

كما تشمل جميع انشاءات المنهج وطول وترجمة اسئلة قطع الكتاب والقصص.

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

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ملاحظات قواعدية مهمة

إضافة (ed) للفعل

1. لتحويل الفعل **المجرد** الى **ماضي بسيط** نضيف (ed) الى نهاية الكلمة.
work → **worked** / talk → **talked**
2. اذا كان الفعل ينتهي بالحرف (e) نضيف له (d) فقط.
invite → **invited** / arrive → **arrived**
3. اذا كان الفعل ينتهي بالحرف (y) وقبله حرف **صحيح** يقلب الـ (y) الى (i) ونضيف (ed).
study → **studied** / cry → **cried**
4. اذا كان الفعل ينتهي بالحرف (y) وقبله حرف **علة** (a/o/u/i/e) **فلا يقلب** بل يبقى كما هو ونضيف (ed) فقط.
play → **played** / enjoy → **enjoyed** / stay → **stayed**
5. اذا انتهى الفعل ذات **المقطع الواحد** بحرف **صحيح** مسبق بحرف **علة واحد** ، نكرر الحرف الصحيح ونضيف (ed).
stop → **stopped** / trot → **trotted**
6. الافعال المتكونة من **اكثر من مقطع** ومنتهية بحرف **صحيح** مسبق بحرف **علة واحد** عندما **يكون** التشديد على **المقطع الاخير** ، نكرر الحرف الصحيح ونضيف (ed).
prefer → **preferred**
7. الافعال المتكونة من **اكثر من مقطع** ومنتهية بحرف **صحيح** مسبق بحرف **علة واحد** عندما **لا يكون** التشديد على **المقطع الاخير** ، لا نكرر الحرف الصحيح ونضيف (ed) فقط.
open → **opened** / offer → **offered**

إضافة (ing) للفعل

1. نضيف (ing) للافعال لبيان استمراريتها او لتحويلها الى اسم.
help → **helping** / work → **working**
2. اذا انتهى الفعل بحرف (e) نحذف حرف (e) من نهاية الكلمة ونضيف (ing).
write → **writing** / take → **taking**
3. اذا كان الفعل ينتهي بالحرف (y) **فلا يقلب** بل يبقى كما هو ونضيف (ing) فقط.
play → **playing** / study → **studying** / fly → **flying**
4. اذا انتهى الفعل بالحرفين (ie) ، عند الاضافة يقلبان الى الحرف (y) ثم نضيف (ing).
tie → **tying** / lie → **lying** / die → **dying**
5. اذا انتهى الفعل ذات **المقطع الواحد** بحرف **صحيح** مسبق بحرف **علة واحد** ، نكرر الحرف الصحيح ونضيف (ing).
swim → **swimming** / get → **getting** / cut → **cutting** / run → **running**
6. اذا انتهى الفعل بحرف صحيح مسبق بـ (حرفين علة) ، فإن الحرف الصحيح لا يكرر ونضيف (ing) فقط.
eat → **eating** / read → **reading** / clean → **cleaning**
7. الافعال المتكونة من **اكثر من مقطع** ومنتهية بحرف **صحيح** مسبق بحرف **علة واحد** عندما **يكون** التشديد على **المقطع الاخير** ، نكرر الحرف الصحيح ونضيف (ing).
begin → **beginning** / prefer → **preferring**
8. الافعال المتكونة من **اكثر من مقطع** ومنتهية بحرف **صحيح** مسبق بحرف **علة واحد** عندما **لا يكون** التشديد على **المقطع الاخير** ، لا نكرر الحرف الصحيح ونضيف (ing) فقط.
open → **opening** / offer → **offering**

ملاحظات قواعدية مهمة

إضافة (s) الشخص الثالث للفعل

1. نضيف (s) الشخص الثالث للأفعال في زمن **المضارع البسيط** حصراً عندما يكون الفاعل (he/she/it) أو اسم مفرد.
2. إذا انتهى الفعل بحرف (o/s/sh/ch/z/x) عندها نضيف (es) للفعل.
go → goes / cross → crosses / wash → washes / teach → teaches / buzz → buzzes / fax → faxes
3. إذا كان الفعل ينتهي بالحرف (e) نضيف له (s) فقط.
drive → drives / write → writes
4. إذا كان الفعل ينتهي بالحرف (y) وقبله حرف صحيح ، **يقلب الـ (y) إلى (i)** ونضيف (es).
study → studies / try → tries
5. إذا 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. إذا أردنا إضافة (s) الشخص الثالث للفعل (have) فعندها سيتحول إلى (has) وليس (haves).

إضافة (s) الجمع للاسماء

1. نضيف (s) الجمع للاسماء لتصبح جمع.
2. إذا انتهى الاسم بحرف (s/sh/ch/z/x) عندها نضيف (es) للاسم.
glass → glasses / dish → dishes / match → matches / buzz → buzzes / box → boxes
3. إذا كان الاسم ينتهي بالحرف (y) وقبله حرف صحيح ، **يقلب الـ (y) إلى (i)** ونضيف (es).
city → cities / story → stories / party → parties
4. إذا 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. أغلب الأسماء التي تنتهي بـ (f/fe) نحولهم إلى (v) ونضيف (es).
knife → knives / shelf → shelves / leaf → leaves / life → lives / thief → thieves
6. إذا انتهى الاسم بحرف (o) وقبله حرف **علة** نضيف (s) فقط عند الجمع.
zoo → zoos / radio → radios / video → videos / studio → studios
7. إذا انتهى الاسم بحرف (o) وقبله حرف صحيح نضيف (es) عند الجمع.
hero → heroes / tomato → tomatoes / potato → potatoes / echo → echoes
8. هنالك أسماء **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. 4 (A school magazine) مجلة المدرسة

التملك 's

1. نستخدم (s) التملك مع الاسماء وتوضع في نهاية الاسم للتعبير عن ملكية شيء معين لشخص معين.

2. اذا كانت الفارزة قبل (s') التملك فهذا يدل على ان المالك مفرد.

Ex: Go and get the boy's bags = one boy ولد واحد

Ex: Ahmed's phone is expensive. هاتف احمد غالي

Ex: My father's car is white. سيارة والدي بيضاء

3. اذا كانت الفارزة بعد (s') التملك فهذا يدل على ان المالك جمع.

Ex: Go and get the boys' bags = more than one boy اكثر من ولد واحد

Ex: The boys' bicycles are blue. درجات الاولاد لونهم ازرق

Ex: These are my friends' cars. هذه هي سيارات اصدقائي

4. هنالك اسماء تجمع بدون (s) وهي الاسماء الشاذة وهنا الفارزة تكون دائما قبل (s') التملك سواء كان الاسم مفرد او جمع.

Ex: man's رجل / men's رجال

Ex: woman's امرأة / women's نساء

Ex: child's طفل / children's اطفال

5. امثلة امتحانية:

Ex: You have to tidy the (children's / childrens') room.

Ex: I want to buy a new mobile because (Nadas' / Nada's) mobile has broken.

Ex: My (parent's / parents') farm is so big.



SB.p4/ Match the following definitions with words from the box.

طابق التعاريف التالية مع الكلمات التي في الصندوق (مفردات مهمة تأتي على شكل إسقاطات أو ربط أو املأ)

town events / أحداث البلدة / school news / أخبار المدرسة / jokes / نكات / sports reports / تقارير رياضية
cartoons / رسوم متحركة / interviews / مقابلات / poetry / شعر

- a. funny stories with small pictures. **cartoons**
- b. short, funny stories. **jokes**
- c. writing with words that rhyme. **poetry**
- d. asking people questions about themselves. **interviews**
- e. things happening in the town. **town events**
- f. descriptions of events, for example, football matches. **sports reports**
- g. reports about school events. **school news**

Lesson 1 (AB) P. 4 - 5

1.p4/ Complete the sentences. Use words from the box.

اكمل الجمل التالية مع الكلمات التي في الصندوق

article / مقالة / cartoon / رسوم متحركة / joke / نكتة / poetry / شعر / report / تقرير
team / فريق / well-known / معروف ، مشهور

- a. Our teacher told us a this morning, and we all laughed loudly. **joke**
- b. Noora has written an for the school magazine. **article**
- c. Our football didn't play well in the match yesterday. **team**
- d. We need to interview a person in our town. Can you suggest someone? **well-known**
- e. I don't like writing stories, but I love writing **poetry**

3.p5/ Fill in the gap. Use the word in brackets and add 's or s'.

اكمل الفراغات التالية بأضافة s التملك للكلمات بين الأقواس

- a. My (friend) family is visiting us. **friend's**
- b. This is the (school) entrance. **school's**
- c. The (girls) books are very heavy. **girls'**
- d. My (mum) car is blue. **mum's**
- e. The (women) shoes are on the first floor. **women's**
- f. The (boys) lunch is on the table. **boys'**
- g. The (children) toys are all over the floor. **children's**
- h. The (child) teddy bear is new. **child's**



U1: Lesson 2 (SB) P. 5 (A new project) مشروع جديد

Asking for and making suggestions طلب واعطاء النصائح

• للتعبير عن الاقتراحات لدينا ثلاث ادوات.

? + تكملة + فعل مجرد + Why don't we
 ? + تكملة + فعل مجرد + Shall we
 تكملة + فعل مجرد + Let's

Ex: Why don't we a magazine? (starts / start / starting) اختر الاجابة الصحيحة

Ex: Suggest to your friend to play tennis. (Use: Let's)

- **Let's play tennis.**Ex: What sections shall we? (chose / choosing / **choose**)

Ex: Make a suggestion to start a magazine. عندما لانحدد الاداة ، تستطيع اختيار اي واحدة منهم لتطبيق الحل

- **Why don't we start a magazine?**- **Shall we start magazine?**- **Let's start a magazine.**Ex: Let's articles about the school. (**have** / has / had)Ex: Why don't we (**go** / went / gone) to the museum?

SB.p5/ Match the following definitions with words from the box.

طابق التعاريف التالية مع الكلمات التي في الصندوق (مفردات مهمة تأتي على شكل اسقاطات او ربط او املاء)
 قبل حل التمرين يجب ان تعرف بأن (n.) هو مختصر (اسم noun) و (v.) هو مختصر (فعل verb)

يكتب التقارير (v.) report / طابعة ، شخص يقوم بالطباعة (n.) printer / غلاف (n.) cover
 يحرر (v.) edit / يطبع (v.) print / محرر (n.) editor / مقالة (n.) article

- a. a piece of writing in a newspaper or magazine. **article (n.)**
- b. the outside of a book or magazine. **cover (n.)**
- c. to check and correct a piece of writing. **edit (v.)**
- d. somebody who edits. **editor (n.)**
- e. to put words or pictures on paper with a machine printer. **print (v.)** يطبع
- f. somebody who prints as a job. / a machine that prints. **printer (n.)**
- g. to describe an event. **report (v.)**

Lesson 2 (AB) P. 6 - 7

2.p6/ Can you write a description of the jobs?

هل يمكنك كتابة وصف للوظائف التالية (التمرين يأتي على شكل اسقاطات او ربط)

Example. **printer**: somebody who makes copies of a document, paper, magazine, etc.a. **editor**: somebody who checks the spelling and that everything is correct in an article.b. **reporter**: somebody who interviews people and finds out more information.c. **photographer**: somebody who takes photographs.

U1: Lesson 3 (SB) P. 6 (An interview , Part A) مقابلة

AB 8-9

Unit

1

Lesson 3: An interview (Part A)

A

This is the students' first interview for their magazine. Read it and find words that mean the following:

- 1 famous
- 2 the opposite of 'to like'
- 3 the opposite of 'polite'
- 4 a road round a town



Meet a local personality

This month, we talked to Jack James. He runs Pizza Cabin, the well-known Italian takeaway and café in the High Street. I'm sure we've all been there many times with our families.

How long have you worked at Pizza Cabin, Mr James?

I've worked in the café for ten years, but I've lived in Ashby since I was born.

Do you enjoy your work?

I enjoy some parts of my work. I don't enjoy cleaning up when the café closes.

What do you like doing in your spare time?

I love painting.

What things do you dislike doing?

I don't like washing-up. I have to do that at work. And I hate gardening. It's very hard work. But we have a beautiful garden because my wife loves gardening.

What kind of people do you like and dislike?

I really like people who are polite and ask for things nicely. I don't like people who are impolite and shout.

What's your favourite food?

Italian food, of course – pizzas and pasta. But I also like some English food, like fish and chips.

What's your favourite TV programme?

I watch all the programmes about cooking. My favourite one is *A taste of the sea*. I always learn something.

Do you have any suggestions for making the town better?

There are too many cars in the town centre. Why don't they build a ring road?



An interview (Mr James) (مقابلة السيد جيمس)

1 قطعة الوحدة الاولى

1. How long Mr James worked in a café? كم المدة التي عمل بها السيد جيمس في المقهى

- For ten years. لمدة 10 سنوات

2. How long has he lived in Ashby? كم المدة التي عاش فيها في مدينة أشبي

- Since he was born. منذ ولادته

3. What does he dislike doing? ما الذي لا يحب فعله السيد جيمس

- He dislikes cleaning up, washing up and gardening. هو لا يحب التنظيف وغسل الصحون والاعتناء بالحديقة

4. Why does he like the programme A taste of the sea? لماذا يحب برنامج طعم البحر

- Because he always learns something. لأنه دائما يتعلم شيئا ما منه

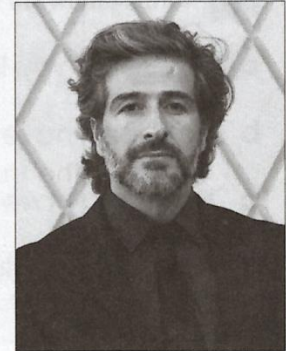
5. Why does he think a ring road would help the town? لماذا يعتقد بأن الطريق الدائري سوف يساعد البلدة

- Because there are too many cars in the town center. لأن هنالك سيارات كثيرة جدا في مركز البلدة



(AB) P. 9 (Mr Yahya Zeki) السيد يحيى زكي

Meet a local personality



This month, we talked to Yahya Zeki, the headteacher of a high school in the city.

How long have you been a headteacher, Mr Zeki?

I've worked as a headteacher for ten years. Before that, I was a Maths teacher.

Do you enjoy your work?

I love teaching young people and working with other teachers. I don't enjoy doing paperwork.

What do you like doing in your spare time?

I don't like sitting at home in the evenings, so I go out a lot. I go to a French class on Mondays. On Saturdays, I go to the gym.

What kind of people do you like and dislike?

I like people who can tell a good story. I really enjoy listening to them. I don't like students who drop paper and empty cans in the classrooms and don't put them in the litter bins.

What's your favourite food?

I love Iraqi food.

What's your favourite TV programme?

I don't watch much television because I'm usually out. But I like some programmes about health. *Health for all* is my favourite.

What's your favourite place in town?

The corniche. I go there every weekend.

Do you have any suggestions for making the town better?

The town needs some more parks. The roads and bridges should be improved, too.



مقابلة (السيد يحيى زكي) (Mr Yahya Zeki) An interview

قطعة الوحدة الاولى 2

1. Where does Mr Zeki work? أين يعمل السيد زكي
- He works as a headteacher in a high school in the city. يعمل كمدير اعدادية في المدينة.
2. What things does he dislike doing? ماهي الاشياء التي لا يحب فعلها
- He dislikes paperwork and sitting at home. هو لا يحب العمل الورقي والجلوس في المنزل.
3. What language is Mr Zeki learning in his evening class? ماهي اللغة التي يتعلمها السيد زكي في الدرس المسائي
- He is learning French. يتعلم اللغة الفرنسية.
4. What is a litter bin? (a basket for flowers / a container for food / a place to put rubbish)
ماهي سلة المهملات؟ (سلة للزهور / وعاء للطعام / مكان لوضع النفايات)
5. What kind of programme is *Health for all*? (الصحة للجميع) ما نوع البرنامج
- A health programme. برنامج عن الصحة.

SB.p6/ Write words than mean the following.

اكتب كلمات مرادفة للكلمات والعبارات التالية (مفردات مهمة تأتي على شكل اسقاطات او ربط او املاء ، مأخوذة من كتاب الطالب)

- a. famous = well-known مشهور ، معروف
- b. the opposite of 'to like' = dislike لا يحب
- c. the opposite of 'polite' = impolite غير مؤدب
- d. a road round a town = ring road طريق دائري

Lesson 3 (AB) P. 8 - 9

تمرين (1) ص8. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

تمرين (2) ص8. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

U1: Lesson 4 (SB) P. 7 (An interview , Part B) مقابلة

المضارع التام البسيط Present perfect simple

1. نستخدم هذا الزمن للتعبير عن احداث بدأت في الماضي ولا زالت مستمرة او انتهت ولا زال تأثيرها موجود.
2. قاعدة المضارع التام البسيط في حالة الاثبات هي:

تكملة + (التصريف الثالث للفعل) (has/have) + فاعل

3. نستخدم (has) اذا كان الفاعل اسم مفرد او الضمائر (he/she/it).
4. نستخدم (have) اذا كان الفاعل اسم جمع او الضمائر (I/we/you/they).



5. الجدول التالي يحتوي على التصاريف الثالثة لبعض الافعال المهمة ، الجدول حفظ مهم جدا.

Verb الفعل	Past الماضي	Past participle الثالث
help يساعد	helped	helped
work يعمل	worked	worked
wash يغسل	washed	washed
clean ينظف	cleaned	cleaned
talk يتحدث	talked	talked
finish ينهي	finished	finished
cook يطبخ	cooked	cooked
paint يرسم ، يصبغ	painted	painted
sweep يكنس	swept	swept
see يرى	saw	seen
hear يسمع	heard	heard
give يعطي	gave	given
forget ينسى	forgot	forgotten
go يذهب	went	gone
eat يأكل	ate	eaten
drink يشرب	drank	drunk
buy يشتري	bought	bought
take يأخذ	took	taken
do يفعل	did	done

Ex: He (wash) the car. (Present perfect simple) حول الى المضارع التام البسيط

- He **has washed** the car.

Ex: They (clean) the garage. (Present perfect simple)

- They **have cleaned** the garage.

Ex: Ahmed (**has** / have) finished his homework.

Ex: Nada (**has talked** / have talked) to the manager.

Ex: We (has eat / have eat / has eaten / **have eaten**) the pizza.

6. 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**



7. قاعدة المضارع التام البسيط في حالة النفي هي:

تكملة + (التصريف الثالث للفعل) **(has/have) + not + p.p** + فاعل

Ex: He's washed the car. (Negative) حول الى نفي

- He **has not washed** the car.

Ex: They've cleaned the garage. (Negative)

- They **have not cleaned** the garage.

Ex: I (not / clean) the windows. (Present perfect simple)

- I **have not cleaned** the windows.

Ex: Tabarak (not has seen / **has not seen**) the keys.

8. قاعدة المضارع التام البسيط في حالة الاستفهام هي:

? + تكملة + (التصريف الثالث للفعل) **(Has/Have) + p.p** + فاعل

Ex: She has opened the door. (Question) حول الى سؤال

- **Has** she opened the door?

Ex: They have studied their homework. (Question)

- **Have** they studied their homework?

Ex: (you / give) the book to your brother? (Present perfect simple)

- **Have you given** the book to your brother?

Ex: (she / buy) the book from the library? (Present perfect simple)

- **Has she bought** the book to your brother?

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

10. نستخدم مع المضارع التام ظروف الوقت (الآن ، لحد الآن **yet** / مسبقا **already** / للتو **just** / ابدا **never** / هل سبق ان **ever**).

• نستخدم (**never / just / already**) مع الجمل المثبتة.

• نستخدم (**ever**) مع الجمل الاستفهامية.

• نستخدم (**yet**) مع الجمل المنفية و الاستفهامية.

• تأتي (**yet**) في نهاية الجملة.

• اما (**ever / never / just**) يكون موقعهم قبل الفعل الرئيسي.

• تأتي (**already**) قبل الفعل الرئيسي او في نهاية الجملة.

• لانستخدم (**never**) مع الجمل المنفية لأن الكلمة نفسها متضمنة معنى النفي.

• تأتي (لمدة **for** / منذ **since**) مع المضارع التام وسيتم شرحهم بالموضوع القواعدي التالي.

Ex: I have (**never** / ever) played volleyball.

Ex: Have you (just / **ever**) been to Europe?

Ex: He has (finished just / **just finished**) his homework.

Ex: Ali hasn't played tennis (already / **yet**).

Ex: I have **already** given my camera to Ahmed. / I have given my camera to Ahmed **already**.



11. عند الجواب عن السؤال بـ (لا No / نعم Yes) نستخدم القاعدة التالية:

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

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

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

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

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

Ex: Have you done your homework? (Yes/No)

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

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

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

لمدة ، منذ for and since

1. كلمة (since) وتعني (منذ) ونستخدمها لتحديد بداية الفترة الزمنية وحسب الجدول التالي.
2. كلمة (for) وتعني (لمدة) ونستخدمها لتحديد طول الفترة الزمنية وحسب الجدول التالي.
3. الجدول التالي مهم.

منذ since	لمدة 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 اشهر السنة	4. seconds , minutes , hours , days , weeks , months , years اجزاء الزمن

4. امثلة امتحانية:

- Ex: I've worked in the café (since / for) ten years.
- Ex: I've lived in Ashby (since / for) I was born.
- 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.



التحدث عن الاشياء التي نحبها والتي لانحبها Talking about likes and dislikes

1. للتعبير عن حُبنا او عدم حُبنا لشيء معين نستخدم القاعدة التالية:

(اسم / فعل ينتهي بـ **ing**) + (like / enjoy / love / dislike , don't like , doesn't like / hate) + فاعل

Ex: I like **tennis**. / I like **playing tennis**.

Ex: I hate **art**.

Ex: I love **cooking**.

Ex: I love (play / **playing**) football.

2. نضيف (s) الشخص الثالث للأفعال (like/enjoy/love/dislike/hate) اذا كان الفاعل اسم مفرد او الضمائر (he/she/it).

3. تبقى الافعال (like/enjoy/love/dislike/hate) كما هي اذا كان الفاعل اسم جمع او الضمائر (I/we/you/they).

Ex: She (like / **likes**) cleaning up.

Ex: We (**enjoy** / enjoys) watching TV.

4. نستخدم (doesn't like) مع الاسم المفرد او الضمائر (he/she/it).

5. نستخدم (don't like) مع الاسم الجمع او الضمائر (I/we/you/they).

Ex: Nada (don't like / **doesn't like**) painting.

Ex: They (**don't like** / doesn't like) baseball.

6. امثلة امتحانية:

Ex: I enjoy (play) volleyball. (Correct) **صحح الجملة**

- I enjoy **playing** volleyball.

Ex: I enjoy (listen / **listening**) to music.

Ex: I hate (write) stories. (Put the verb in the correct form) **ضع الفعل بالصيغة الصحيحة**

- I hate **writing** stories.

Ex: Ahmed (hate / **hates**) football.

Ex: Salma dislikes (go / **going**) out.

Ex: We (**love** / loves) walking in the parks.

Ex: Ali and Bilal (**enjoy** / enjoys) going to the museum.

Ex: The cats (**don't like** / doesn't like) playing out while raining.

Ex: The cat (don't like / **doesn't like**) playing out while raining.



وصف الناس Describing people

1. نستخدم ضمير الوصل (who) لوصف الناس.

Ex: I dislike people. They are noisy. (Relative clause: who) استخدم ضمير الوصل لربط الجملتين

- I dislike people who are noisy.

Ex: I like people. They are friendly. (Join: who)

- I like people who are friendly.

Ex: Nada like people. They are polite. (who)

- Nada like people who are polite.

Ex: What kind of people do you like? can tell jokes. (who)

- I like people who can tell jokes.

Ex: What kind of people don't you like? tell lies. (who)

- I don't like people who tell lies.

2. نستخدم الصفات لوصف الناس.

Ex: I like helpful people.

Ex: I don't like noisy people.

3. هذه بعض الصفات الايجابية لوصف الناس الذين نحبهم:

متعاون / helpful / لطيف / kind / سعيد / happy / ودود / friendly / مرح / funny / هادئ / quiet

4. هذه بعض الصفات السلبية لوصف الناس الذين لا نحبهم:

كسول / lazy / غير ودود / unfriendly / حزين / sad

Ex: I like (happy / lazy) people.

Ex: I don't like (funny / unfriendly) people.

Lesson 4 (AB) P. 10 - 11

5.p11/ Read and complete the sentences with for or since.

اقرأ واكمل الجمل التالية بـ for , since

a. I waited for the bus half an hour. Then I started walking. for

b. We've been in school eight o'clock this morning. since

c. I'm hungry. I haven't eaten anything last night. since

d. We stayed in India two weeks. for



6.p11/ Complete the sentences.

اكمل الجمل التالية

Example. I like helpful people. I like people who are helpful.**a.** I like kind people. I like people- I like kind people. I like people **who are kind**.**b.** I like happy people. I like people- I like happy people. I like people **who are happy**.**c.** I don't unfriendly people. I- I don't **like** unfriendly people. I **don't like people who are unfriendly**.**d.** I I friendly.- I **like friendly people**. I **like people who are friendly**.**e.** I I lazy.- I **don't like lazy people**. I **don't like people who are lazy**.**U1: Lesson 5 (SB) P. 8 (Problems) مشاكل****Emphasis التاكيد**1. نستخدم (**very, very**) وتعني (جدا ، جدا) للتأكيد او التشديد على شيء معين ويأتي بعدها **صفة** وحسب القاعدة التالية:صفة + **very, very** + (**is/are/am**) + فاعل2. نستخدم (**is**) اذا كان الفاعل اسم **مفرد** او الضمائر (**he / she / it**).3. نستخدم (**are**) اذا كان الفاعل اسم **جمع** او الضمائر (**we / you / they**).4. نستخدم (**am**) اذا كان الفاعل (**I**).

5. امثلة امتحانية:

Ex: I (**is / are / am**) very, very tired. **اختر الاجابة الصحيحة****Ex:** She very, very shy. (**is / are / am**)**Ex:** Sally / smart. (**Emphasis**) **استخدم موضوع التاكيد**- Sally **is very, very** smart.**Ex:** The headmaster / angry. (**Use: very, very**)- The headmaster **is very, very** angry.**Ex:** You / lazy. (**Use: very, very**)- You **are very, very** lazy.

التنقيط وعلامات الكلام Punctuation - Speech marks

اولا ، التنقيط (Punctuation).

1. نكتب الحرف الاول في بداية الجملة او السؤال او اي عبارة بحرف كبير (Come here. / How are you?).
2. اسماء الاشخاص و ايام الاسبوع و اشهر السنة يكتب الحرف الاول منها كبيرا اينما وجد (Ahmed / Huda / Sunday / April).
3. اسماء المحيطات والبحار والانهار والبحيرات يكتب الحرف الاول منها كبيرا اينما وجد (Tigris / Euphrates / Nile).
4. اسماء الجنسيات واللغات يكتب الحرف الاول منها كبيرا اينما وجد (Arabic / English / French / Iraqi / Scottish).
5. اسماء القارات والدول والمدن يكتب الحرف الاول منها كبيرا اينما وجد (Asia / Syria / Basra / Mosul).
6. الضمير (I) يكتب بحرف كبير اينما وجد.
7. مختصرات الالقاب يكتب الحرف الاول منها كبيرا اينما وجد (Mr. / Miss. / Mrs. / Dr.).
8. اختصار الافعال المساعدة مع ضمير الفاعل:
I am → I'm / she is → she's / he is → he's / it is → it's / they are → they're we are → we're
you are → you're / I have → I've / you will → you'll / I will → I'll / I would → I'd / we would → we'd
he would → he'd
9. اختصار كلمة (not) مع الافعال المساعدة:
is not → isn't / are not → aren't / was → wasn't / → were not → weren't / do not → don't
does not → doesn't / did not → didn't / has not → hasn't / have not → haven't / had not → hadn't
will not → won't / can not → can't
10. نستخدم الفارزة عن التعداد مع عدا الكلمة الاخيرة نكتب (and) قبلها (Sunday, Monday, Tuesday and Wednesday).
11. نستخدم الفارزة اذا بدأت الجملة بأداة ربط (if / when / because / while ...) مثل:
If I had lots of money, I would buy a mobile.
12. نستخدم الفارزة قبل السؤال الذلي
She is a teacher, isn't she?
13. نستخدم علامة الاستفهام اذا بدأت الجملة بأحد ادوات الاستفهام (What / Where / when / Why / How ...) مثل:
What is your name? / How old are you? / Where are you from?
14. نستخدم علامة الاستفهام اذا بدأت الجملة بفعل مساعد (Is / Was / Does / Have / Could ...) مثل:
Can I help you? / Are you from Mosul?
15. نستخدم النقطة في نهاية الجملة المثبتة او المنفية.
Bears usually live in the forest.

ثانيا ، علامات الكلام (Speech marks).

1. نستخدم علامات الكلام عندما نريد ان ننقل او نبليغ عن مايقوله الناس.
 2. نضع الجملة المنقولة داخل اقواس والتي تكون عادة قبل او بعد (said , asked , answered + فاعل).
 3. تبدأ الجملة المنقولة (داخل الاقواس) بحرف كبير.
 4. اذا بدأت الجملة بالجملة المنقولة وكانت الجملة المنقولة مثبتة او منفية نضع فارزة قبل اغلاق القوس واذا كانت استفهامية نضع علامة استفهام قبل اغلاق القوس ، اما اذا انتهت الجملة بالجملة المنقولة وكانت الجملة المنقولة مثبتة او منفية نضع نقطة قبل اغلاق القوس واذا كانت استفهامية نضع علامة استفهام قبل اغلاق القوس.
 5. اذا كانت هذه العبارة (said , asked , answered + فاعل) في بداية الجملة نضع بعدها فارزة واذا كانت في نهاية الجملة نضع بعدها نقطة.
- Ex: i am a good photographer mike said (Punctuation – Speech marks)
- 'I'm a good photographer,' Mike said.
- Ex: nada asked is ali good at writing stories (Punctuation – Speech marks)
- Nada asked, 'Is Ali good at writing stories?'



Lesson 5 (AB) P. 12 - 13

1.p12/ Read both letters and find the following.

اقرأ الرسائل الموجودة في كتاب الطالب ص 8 وجد التالي

- a. a word meaning 'speak with difficulty' **stammer** يتلعثم
 b. a word meaning the opposite of 'shy' **confident** واثق
 c. a word meaning 'frightened' **afraid** خائف
 d. what to say to be friendly **hello** مرحبا

4.p13/ Now write the questions and answers with the correct punctuation.

اكتب الجمل التالية بالتنقيط الصحيح

- a. are you coming to the beach my brother asked
 - 'Are you coming to the beach?' my brother asked.
 b. I answered I have to write an article
 - I answered, 'I have to write an article.'
 c. what is the article about he asked
 - 'What is the article about?' he asked.
 d. its about yesterdays football match I said its for the magazine
 - 'It's about yesterday's football match,' I said. 'It's for the magazine.'
 e. he asked can I read it
 - He asked, 'Can I read it?'
 f. maybe when you get back from the beach I said
 - 'Maybe when you get back from the beach,' I said.

U1: Lesson 6 (SB) P. 9 (Ask Aunt Sally) اسأل العمه سالي

Lesson 6 (AB) P. 14 - 15

B.p14/ Aunt Sally has made some notes on the problems. Read the notes and answer the questions.

اكتب الكلمات الكاملة للمختصرات التالية

- a. etc. → **etcetera** الخ
 c. v. → **very** جدا
 b. h.w. → **homework** واجب منزلي
 d. e.g. → **for example** على سبيل المثال ، مثلاً

2.p14/ Match the abbreviations in the word box to their definitions below.

طابق التعاريف التالية مع المختصرات الموجودة في الصندوق

- a.m. صباحا /cm سنتيمتر /hr ساعة /km كيلومتر /kph كيلومتر بالساعة /m متر /min دقيقة /mm مليمتر /p.m. مساء /sec. ثانية
- a. kilometres per hour → **kph**
 b. 10 millimetres → **cm**
 c. before 12 noon (or in the morning) → **a.m.**
 d. after 12 noon (or in the afternoon) → **p.m.**
 e. second → **sec.**
 f. 60 seconds → **min**
 g. millimetre → **mm**
 h. 100 centimetres → **m**
 i. 1,000 metres → **km**
 j. 60 minutes → **hr**



U1: Lesson 7 (SB) P. 10 (Embarrassing moments) لحظات حرجية

استخدام الضمائر مع كلمة هناك Pronouns and there

1. نستخدم ضمائر الفاعل (he / she / it / we / they / them) العائدة على الاسم بدلاً من تكرار الاسم مرتين.
2. نستخدم (there) بدلاً من تكرار اسم المكان مرتين.

Ex: The boys played in the park. They loved it there.

Ex: My father went to the shop on the corner. (She / It / He) bought a magazine there.

Ex: The cat ran up the tree. It got stuck (he / there / he).

Ex: My sister and I are visiting our grandparents next week. We can't wait to see (they / them / she).

Ex: The people waited in the queue. (He / We / They) were nervous.

الاراء Opinions

1. للسؤال عن الاراء (Asking for opinions) نستخدم القاعدة التالية.

What do you think of + اسم الشيء + ؟

Ex: Ask Ahmed his opinion about the party. (Ask for opinion) إسأل رأي احمد عن الحفلة

- What do you think of the party?

Ex: Ask Nada her opinion about the film? (Ask for opinion) إسأل رأي ندى عن الفيلم

- What do you think of the film?

2. لأعطاء الاراء (Giving opinions) نستخدم القاعدة التالية.

I think that + الشيء المطلوب السؤال عنه + is the (best/funniest/worst/ (او اي صيغة تفضيل

Ex: What do you think of Ali's story? (Give opinion) اعطي رأيك بقصة علي

- I think that Ali's story is the best.

Ex: What do you think of Ahmed's notebook? (Give opinion) اعطي رأيك بدفتر احمد

- I think that Ahmed's notebook is the most interesting.

Lesson 7 (AB) P. 16 - 17

1.p16/ Find the words in the text in your Student's Book. Tick the correct meaning.

اختر المعنى (المترادف) الصحيح للكلمات التالية

a. embarrassed مُحرج

- to feel tired
- to feel shy and silly
- to feel ill

c. mug قَدَح

- a big cup
- a big plate
- a big bottle

b. spilt يسكب

- made untidy
- made a liquid flow out
- made coffee hot

d. mirror مرآة

- an old car
- a wall
- a glass you can see in



2.p17/ Write a story about your most embarrassing moment.

اكتب قصة عن اكثر لحظة محرجة حصلت لك

(انشاء الوحدة الاولى)

Embarrassing moment لحظة محرجة

One day last week, my mum and I were out shopping in town. We were looking for a present for my uncle, so we went to a gift shop.

Mum saw a really nice mug on the shelf. 'That's nice,' she said. 'Your uncle will like that. He drinks lots of tea.' I picked it up to look at the price and spilt hot coffee all over my dress.

It was the shop assistant's own mug. I was so embarrassed that I nearly died.

في أحد أيام الأسبوع الماضي ، كنت أنا وأمي نتسوق في المدينة. كنا نبحث عن هدية لعمي ، لذلك ذهبنا إلى محل لبيع الهدايا. رأيت أمي كوبًا جميلًا على الرف. قالت " هذا لطيف ". " عمك سوف يحب ذلك . إنه يشرب الكثير من الشاي. " التقطته لألقي نظرة على السعر وسكبت قهوة ساخنة على ثوبي. لقد كان الكوب الخاص بمساعد المتجر. شعرت بالحرج لدرجة أنني كدت أموت.

U1: Lesson 8 (SB) P. 11 (The Global Youth Magazine) مجلة الشباب العالمية

Lesson 8 (AB) P. 18 - 19 للاطلاع

U1: Round up (SB) P. 12 للاطلاع

Round up (AB) P. 20

1.p20/ Write the sentences again using *I like* or *I don't like*.اكتب الجمل التالية مستخدماً *I like* , *I don't like*

Example. They never do their homework.

- I don't like people who never do their homework.

a. They tell jokes.

- I like people who tell jokes.

b. They laugh at me.

- I don't like people who laugh at me.

c. They copy my homework.

- I don't like people who copy my homework.

d. They tell lies.

- I don't like people who tell lies.

2.p20/ Write the paragraph with the correct punctuation.

اعد كتابة الانشاء التالي بالتنقيط الصحيح

noora and dana wrote stories for the class magazine both stories are very good but the editor says she can only print one which of the girls stories will the team choose i think nooras is the best sara said everyone agreed so nooras story will be in the magazine

Noora and Dana wrote stories for the class magazine. Both stories are very good, but the editor says she can only print one. Which of the girls' stories will the team choose? 'I think Noora's is the best,' Sara said. Everyone agreed, so Noora's story will be in the magazine.

3.p20/ Work out these messages and write them as full sentences.

اكتشف الرسائل التالية واكتبهم كجمل كاملة

a. Pls. go to, shop. I'm v. hungry.

- Please go to the shop. I'm very hungry.

b. Do your h.w. I'm v. tired.

- Do your homework. I'm very tired.



U1: Story time (SB) P. 13 - 14 (Jad and Johnny - A tour of London)

جاد وجوني - جولة لندن

Story
time

AB 21

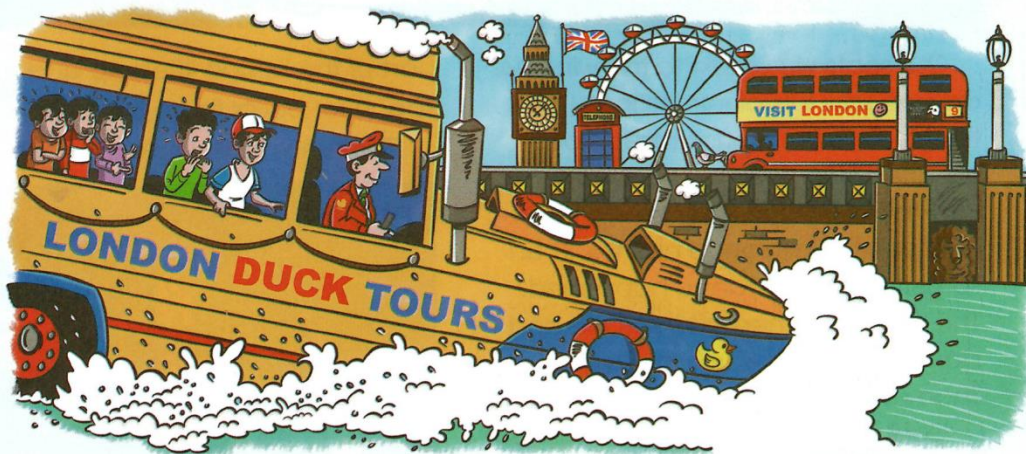
Jad and Johnny - A tour of London

A



5 Listen, read and find out.

- 1 Who is telling the story?
- 2 Where are Jad and Johnny?
- 3 Why do people laugh at Johnny?



The train journey from my village to London took a long time. I tried to read my book, but I was too excited. I still couldn't believe that I was one of the winners of the competition!

The train arrived in London, and I walked to the hostel. When I found my room, there was another boy there.

'Hi. I'm Jad,' he said. 'I'm from Iraq.'

'Nice to meet you, Jad. I'm Johnny. Are you a reporter, too?' I asked.

'No, I'm a photographer,' he replied.

We started to talk about the road trip. Jad was just as excited as me.

'I love travelling and seeing new places,' he said.

'Me too!' I replied. We were becoming friends.

'Let's go out and explore London now,' suggested Jad.

'Maybe we should wait for the others,' I said. I was nervous. London seemed so big.

'But I've been in this hostel for three hours. It's really boring!' he said. 'Why don't we do a tour? Then we can see all the famous things in the city.'

We left the hostel and walked to the centre of London. There were so many tours: bike tours, bus tours, walking tours ... there was even a scooter tour! Then we saw a yellow minibus and a sign that said 'DUCK tours - the London tour with a difference'.

'This one looks good,' said Jad.

'Let's buy tickets.'

'I wonder what's different about it,' I said.



Jad and Johnny – A tour of London



Our seats were next to the window, and we saw lots of interesting things as the minibus drove through London's busy streets. There were very tall buildings, expensive shops and people in strange clothes. Then something very strange happened. The minibus turned off the road and started driving towards the River Thames.

'Jad! What's going on?' I asked. But Jad didn't know either. 'Excuse me,' I said to the driver, but he just smiled. 'Excuse me!' I shouted this time. But the driver just kept on smiling and driving into the river. 'Aaaaaarrggghh! STOP!' I cried. But when the bus went into the river, it didn't sink. Instead, it floated – the minibus turned into a boat! The driver laughed at me and so did the other passengers. I felt silly, but I laughed, too.

Our tour went along the river, and we saw some famous tourist attractions, like Big Ben and St Paul's Cathedral. Jad took lots of photographs, and I started writing about our tour. Then, as we reached a bridge, the boat slowed down. I didn't know what was happening.

'I've seen this on TV,' said Jad. 'This is Tower Bridge.' Everyone watched as

part of the bridge lifted up and made space for boats to go through.

'That's so cool!' I said.



After two hours, the tour finished.

'Now our boat is a bus again,' I laughed. I opened the door and stepped out.

'Johnny! Stop!' shouted Jad, but he was too late. It was the wrong door, and I was standing in the river! The water reached up to my knees.

'Oh, no!' I shouted. Before Jad helped me, he took out his camera and took a photograph.

'That's my favourite photograph of the day,' he laughed.

'At least I've got something funny to write about in my article,' I said, and I laughed, too.

Jad and Johnny - A tour of London جاد وجوني - جولة لندن

قصة الوحدة الاولى

1. Who is telling the story? من الذي يروي القصة

- Johnny. جوني

2. Where are Jad and Johnny? اين هما الان جاد وجوني

- In London. في لندن

3. Why do people laugh at Johnny? لماذا ضحك الناس على جوني

- Because he was so scared that the bus would sink. لأنه كان خائفاً جداً بأعتقاده ان الحافلة ستغرق

4. Why are Jad and Johnny in London? لماذا جاد وجوني في لندن

- They are having a tour there because they have won in a competition. هما في جولة سياحية لأنهم فازوا بمسابقة

5. What do the new friends decide to do? ماذا قرر الصديقان الجدد ان يفعلوا

- They decide to take a tour around London in a minibus. قرروا بأخذ جولة سياحية حول لندن بواسطة حافلة صغيرة

6. Why is the DUCK tour special? لماذا تعتبر جولة البطّة مميزة

- Because the minibus can be a bus and a boat. لأن الحافلة الصغيرة تستطيع ان تكون حافلة وقارب

7. What were the two embarrassing things that happened to Johnny during the tour?

ما هما الشينين المخرجين الذين حدثا لجوني خلال الجولة السياحية
- When he cried loudly thinking that the bus would sink in the river, and when he opened the wrong door and fell into the river. عندما بكأ بصوت عالي معتقدا ان الحافلة ستغرق في النهر وعندما فتح الباب الخطأ وسقط في النهر

8. Why wasn't Johnny embarrassed? لماذا جوني لم يكن محرجاً

- Because he thought that he had got something funny to write about in his article.

لأنه يعتقد بأنه حصل على شيء ممتع يكتب عنه في مقالته

Story time (AB) P. 21

تمرين (2) ص 21. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القصة

نهاية الوحدة الاولى

كن صبوراً ، الدروس التي تتعلمها اليوم ستفعلك غداً



UNIT TWO / الوحدة الثانية

U2: Lesson 1 (SB) P. 17 (Keep fit!) حافظ على رشاقته

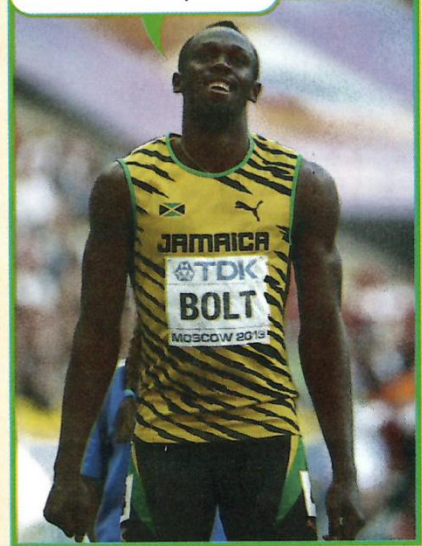
Take my advice ...

Fitness is very important. Unfit people cannot enjoy life. They get tired very quickly, so they cannot play games. They cannot run. In fact, they cannot even walk without getting tired and out of breath. So, if you want to enjoy life, you should get fit and keep fit.

How can you get fit? You should take exercise regularly. Games like football, basketball and netball give you plenty of exercise because you have to

run all the time. Swimming and cycling are also very good forms of exercise. If you don't like any of these, you can just go walking. You should walk quickly for about 20 minutes every day. Walking slowly will not make you fit and walking to your bedroom will not either! Some people think that taking exercise is boring, but it doesn't have to be. If you take exercise with your friends, you will have fun.

I'm fit. Are you?



Keep fit حافظ على رشاقته

1 قطعة الوحدة الثانية

1. Why is it important to be fit? لماذا من المهم ان نبقي رشيقين

- To enjoy life. لكي نستمتع بحياتنا

2. Why can unfit people not run or walk easily? لماذا لا يستطيع الناس الغير رشيقين الركض او المشي بسهولة

- Because they get tired very quickly. لأنهم يتعبون بسرعة

3. Why is exercise good for you? لماذا التمرن مهم لك

- To get fit. لكي اصبح رشيقا

4. What kinds of exercise can you find in paragraph 2? اي انواع من الرياضة تستطيع ايجادها في الفقرة الثانية بالقطعة

- Football, basketball, netball, swimming and cycling. كرة القدم ، كرة السلة ، كرة الشبكة ، السباحة وركوب الدراجة

5. Which words in the text mean the following? جد الكلمات في النص مرادفة للكلمات والعبارات التالية

often = regularly بانتظام ، غالبا

able to do things like running and playing games easily = fit رشيق ، قادر على فعل اشياء مثل الركض واللعب بسهولة

opposite of fit = unfit غير رشيق ، عكس كلمة رشيق

kinds = forms اشكال ، انواع



اعطاء النصيحة (should / shouldn't) Giving advice

1. نستخدم (لا يجب shouldn't / يجب should) لأعطاء النصائح وحسب القاعدة التالية:

تكملة + فعل مجرد + (should / shouldn't) + فاعل

2. نستخدم (should) لأعطاء نصيحة مع الجمل الايجابية.

3. نستخدم (shouldn't) لأعطاء نصيحة مع الجمل السلبية.

Ex: You have an exam tomorrow. You (should / shouldn't) study hard. **اختر الاجابة الصحيحة**

Ex: The weather is windy. You (should / shouldn't) go out.

Ex: You're always tired. You shouldn't (go / went / gone) to bed late.

4. اختيار (should) او (shouldn't) يعتمد بالدرجة الاولى على معنى الجملة ، لكن هنالك بعض الكلمات او الدلالات التي تساعدك في اختيار الكلمة الصحيحة مثلا عند وجود (don't) او (never) وهي كلمات تعطي شعور سلبي نختار (shouldn't).

Ex: Don't let children play with matches. (Give advice. Use: should or shouldn't) **استخدم يجب او لا يجب**

- You shouldn't let children play with matches.

Ex: Never play in the street. It's dangerous. (Give advice. Use: should or shouldn't)

- You shouldn't play in the street. It's dangerous.

كم مرة How often

1. نستخدم (كم مرة how often) للسؤال عن عدد مرات حدوث الفعل وحسب القاعدة التالية:

? + فعل مجرد + فاعل + (do / does) + How often

2. نستخدم (do) اذا كان الفاعل اسم جمع او الضمان (I / we / you / they).

3. نستخدم (does) اذا كان الفاعل اسم مفرد او الضمان (he / she / it).

4. عندما نسأل باستخدام (How often) نحذف العبارات الظرفية التي تدل على عدد المرات او زمن حدوث الفعل ومن هذه العبارات:

مرتين في الشهر / twice a month / مرة في الاسبوع / once a week / كل جمعة / every Friday / كل يوم / every day
ليس غالباً / not very often / بعض الاحيان / sometimes / عادة / usually

Ex: I go to the museum every month. (Use: How often) **اسأل باستخدام كم مرة**

- How often do you go to the museum?

Ex: He plays tennis every Friday. (Use: How often)

- How often does he play tennis?

5. أما للاجابة عن الاسئلة التي تبدأ بـ (How often) نستطيع استخدام اي عبارة ظرفية من النقطة رقم 4 للاجابة.

Ex: How often do you play football? (Answer) **اجب عن السؤال**

- Every day. / Every Monday. / Once a week. **كل الاجابات صحيحة**



Lesson 1 (AB) P. 22 - 23

تمرين (1) ص 22. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

3.p23/ Write the sentences again using *should* or *shouldn't*.

اكتب الجمل التالية مجددا باستخدام *should* , *shouldn't*

- a. Don't let children play with matches.
- **You shouldn't let** children play with matches.
- b. Use the zebra crossing when you cross the road.
- **You should use** the zebra crossing when you cross the road.
- c. Never cycle on the wrong side of the road.
- **You shouldn't cycle** on the wrong side of the road.
- d. Keep medicine out of the reach of children.
- **You should keep** medicine out of the reach of children.

U2: Lesson 2 (SB) P. 18 (Eat the right food) تناول الطعام الصحي

المعدود وغير المعدود too much/too many/a little/a few/a lot of

1. يقصد بالاسماء المعدودة (countable nouns) وهي الاسماء التي يمكن جمعها مثل:

Ex: cup كوب , cups اكواب / car سيارة , cars سيارات / door باب , doors ابواب

2. يقصد بالاسماء الغير المعدودة (uncountable nouns) وهي الاسماء التي لا يمكن جمعها مثل:

Ex: tea شاي / salt ملح / sugar سكر / coffee قهوة

3. (too much) ومعناها كثير جدا وتستخدم مع الغير المعدود.

4. (too many) ومعناها كثير جدا وتستخدم مع المعدود.

Ex: sugar. (too many / too much)

Ex: cars. (too many / too much)

5. (a little) ومعناها قليل وتستخدم مع الغير المعدود.

6. (a few) ومعناها قليل وتستخدم مع المعدود.

Ex: I like a salt in my food. (few / little)

Ex: I ate sweets yesterday. (a few / a little)

7. (a lot of) ومعناها الكثير من وتستخدم مع المعدود و الغير المعدود.

Ex: I have **a lot of** friends.

Ex: I ate **a lot of** cake.

8. امثلة اضافية:

Ex: I have a friends. (too many / few)

Ex: If you eat fat, it is bad for your heart. (too many / too much / a few)



Lesson 2 (AB) P. 24 - 25

1.p24/ Complete the spider diagram. Use the words from the box.

اكتب الكلمات التي في الصندوق بالحقل المخصص لها

apple تفاح / biscuits بسكويت / burger برغر / coke كولا / crisps رقائق البطاطا / cucumber خيار
lettuce خس / strawberries فراولة / sugar سكر / water الماء

Very good for you اطعمة جيدة لك

Not so good for you اطعمة ليست جيدة كثيرا لك

apple

cucumber

lettuce

strawberries

water

biscuits

burger

coke

crisps

sugar

2.p24/ Answer the questions about the report in your Student's Book. Write sentences.

اجب عن الاسئلة المتعلقة بالتقرير الموجود في كتاب الطالب ص18 (يمكن اعطاء التمرين واجب منزلي)

a. Which things are very good for us?

- fish, fruit, vegetables and water.

b. What should we not eat too much of?

- meat and cheese.

c. Which three things should we be careful about?

- fat, salt and sugar.

d. Why was the food in Layla's bag not very healthy?

1. Crisps have too much fat and salt.

2. Chocolate bars have too much fat and sugar.

3. Cola has too much sugar.

3.p25/ Use the examples above to complete the rules.

استخدم الكلمات التي في الصندوق لتكمل القواعد التالية

too much كثيرا جدا / too many كثيرا جدا / a little القليل / a few القليل / a lot of الكثير من

too many and a few can only be used before countable nouns.too much and a little can only be used before uncountable nouns.a lot of can be used before both countable and uncountable nouns.

4.p25/ Complete the sentences.

اكمل الجمل التالية

too much كثيرا جدا / too many كثيرا جدا / a little القليل / a few القليل / a lot of الكثير من

a. I want vegetables, please. I love them! too many / a few / a lot of

b. I've got books in my bag, and I can't carry it. too many / a lot of

c. I've got homework. I'll never finish! too much / a lot of

d. You can't eat all those chocolate bars! That's too many

e. If you need help, I speak French. a little

f. I ate crisps today and a lot of fruit and vegetables. I ate healthy food today! a few



U2: Lesson 3 (SB) P. 19 (In a restaurant) في مطعم

كلمات مهمة تأتي على شكل املاء (Spelling)		
Meat اللحم	Fish انواع السمك	Desserts الحلويات
Lamb curry لحم العجل بالكاري	Fried fish سمك مقلي	Apple cake كعكة التفاح
Beef curry لحم بقري بالكاري	Grilled fish سمك مشوي	Chocolate cake كعكة الشوكولا
Fried chicken دجاج مقلي		Ice cream مثلجات
Burgers برغر		Fruit salad سلطة فواكه
Hot dogs نقانق		
Drinks المشروبات	Pizza البيتزا	Vegetables الخضروات
Fruit juices عصائر الفواكه	Cheese and tomato بيتزا بالجبن والطماطم	Baked potato بطاطا محمصة
Milkshakes مخفوق الحليب		Fries بطاطا مقلية
Cola كولا		Salad سلطة
Lemonade عصير الليمون		Rice ارز
Tea شاي		
Coffee قهوة		
Mineral water مياه معدنية		

Lesson 3 (AB) P. 26 - 27

5.p27/ Match the words from the box to their definitions.

طابق الكلمات التي في الصندوق مع تعاريفها

baked محمص / beef لحم البقر / fried مقلي / grilled مشوي / lamb لحم العجل (الخروف)

- a. cooked in hot fat or oil **fried**
- b. cooked in the oven **baked**
- c. cooked under strong heat **grilled**
- d. meat from a cow **beef**
- e. meat from a young sheep **lamb**



U2: Lesson 4 (SB) P. 20 (Aches and pains) اوجاع والام

Aches اوجاع

• نستطيع التحدث عن الاوجاع حسب القاعدة التالية:

I + (have/have got) + a + الالم
My + (مكان الوجع او الالم) + aches

Ex: I have got a It hurts me all the day. (head / headache)

Ex: My head me. (aches / ache)

Ex: I have a I need to go to the dentist. (tooth / toothache)

Lesson 4 (AB) P. 28 - 29

1.p28/ Complete the conversations. Use the words from the box.

اكمل المحادثة التالية من الكلمات التي في الصندوق

aches / يؤلم / all right / بخير / dentist / طبيب اسنان / have / لدي / headache / وجع رأس / matter / ما الامر
pills / حبوب / sorry / آسف / toothache / وجع اسنان / water / ماء

A: Are you, Jalal? **all right**

B: I've got a My tooth really hurts. **toothache**

A: Oh, I'm You should go to the **sorry / dentist**

C: What's the, Mum? **matter**

D: I a My head really **have / headache / aches**

C: Oh dear. Shall I get you some and? **pills / water**

D: Yes, please.

3.p29/ Use your answers to complete the paragraphs.

استخدم اجوبتك لتكمل الفقرات التالية

Noora had an earache, so she went to the doctor. The doctor put some drops in Noora's ear. Noora should do this twice a day. Her ear will be better in a few days. Noora should not go swimming.

Rasha had a very bad headache. It hurts all the time. Rasha needs to wear glasses, but she doesn't like wearing them. The doctor said Rasha should wear her glasses all the time. If she doesn't, she will have headaches all the time, and her eyes will get worse. The doctor gave her twelve pills. She should take them three times a day.

4.p29/ How do you think you feel in these situations?

كيف تعتقد بأنك سوف تشعر في المواقف التالية

fit / رشاقة / happy / سعادة / frightened / خوف / sad / حزن / excited / حماس / tired / تعب

a. Last night you had only three hours sleep. 'I feel' **tired**

b. You are out on a boat. The weather gets very bad, and the water starts coming into the boat. 'I feel' **frightened**

c. Your older sister has just had a baby boy. 'I feel' **happy**

d. Your father has just told you that the family are going to Australia for a holiday. 'I feel' **excited**

e. Your friend is very ill in hospital. 'I feel' **sad**

f. You take exercise five times a week 'I feel' **fit**



U2: Lesson 5 (SB) P. 21 (Jalal's story) قصة جلال

AB 30-31

Unit

2

Lesson 5: Jalal's story

A Jalal wrote a story for the school magazine. Read it quickly.

A true story

by Jalal Abdullah

I sometimes have to look after my little brother for an hour or so when my parents go out. Ibrahim is ten. He always wants me to play with him, but

5 I want him to play by himself. One day, when I was playing a computer game, he said again and again, 'Jalal, I feel sick. I've got a pain in my stomach.'

'You always say that, Ibrahim. There's
10 nothing wrong with you,' I said angrily. 'You haven't got a pain. You are a pain. Sit down and watch that video.'

Ibrahim started crying and an hour later, he was still crying loudly. I gave
15 him a bag of crisps, but he didn't stop,

and he didn't eat the crisps. That was very unusual. I was shouting at him when my parents came home. They were very angry with me. I was very surprised when my father called an ambulance.

'Something is wrong,' my mother said. 'Can't you see? Ibrahim is in pain.'

25 A few hours later, the doctors took out Ibrahim's appendix. They saved his life.

I was very frightened. Ibrahim nearly died, and it was my fault. I learnt a
30 lesson that day.



Jalal's story قصة جلال

قطعة الوحدة الثانية 2

- Which lesson do you think Jalal learnt? بأعتقادك ماهو الدرس الذي تعلمه جلال
- **You should always listen to your brother.** يجب عليك دائما الاصغاء لأخاك
- Does Jalal enjoy playing with Ibrahim? Which words tell you this?
هل استمتع جلال باللعب مع ابراهيم؟ اي كلمات اخبرتك بذلك
- **No, he doesn't. He said I want him to play by himself.** كلا ، هو قال انا اريده ان يلعب لحاله
- Did Ibrahim say he felt sick a few times or many times?
هل شعر ابراهيم بالوجع مرات قليلة او كثيرة؟ اي كلمات اخبرتك بذلك
- **Many times. He said again and again.** مرات كثيرة ، هو قالها مرارا وتكرارا
- Did Jalal believe Ibrahim was sick? هل جلال صدق بأن ابراهيم كان مريض
- **No, he didn't.** كلا ، لم يصدق
- In line 16, what does *That* refer to? في السطر 16 ، الى ماذا تشير كلمة *That*
- **He didn't eat the crisps.** انه لم ياكل رقائق البطاطا
- Where did Ibrahim have to go? الى ان يجب على ابراهيم ان يذهب
- **To hospital.** الى المستشفى
- Did Ibrahim die? هل مات ابراهيم
- **No, he didn't.** كلا

المضارع البسيط Present simple

- نستخدم المضارع البسيط للتعبير عن الاحداث التي تحصل بشكل متكرر او حقيقة ثابتة كأن 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).
- قاعدة المضارع البسيط في حالة الإثبات هي:

التكلمة + الشخص الثالث s + فعل (he/she/it)
التكلمة + فعل مجرد (I/we/you/they)

Ex: He (go) to school every day. (Present simple) حول الى المضارع البسيط

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

Ex: She (leave) home at 7:00 a.m. (Present simple)

- She **leaves** home at 7:00 a.m.

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

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

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:

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

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.

4. قاعدة المضارع البسيط في حالة الاستفهام هي:

? + التكلمة + فعل مجرد + **Does** + (he/she/it)
? + التكلمة + فعل مجرد + **Do** + (I/we/you/they)

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 do?

Ex: What (do / **does**) she do?

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. إذا كان الفعل الرئيسي في الجملة هو فعل الكينونة (be) فيتحول الى (is/am/are) حسب فاعل الجملة اما بالنسبة لظروف التكرار يكون موقعها بعد الفعل المساعد. وفي المضارع البسيط يأتي بعد افعال (be) أسم او صفة.

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

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

- He **is** early. **الاثبات**
- He **is not** early. **النفي**
- **Is** he early? **الاستفهام**

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

- We **are** late. **الاثبات**
- We **are not** late. **النفي**
- **Are** we late? **الاستفهام**

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

- I **am** tired. **الاثبات**
- I **am not** tired. **النفي**
- **Am I** tired? **الاستفهام**

Ex: I am tired. (Insert: usually)

- I am **usually** tired.

Ex: You are late. (Insert: often)

- You are **often** late.

Ex: The capital of Iraq (be) Baghdad. (Correct)

- The capital of Iraq **is** Baghdad.

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

- I **am** a student in this school.

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

فعل مساعد + ضمير الفاعل , **Yes**
not + 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.**

الفعل (يريد) Want

1. نستخدم الفعل (want) للتعبير عن رغبتنا بشيء معين وحسب القاعدة التالية.

فعل مجرد + **(want / wants)** + فاعل

2. نستخدم (want) إذا كان الفاعل اسم جمع او الضمانر (I / we / you / they).

3. نستخدم (wants) إذا كان الفاعل اسم مفرد او الضمانر (he / she / it).

4. امثلة امتحانية:

Ex: Your father (want / **wants**) you to help him in the shop.

Ex: My mother wants me to more vegetables and fruit. (eating / ate / **eat** / eats)

Ex: I (**want** / wants) Ahmed to help me.

Ex: My boss wants me (help / **to help**) him in his office.

Ex: Mayar wants you to (**teach** / to teach) me English.

Ex: She wants (**to play** / play) with her friend outside.



Lesson 5 (AB) P. 30 - 31

تمرين (1) ص 30. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

2.p30/ Choose and tick the correct meaning of the words and phrases below.

اختر المعنى الصحيح للكلمات والعبارات التالية

a. an hour or so حوالي ساعة

- one hour.
- about an hour.
- one hour or two hours.

b. unusual غير اعتيادي

- what someone usually does.
- what someone does sometimes.
- what someone does not usually do.

c. Jalal was surprised جلال كان متفاجئ

- Jalal was happy because something funny happened.
- Jalal was angry because there was no time to think.
- Jalal was shocked because something unexpected happened.

d. my fault انه خطئي ، انه ذنبي

- something good that happened because of me.
- something bad that happened because of me.
- something new that happened because of me.

3.p31/ Use the table to write four sentences like this one:

استخدم الجدول التالي لكتابة اربعة جمل كما في المثال

My friend	wants	you	to help him in the garden.
Our teacher		us	to ride my bike more carefully.
My mother		me	to work harder.
My father		me	to go to the park.

Example. My brother wants me to play with him.

- a. My friend wants me to go to the park.
- b. Our teacher wants you to work harder.
- c. My mother wants me to ride my bike more carefully.
- d. My father wants me to help him in the garden.

U2: Lesson 6 (SB) P. 22 ('Get well' cards) بطاقات التمني بالشفاء

Lesson 6 (AB) P. 32 - 33 للاطلاع



U2: Lesson 7 (SB) P. 23 (A letter) رسالة

Lesson 7 (AB) P. 34 - 35

3.p35/ Write a letter to your sick friend.

اكتب رسالة لصديقك المريض

(انشاء الوحدة الثانية)

A letter to your sick friend رسالة لصديقك المريض

30 Wahda Street,

Mosul,

Iraq

Dear Salim,

How are you my friend? I hope you are better now. I heard that last week you had a car accident and your arm had broken. I hope you get well soon.

Salim you shouldn't drive the car fast. You need to be careful because your health is very important.

I will send you the school homework. I'm waiting for you to comeback to school ASAP.

Best wishes,

Ali

شارع 30 الوحدة،

الموصل،

العراق

عزيزي سالم

كيف حالك يا صديقي؟ أتمنى أن تكون أفضل الآن. سمعت أنك تعرضت في الأسبوع الماضي لحادث سير وكسرت ذراعك. أتمنى ان تتحسن صحتك سريعاً.

سالم لا يجب عليك قيادة السيارة بسرعة. يجب أن تكون حذراً لأن صحتك مهمة جداً.

سأرسل لك الواجب المدرسي. أنتظر عودتك إلى المدرسة في أسرع وقت ممكن.

أطيب التمنيات،

علي

U2: Lesson 8 (SB) P. 24 (Limericks) الليريكية

Limericks الليريكية

1. الليريكية وهي قصائد فكاهية قصيرة ممتعة مكونة من 5 اسطر.

2. يكون السطر الاول و الثاني و الخامس على نفس القافية.

3. يكون السطران الثالث و الرابع على نفس القافية ايضاً.

امثلة عن القصائد الليريكية

There once was a girl from Peru
Who was trying to paint her roof blue.

She felt a bit faint

And spilt all the paint,

So now she'll be needing shampoo!

There was a young man from Tibet
Who had an incredible pet.

He found out its wings

Were held on with strings,

And now he is very upset.



Lesson 8 (AB) P. 36 - 37

1.p36/ Read the jumbled limericks. Can you put them in the correct order? Number the boxes.

اقرأ القصائد اللمريكية المتلخبطة التالية وضع الاسطر بالترتيب الصحيح

a.

I turned up the heat. 3

Who said it was getting cooler and cooler. 2

It worked like a treat, 4

And now the spider is warmer. 5

I once met a spider in a corner, 1

b.

It ended up in the kitchen. 5

It wanted to fly. 3

It said it wanted to be a pigeon. 2

Don't ask me why. 4

One day, I was talking to a chicken. 1

3.p37/ Complete the limericks. Use words from the boxes.

اكمل القصائد اللمريكية من الكلمات التي في الصندوق

boy ولد / clock ساعة / cry يبكي / day يوم / eight ثمانية / Kuwait الكويت
late متأخر / school مدرسة / teacher معلم ، مدرس / Why? لماذا

a.

There was a young boy from KuwaitWho got to school every day late.When his teacher asked 'Why?'He replied with a cry,'My clock always wakes me at eight.'bore ممل / door باب / house منزل / Jaipur (مدينة في الهند) / man رجل / right حسنا
wall حائط ، جدار / white ابيض / woman امرأة

b.

There was an old man from JaipurWhose wall had a green and blue door.I said, 'I like white.'He said, 'That's all right.'But I think that white is a bore.

U2: Round up (SB) P. 25 للاطلاع

Round up (AB) P. 38

1.p38/ Put the words in the correct order to make sentences.

ضع الجمل التالية بالترتيب الصحيح

a. you / The / doctor / to / tomorrow / see / wants / him

- **The doctor wants you to see him tomorrow.**

b. pain / her / has / ear / Nadia / a / in

- **Nadia has a pain in her ear.**

c. are / many / sweets / teeth / Too / for / your / bad

- **Too many sweets are bad for your teeth.**

d. small / climb / shouldn't / trees / You / children / let

- **You shouldn't let small children climb trees.**

e. have / should / a / toothache / see / If / dentist / you / a / you

- **If you have a toothache, you should see a dentist.**

2.p38/ Write the sentences with the correct punctuation.

اكتب الجمل التالية بالتنقيط الصحيح

a. would you like to go to a restaurant this evening she asked

- **'Would you like to go to a restaurant this evening?' she asked.**

b. i dont know what to do said ali i agreed to meet jamal but i cant remember where

- **'I don't know what to do,' said Ali. 'I agreed to meet Jamal, but I can't remember where.'**

3.p38/ Complete the sentences. Use the words from the box.

اكمل الجمل التالية من الكلمات التي في الصندوق

excited متحمس / frightened خائف / happy سعيد / surprised مندهش
upset منزعج / wonderful رائع / worried قلقa. I get when I read scary stories at night. **frightened**b. Jad and Johnny were very about going on the Global Youth Magazine trip. **excited**c. I was so to pass the exam. I was I had done badly. **surprised / worried**d. Dania was really with the present from her best friend. **happy / wonderful**e. Arguing with my sister makes me feel **upset**

U2: Story time (SB) P. 26 - 27 (Jad and Johnny - Camping at Stonehenge)

جاد وجوني - التخييم في ستونهينج

AB 39

Story
time

Jad and Johnny - Camping at Stonehenge

A



15 Listen, read and find out.

- 1 Where are the boys?
- 2 Which new characters are introduced?
- 3 What happens to Jad?



The other winners of the competition arrived in London the next morning. There was me, Jad and three other boys – Paolo from Italy, Marcus from the USA and Aziz from Algeria. We all got into a minibus to start our trip. We didn't know where we were going. The leader of the trip was called Tom, and he was driving.

After a few hours, the minibus stopped. We were next to a group of very large stones in a circle.

'Welcome to Stonehenge!' said Tom.

'Wow!' said Jad. 'It's beautiful! But ... what is it?'

'That's a very good question,' said a woman who had joined us. Her name was Clara, and she was a tour guide at Stonehenge. 'Nobody knows because it's over four thousand years

old. Come for a walk with me, and I'll tell you more about it,' she said.

'We think people came here a long time ago to study the sky,' Clara said as we walked around the stones.

'They watched the way the Sun, the Moon and the stars moved.'

'So, it was for astronomy,' Aziz said.

'Exactly,' said Clara. 'But the stones are so big and heavy, the question is – how did people build it?'

'Did they use trucks and cranes?' asked Marcus.

'Trucks and cranes?' I laughed. 'It was four thousand years ago!'

'Some people think they were built by giants,' said Clara. 'Or by magic.'

'Maybe aliens put them here,' Jad joked.

'Well,' said Clara. 'Some people think that, too. They believe



AB 39

Story
time

Jad and Johnny – Camping at Stonehenge

Stonehenge is a landing place for alien spaceships.' The other boys laughed at that idea, but I wasn't laughing.

'I think this place is scary,' I said.

'Oh, I don't think it's scary,' said Clara. 'It's beautiful. Especially first thing in the morning.'

'And I've got some good news,' said Tom. 'We're going to camp here tonight so you can see the sunrise tomorrow morning ... at 5:15.'

'Camp here?' I asked. I was scared.

'5:15?' Jad said. 'That's too early!'

In the evening, we made a fire and sat in a circle. We toasted marshmallows and drank hot chocolate. The other boys took turns to tell scary stories. They were all having fun and laughing, but I was still scared.



'I don't feel well,' I said.

'You should go to bed,' said Jad.

During the night, I woke up in my tent because there was a strange noise.

'What was that?' I shouted.

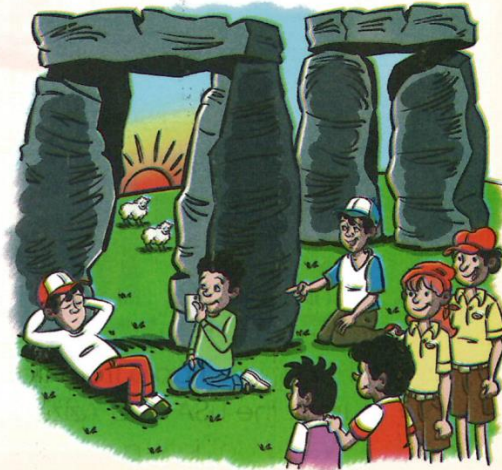
The strange noise happened again. There was something outside our tent.

'It could be ... aliens,' I said.

'Or maybe it's a giant!' said Aziz. He was scared now, too.

Marcus opened the tent and laughed. There was a sheep, and it was eating our marshmallows.

Tom woke us up early the next morning. It was still dark as we walked to the stones. We stood in the centre of the circle and waited. At exactly 5:00, the sun started to rise.



'That is beautiful,' said Paolo.

'It's amazing!' said Marcus. He had his camera, and he was taking a lot of photographs.

'Aren't you happy you got up early, Jad?' I said. But there was no answer. I turned around and saw him sitting against one of the stones. His eyes were closed, and he was fast asleep!

I picked up his camera and took a photograph of him.

'Now it's my turn to take a funny photograph!' I laughed.



التخييم في ستونهينج Jad and Johnny - Camping at Stonehenge

قصة الوحدة الثانية

- Where are the boys? أين هم الاولاد
- At Stonehenge. في ستونهينج.
- Which new characters are introduced? ماهي الشخصيات الجديدة التي تم تقديمها
- Paolo from Italy, Marcus from USA and Aziz from Algeria.
باولو من ايطاليا ، ماركوس من امريكا وعزيز من الجزائر
- What happens to Jad? ماذا حدث لجاد
- Johnny took a photo of him while he was asleep. جوني التقط له صورة عندما كان نائم.
- Why was Stonehenge built? لماذا تم بناء ستونهينج
- To study the sky (astronomy). لدراسة السماء (الفضاء).
- Some people think Stonehenge wasn't built by humans. Who do they think built it?
بعض الناس يعتقدون بأن ستونهينج لم يتم بناءها من قبل البشر. من الذي بناها حسب اعتقادهم
- They thought it was built by giants, or by magic or by aliens.
يعتقدون انها بنيت من قبل العمالقة او السحر او الكائنات الفضائية
- What makes Stonehenge surprising? ما الذي يجعل ستون هينج مدهشة
- What makes it surprising is that how did people build it although the stones are so big and heavy.
الذي يجعلها مدهشة كيف استطاع البشر بناءها بالرغم من ان الاحجار كبيرة جدا وثقيلة
- How does Stonehenge make Johnny feel? كيف جعلت ستونهينج جوني يشعر
- It made him scared. جعلته يشعر بالخوف.
- Why is the group camping at Stonehenge? لماذا المجموعة خيموا في ستونهينج
- To see the sunrise in the morning. لرؤية شروق الشمس في الصباح.
- Why were Johnny and Aziz afraid of a sheep? لماذا كانوا جوني وعزيز خائفين من الخروف
- Because they thought it could be an alien or a giant. لأعتقادهم بأنه كائن فضائي او عملاق.

Story time (AB) P. 39

تمرين (2) ص 39. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القصة

نهاية الوحدة الثانية

بالطبع ستتعب ، لو كان النجاح سهلا لوصل اليه الجميع



UNIT THREE / الوحدة الثالثة

U3: Lesson 1 (SB) P. 28 (The sports centre) مركز الرياضة

الافعال والرياضة play , go , do

1. نستخدم الفعل (play) مع الرياضة التي نستخدم فيها الكرة او الرياضات التي يكون فيها تنافس بين فريقين.

كرة الطائرة volleyball / التنس tennis / الشطرنج chess / كرة السلة basketball / كرة القدم football

2. نستخدم الفعل (go) مع الرياضة التي نلعبها لأجل الاستمتاع وتكون هذه الرياضة عادة في الخارج (اي لاتكون في اماكن مغلقة) وعادة تنتهي بـ (ing).

صيد السمك fishing / ركوب الخيل horse-riding / السباحة swimming

3. نستخدم الفعل (do) مع الرياضة التي نؤديها بأجسادنا.

الجمباز gymnastics / الكاراتيه karate / الملاكمة boxing / ألعاب القوى athletics / الجودو judo

Ex: We tennis every week. (play / go / do)

Ex: Let's swimming. (play / go / do)

Ex: Ahmad and Ali judo every Monday. (play / go / do)

4. ملاحظات: (موضوع ثاني متفرع) ويمكن ان يأتي في سؤال القواعد على شكل اختيارات.

• يأتي بعد (هل تحب ان ، هل تود ان Would you like to) فعل مجرد والجملة استفهامية.

• كذلك يأتي بعد (احب ان ، اود ان I would like to) فعل مجرد.

Ex: Would you like to (playing / played / play) tennis?

Ex: Would you like to (gone / go / went / going) swimming?

Ex: Would you like (play / to play) football?

Ex: I would like to (do / did / done) karate.

Ex: I would like to (going / go) fishing.

Lesson 1 (AB) P. 40 - 41

1.p40/ Which sports connect the words? Write the names of the sports.

اي رياضة تربط الكلمات التالية

a. run	jump	throw	athletics	ألعاب القوى
b. ball	basket	two teams	basketball	كرة السلة
c. sea	boat	wind	sailing	الابحار
d. ball	net	racket	tennis	التنس
e. swim	pool	race	swimming	السباحة
f. ball	eleven players	goal	football	كرة القدم



2.p40/ Write the sports in the correct column.

اكتب الرياضات في العمود الصحيح

athletics ألعاب القوى / basketball كرة السلة / boxing الملاكمة / chess الشطرنج / cycling ركوب الدراجات
 football كرة القدم / golf الغولف / jogging الهرولة / judo الجودو / karate الكاراتيه / skating التزلج
 skiing التزلج على الجليد / swimming السباحة / tennis التنس / yoga اليوغا

do	play	go
athletics	basketball	cycling
boxing	chess	jogging
judo	football	skating
karate	golf	skiing
yoga	tennis	swimming

3.p41/ Complete the sentences with Do, Go or Play.

اكمل الجمل التالية بـ Do , Go , Play

- a. **Do** is often used where no equipment is needed.
 b. **Play** is often used for team sports or sports that use a ball.
 c. **Go** is often used with sports that end in -ing.

U3: Lesson 2 (SB) P. 29 (The timetable) الجدول الزمني

Lesson 2 (AB) P. 42 - 43

2.p42/ Correct the words that have the wrong spelling.

صحح الكلمات المكتوبة بشكل املائي خاطئ

- a. Come to the sports sentre at five o'clock. **centre**
 b. There's a biginers' lesson in judo. **beginners'**
 c. I really want to do afeletics on Wednesday. **athletics**
 d. I also have to practice playing basketball. **practise**
 e. There's a team practice on Saturday. **team**

U3: Lesson 3 (SB) P. 30 (Booking lessons) حجز الدروس

Past simple الماضي البسيط

1. الماضي البسيط هو حدث وقع في زمن الماضي وانتهى.
2. الظروف الدالة على هذا الزمن هي (yesterday/last/ago/1990).
3. هنالك نوعان من الافعال: (الافعال القياسية / الافعال الغير قياسية).
4. الافعال القياسية (regular verbs) وهي افعال نضيف لها (ed/d).
5. لتحويل الفعل المجرد الى ماضي بسيط نضيف (ed) الى نهاية الكلمة.

Ex: work → worked / visit → visited



Telegram : alieng93



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علي يحيى مدرس انكليزي



6. إذا كان الفعل **ينتهي** بالحرف (e) نضيف له (d) فقط.

Ex: invite → **invited**

7. إذا كان الفعل **ينتهي** بالحرف (y) وقبله حرف **صحيح** ، يقلب ال (y) الى (i) ونضيف (ed).

Ex: study → **studied**

8. إذا كان الفعل **ينتهي** بالحرف (y) وقبله حرف علة (a/o/u/i/e) فلا يقلب بل يبقى كما هو ونضيف (ed).

Ex: play → **played** / enjoy → **enjoyed** / stay → **stayed**

9. هنالك افعال **شاذة** عن القاعدة وهي الافعال **الغير قياسية** (irregular verbs) لاتخضع لقاعدة معينة كما في الجدول التالي.

المضارع Present	الماضي past	المضارع present	الماضي past
come	came	make	made
go	went	take	took
get up	got up	read	read
forget	forgot	buy	bought
give	gave	have	had
see	saw	is/am	was
put	put	do	did
sell	sold	are	were

10. قاعدة الماضي البسيط في حالة **الاثبات** هي:

التكلمة + **الفعل بالماضي** + الفاعل

Ex: Ali (play) tennis yesterday. (Past simple) **حول الى الماضي البسيط**

- Ali **played** tennis yesterday.

Ex: He (see) the bird on the roof. (Past simple)

- He **saw** the bird on the roof.

Ex: Suha (go) to school yesterday. (Past simple)

- Suha **went** to school yesterday.

11. قاعدة الماضي البسيط في حالة **النفي** هي:

فعل مجرد + **did not** + فاعل

Ex: Ali played football last week. (Negative) **حول الى نفي**

- Ali **did not play** football last week.

Ex: Salim forgot the book on the table. (Negative)

- Salim **did not forget** the book on the table.

Ex: Suha went to school yesterday. (Negative)

- Suha **did not go** to school yesterday.

12. قاعدة الماضي البسيط في حالة **الاستفهام** هي:

? + فعل مجرد + فاعل + **Did**

Ex: She visited her friend yesterday. (Question) **حول الى سؤال**

- **Did she visit** her friend yesterday?

Ex: They bought a car last week. (Question)

- **Did they buy** a car last week?



13. إذا كان الفعل الرئيسي هو فعل الكينونة (be) فيتحول الى (was) او (were) حسب فاعل الجملة.

- نحول (be) الى (was) اذا كان فاعل الجملة (I / he / she / it) او اسم مفرد.
- نحول (be) الى (were) اذا كان فاعل الجملة (you / we / they) او اسم جمع.
- اذا اردنا نفي الجملة ، نضيف (not) بعد (was / were).
- اذا اردنا تحويل الجملة الى استفهامية ، نقدم (was / were) الى بداية الجملة ونضع علامة استفهام في نهاية الجملة.

Ex: He (be) at the office yesterday. (Correct)

- He **was** at the office yesterday.
- He **was not** at the office yesterday.
- **Was** he at the office yesterday?

Ex: They (be) at the office yesterday. (Correct)

- They **were** at the office yesterday.
- They **were not** at the office yesterday.
- **Were** they at the office yesterday?

14. أفعال الكينونة الماضية (was/were) اذا لم يتبعها (فعل مستمر) تعتبر ماضي بسيط وكذلك 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?

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

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

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.**

16. أمثلة اضافية:

Ex: Ali saw a film last night, but he (not like) it. (Correct) صحح الجملة

- Ali saw a film last night, but he **did not** like it.

Ex: Did you (visit) the museum last summer? (Correct)

- Did you **visit** the museum last summer?

Ex: Yousif (sell) his car last month. (Correct)

- Yousif **sold** his car last month.

Ex: He (be) sick last week. (Correct)

- He **was** sick last week.

Ex: They (be) very tired yesterday. (Correct)

- They **were** very tired yesterday.



الماضي المستمر Past continuous

1. الماضي المستمر هو زمن يستخدم للتعبير عن حدث وقع في الماضي وبقي مستمراً لفترة معينة.

2. ملاحظات املانية حول اضافة (ing).

- نحذف حرف (e) من نهاية الكلمة عند اضافة (ing) مثل: have ; **having** / make ; **making**
- نكرر الحرف الصحيح الاخير اذا جاء قبله حرف علة واحد ثم نضيف (ing) مثل: swim ; **swimming** / get ; **getting**
- نقلب الحرفين (ie) في نهاية الكلمة الى الحرف (y) ثم نضيف (ing) مثل: tie ; **tying** / lie ; **lying** / die ; **dying**
- الفعل الذي لاتنطبق عليه الملاحظات السابقة نضيف له (ing) دون اي تغيير مثل: look ; **looking** / clean ; **cleaning**

3. قاعدة الماضي المستمر في حالة الاثبات هي:

(I/he/she/it) + **was** + فعل + ing
(they/we/you) + **were** + فعل + ing

Ex: The boy (play) football. (Past continuous) حول الى الماضي المستمر

- The boy **was playing** football.

Ex: We (sail) on a boat. (Past continuous)

- We **were sailing** on a boat.

4. قاعدة الماضي المستمر في حالة النفي هي:

(I/he/she/it) + **was not** + فعل + ing
(they/we/you) + **were not** + فعل + ing

Ex: Suha was cooking in the kitchen. (Negative) حول الى نفي

- Suha **was not** cooking in the Kitchen.

Ex: They were cleaning the house. (Negative)

- They **were not** cleaning the house.

Ex: They (not / make) the dinner. (Past continuous)

- They **were not making** the dinner.

5. قاعدة الماضي المستمر في حالة الاستفهام هي:

Was + (I/he/she/it) + فعل + ing + ?
Were + (they/we/you) + فعل + ing + ?

Ex: The cat was eating. (Question) حول الى سؤال

- **Was** the cat eating?

Ex: They were sitting in the garden. (Question)

- **Were** they sitting in the garden?

Ex: What (you / do) in the office? (Past continuous)

- What **were you doing** in the office?



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

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

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

- **Yes, they were.**
- **No, they were not.**

Ex: Was the cat eating? (Yes/No)

- **Yes, it was.**
- **No, it was not.**

• ملاحظات مهمة للربط بين الماضي البسيط والماضي المستمر.

1. عندما يأتي الماضي المستمر والماضي البسيط في جملة واحدة عندها تجد احد ادوات الربط التالية: (while/as/when/and).
2. يكون الحدث القصير (ماضي بسيط) ويكون الحدث الطويل (ماضي مستمر).
3. الحدث القصير دائما يقطع الحدث الطويل.

Ex: You (play) football and you (fall) in the mud. (Put the verbs in the form) **الصيغة الصحيحة**

- You **were playing** football and you **fell** in the mud.

Ex: When he (stay) in Iraq, he (go) to a football match. (Correct)

- When he **was staying** in Iraq, he **went** to a football match.

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.

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

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

Lesson 3 (AB) P. 44 - 45

3.p45/ Complete the sentences. Use the correct form of the verb from the box.

اكمل الجمل التالية مستخدما الصيغة الصحيحة للافعال التي في الصندوق

do / go / play

- I never volleyball before. I don't know what to do. **have / played**
- I judo for three hours yesterday, and now my back hurts. **did**
- I can't come out this evening. I gymnastics at seven o'clock. **am doing**
- I swimming this afternoon. Do you want to come? **am going**
- The boys football on the beach when it started to rain. **were playing**



U3: Lesson 4 (SB) P. 31 (The basketball game) مباراة كرة السلة

Adjectives and adverbs الصفات والظروف

1. نستخدم الظروف لوصف **الأفعال** ، بينما نستخدم الصفات لوصف **الاسماء** او **الاشياء**.

2. تتحول **الصفة** الى **ظرف حال** غالباً بأضافة **(ly)** الى نهاية الكلمة.

loud عالي → loudly بصوت عالي

nice لطيف → nicely بلطف

beautiful جميل → beautifully بجمال

careful حذر → carefully بحذر

quick سريع → quickly بسرعة

3. اذا انتهت الصفة بحرف **(y)** يقلب الى **(i)** ونضيف **(ly)**.

angry غاضب → angrily بغضب

happy سعيد → happily بسعادة

easy سهل → easily بسهولة

4. هنالك صفات شاذة تتحول الى ظروف بدون اضافة **(ly)**.

fast سريع → fast بسرعة

good جيد → well بصورة جيدة

5. للتفريق بين اختيار الصفة أو ظرف الحال في السؤال ، عادة تأتي الصفة بعد **فعل مساعد** فقط (**is / am / are / was / were**) حيث ستكون **الصفة** في نهاية الجملة أو يأتي بعدها اسم. أما **ظروف الحال** فتأتي عادة مع **فعل رئيسي** ومن الممكن ان تأتي قبل أو بعد الفعل الرئيسي. المهم هو وجود الفعل الرئيسي وعدم وجود أسم بعدها.

Ex: The bird's song was **beautiful**. هنا كلمة (beautiful) صفة

Ex: The bird sang **beautifully**. هنا كلمة (beautifully) ظرف

Ex: Ahmed is **fast**. هنا كلمة (fast) صفة

Ex: He drove the car **fast**. هنا كلمة (fast) ظرف

Ex: Nada is a **happy** girl. هنا كلمة (happy) صفة

Ex: Nada works **happily**. هنا كلمة (happily) ظرف

6. امثلة امتحانية:

Ex: Ahmed finished his work (quick / **quickly**).

Ex: Layla's dress is (**beautiful** / beautifully).



المقارنات والتفضيل Comparatives and superlatives

أولاً (المقارنة/comparative). نستخدم صيغة المقارنة لنقارن بين شخصين أو شئين بصفة يختلفان فيها.

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

Ex: old → **older** / small → **smaller** / cheap → **cheaper**

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 نكرر 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**

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

Ex: boring → **more boring** / fantastic → **more fantastic** / beautiful → **more beautiful**.

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

1. لتحويل 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 نكرر 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. هنالك صفات شاذة عند تحويلها الى صيغة مقارنة او تفضيل يتغير شكل الكلمة كما في الجدول التالي: (تُحفظ نصاً)

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

2. اذا جاء بعد الفراغ كلمة (than) نستخدم صيغة المقارنة ، اما اذا جاء قبل الفراغ (the) نستخدم صيغة التفضيل.

3. امثلة امتحانية:

Ex: England is than Iraq. (small / **smaller** / smallest) اختر الاجابة الصحيحة

Ex: Nada is the student in her class. (smart / smarter / **smartest**)

Ex: big , bigger ; intelligent ,



Measurements القياسات

• في هذا الموضوع سوف نتعلم كيفية قراءة (الوقت والمسافة والوزن) ، حيث تتكون الارقام من جزئين وتفصل بينهما (نقطة).

1. نكتب الجزء الموجود على يسار النقطة كأى رقم اعتيادي (22 = twenty-two / 3 = three / 45 = forty-five).

2. النقطة نكتبها (point).

3. اما الجزء الموجود على يمين النقطة نكتب كل رقم على حدة (23 = two three / 5 = five / 71 = seven one).

4. اذا كان لدينا اكثر من جزئين ، نضع فارزة بين الاجزاء وعندما نصل الى النقطة نكتب (point) كما ذكرنا سابقاً.

5. المختصرات التالية مهمة:

secs = seconds ثواني

m = metres متر

mins = minutes دقائق

km = kilometres كيلومتر

hrs = hours ساعات

kg = kilograms كيلو غرام

اولاً ، امثلة عن قياس الوقت (time).

Ex: 12.5 secs (Write the time in words) اكتب الوقت بالكلمات

- Twelve point five seconds

Ex: 34.13 secs (Write the time in words)

- Thirty-four point one three seconds

Ex: 2 hrs 7 mins 12.5 secs (Write the time in words)

- Two hours, seven minutes, twelve point five seconds

ثانياً ، امثلة عن قياس المسافة (distance).

Ex: 1.45 metres (Write the distance in words) اكتب المسافة بالكلمات

- One point four five metres

Ex: 7.32 metres (Write the distance in words)

- Seven point three two metres

ثالثاً ، امثلة عن قياس الوزن (weight).

Ex: 52 kg (Write the weight in words) اكتب الوزن بالكلمات

- Fifty-two kilograms

Ex: 25.05 kg (Write the weight in words)

- Twenty-five point zero five kilograms



Lesson 4 (AB) P. 46 - 47

3.p46/ Practise saying the measurements.

تدرب على قول القياسات

Distances مسافات

- a. 1.6 m One point six metres
- b. 6.43 m Six point four three metres
- c. 27.81 m Twenty-seven point eight one metres
- d. 12 km Twelve kilometres
- e. 23.1 km Twenty-three point one kilometres
- f. 41.55 km Forty-one point five five kilometres

Times اوقات

- a. 10.27 seconds Ten point two seven seconds
- b. 19.32 secs Nineteen point three two seconds
- c. 3 min 43.13 secs Three minutes, forty-three point one three seconds
- d. 2 hrs 37 mins 28.57 secs Two hours, thirty-seven minutes, twenty-eight point five seven seconds

Weights اوزان

- a. 52 kg Fifty-two kilograms
- b. 68.05 kg Sixty-eight point zero five kilograms
- c. 105 kg One hundred five kilograms
- d. 85 kg Eighty-five kilograms
- e. 3.05 kg Three point zero five kilograms
- f. 60.54 kg Sixty point five four kilograms



U3: Lesson 5 (SB) P. 32 (The Olympic Games) الألعاب الاولمبية

AB 48-49

Unit

3

Lesson 5: The Olympic Games

A

Read about the Olympic Games.

OLYMPIC FACTS AND FIGURES

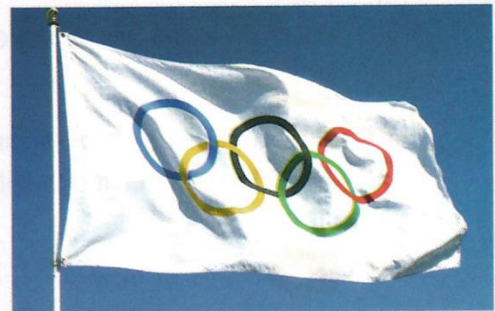
The old Olympic Games took place in Greece 2,000 years ago. In 1896, a Frenchman, Pierre de Coubertin, started the modern Olympic Games. They take place every four years, in a different city each time.

Pierre de Coubertin thought that everybody should enjoy taking part in the Games. He said, 'The most important thing in the Olympic Games is not to win, but to take part.'

More than 200 countries took part in the Rio de Janeiro Olympic Games in 2016. Athletes from 87 countries won medals. The athletes competed in 28 different sports.

The athletes who come first, second and third win medals. The winner gets a gold medal, the athlete who comes second gets a silver medal, and the third gets a bronze medal.

The rings on the Olympic flag show the meeting of athletes from all over the world. The five colours and the white background are the only six colours that were on national flags in 1913, when the Olympic flag was invented.



The Olympic Games الألعاب الاولمبية

قطعة الوحدة الثالثة 1

1. What do the athletes who come second get? على ماذا يحصل الرياضيون الذين يحتلون المركز الثاني
- A silver medal. ميدالية فضية
2. What do the Olympic rings stand for? ما الذي ترمز إليه الحلقات الاولمبية
- They stand for the meeting of athletes from all over the world. ترمز الى لقاء الرياضيين من جميع انحاء العالم
3. Did de Coubertin think it was important to win in the Olympic Games?
هل اعتقد دي كوبرتن أنه من المهم الفوز في الألعاب الاولمبية
- No, he didn't. كلا
4. How many countries took part in the Olympic Games in 2016? كم عدد الدول التي شاركت في اولمبياد 2016
- More than 200 countries. اكثر من 200 دولة
5. Who was Pierre de Coubertin? من هو بيير دي كوبرتن
- A Frenchman who started the modern Olympic Games. هو رجل فرنسي بدأ دورة الالعاب الاولمبية الحديثة
6. When were the first modern Olympic Games held? متى أقيمت أول ألعاب أولمبية حديثة
- In 1896. في عام 1896
7. How often do the Olympic Games take place? كم مرة تقام الألعاب الاولمبية
- It took place every four years. كل اربع سنوات
8. The first ever Olympic Games were held in 1896. (Correct) أقيمت أول ألعاب أولمبية عام 1896 (صحح الجملة)
- The first modern Olympic Games were held in 1896. أقيمت أول ألعاب أولمبية حديثة في عام 1896
9. The athlete who comes second wins a bronze medal. (Correct) العداء الذي يحصل على المركز الثاني يفوز بميدالية برونزية (صحح الجملة)
- The athlete who comes second wins a silver medal. العداء الذي يحصل على المركز الثاني يفوز بميدالية فضية
10. The Olympic flag was invented for the first modern Olympic Games. (Correct) تم اختراع العلم الاولمبي لأول دورة ألعاب أولمبية حديثة (صحح الجملة)
- The Olympic flag was invented for the six colours that were on national flags in 1913. تم اختراع العلم الاولمبي للالوان الستة التي كانت على الاعلام الوطنية في عام 1913
11. Winning is the most important thing in the Olympic Games. (Correct) الفوز هو أهم شيء في الاولمبياد
- Taking part is the most important thing in the Olympic Games. المشاركة هي أهم شيء في الاولمبياد
12. The Olympic Games are held every six years. (Correct) الألعاب الاولمبية تقام كل ست سنوات (صحح الجملة)
- The Olympic Games are held every four years. الألعاب الاولمبية تقام كل اربع سنوات
13. Less than 200 countries took part in the 2016 Olympic Games. (Correct) أقل من 200 دولة شاركت في اولمبياد 2016 (صحح الجملة)
- More than 200 countries took part in the 2016 Olympic Games. اكثر من 200 دولة شاركت في اولمبياد 2016
14. The rings on the Olympic flag stand for the five countries that competed in the old Olympic Games. (Correct) الحلقات على العلم الاولمبي تمثل الدول الخمس التي تنافست في الألعاب الاولمبية القديمة (صحح الجملة)
- The rings on the Olympic flag stand for the meeting of athletes from all over the world. الحلقات على العلم الاولمبي ترمز إلى لقاء الرياضيين من جميع أنحاء العالم



قراءة السنوات Saying the years

• هنالك **طريقتين** لقراءة السنوات:

1. الطريقة الاولى تكون بقراءة العام بشكل عادي كم في اللغة العربية ، نبدأ من اليسار الى اليمين وقبل الاخير نضع كلمة (and) ، اما اذا كان نطق السنة **اكثر من جزئين** عندها نضع **فارزة** وقبل الجزء الاخير نضع (and).

Ex: 2019 - **two thousand and nineteen.**

Ex: 1981 - **one thousand, nine hundred and eighty-one.**

Ex: 2013 - **two thousand and thirteen.**

2. الطريقة الثانية هي **قراءة كل رقمين على حدة** ، حيث نقرأ الرقمين على اليسار اولاً ثم الرقمين على اليمين مثل:

Ex: 1981 - **nineteen eighty-one.**

Ex: 1896 - **eighteen ninety-six.**

Ex: 2022 - **twenty twenty-two.**

Lesson 5 (AB) P. 48 - 49

1.p48/ Find words or phrases from the article in your Student's Book that mean the following:

جد كلمات او عبارات في النص الموجود في كتاب الطالب ص32 والتي تعطي معاني الجمل التالية

- | | |
|--------------------------|--------------------------------|
| a. what the winners get | medals ميداليات |
| b. happen | take place تحدث ، تقام |
| c. competed in the Games | took part يشارك ، ينافس |

تمرين (2) ص48. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

3.p49/ Practise saying the years.

تدرب على قول السنوات التالية

- | | |
|---------|--|
| a. 1896 | one thousand, eight hundred and ninety-six / eighteen ninety-six |
| b. 2000 | two thousand |
| c. 1948 | one thousand, nine hundred and forty-eight / nineteen forty-eight |
| d. 2012 | two thousand and twelve / twenty twelve |
| e. 2022 | two thousand and twenty two / twenty twenty-two |
| f. 2002 | two thousand and two |
| g. 2004 | two thousand and four |
| h. 2010 | two thousand and ten / twenty ten |



U3: Lesson 6 (SB) P. 33 (Olympic superstars) نجوم اولمبيون

AB 50-51

Unit

3

Lesson 6: Olympic superstars

A



Read. Which record do you think is the most interesting?

Olympic superstars

The Olympic Games are a source of inspiration for people around the world. It's a special kind of person who can train for hours every single day and eat a special and controlled diet. Sprinters train for years for a race that might last less than ten seconds. Athletes who take part in the long jump only need six seconds.

Not all of us can go to the Olympics (although some of you might), but we can all learn from an Olympian's dedication and hard work. Here are some amazing records to inspire us:



Back in 1988, **Florence Griffith Joyner**, from the USA, ran the fastest women's 100 metres in Olympic history. Her time was 10.62 seconds. Her record has lasted for well over 30 years.



Michael Phelps, also from the USA, has the record for the biggest number of Olympic gold medals – 23! However, in total he has won 28 medals. He won them across four Olympic Games, between 2004 and 2016.



The youngest person ever to win an Olympic medal in an individual event was Danish swimmer **Inge Sørensen**, back in 1936. She was only 12 years and 24 days old.



On the other hand, the oldest person to win a gold medal was **Oscar Swahn** from Sweden. He was 64 years and 280 days old when he won his gold medal for shooting.



China is the best at table tennis. Since 1988, China has won 28 gold medals. South Korea has won three times and Sweden has won once. No other country has won a gold medal for table tennis at the Olympics. **Ma Long** won the gold for China at the 2016 Rio de Janeiro Olympics.



Serena Williams is probably the greatest tennis player of all time. She has won four gold medals and 23 of the biggest tennis competitions in the world.



The Olympic record for the longest jump is held by **Bob Beamon**. In 1968, in the Mexico City Olympics, he jumped so far (8.90 m) that the judges had to find another tape measure – the equipment they had was too short!



Olympic superstars نجوم اولمبيون

قطعة الوحدة الثالثة 2

1. What is the time for the women's Olympic 100 metre record? ما هو الرقم القياسي في سباق الـ 100 متر للسيدات
- 10.62 seconds. عشرة ثواني و 62 جزء من الثانية
2. How many gold medals did Michael Phelps win? كم عدد الميداليات الذهبية التي فاز بها مايكل فيليبس
- 23 medals. 23 ميدالية
3. Where was Oscar Swahn from? من أي بلد أوسكار سوان
- From Sweden. من السويد
4. How many table tennis gold medals has South Korea won? كم عدد الميداليات الذهبية التي فازت بها كوريا الجنوبية في تنس الطاولة
- Three medals. ثلاث ميداليات
5. Exactly how old was Inge Sorensen when she won her gold medal? بالضبط كم كان عمر انجي سورنسن عندما فازت بميداليتها الذهبية
- She was only 12 years and 24 days old. كان عمرها فقط 12 سنة و 24 يوم
6. How many big tennis competitions has Serena Williams won? كم عدد بطولات التنس الكبرى التي فازت بها سيرينا ويليامز
- 23. 23 بطولة
7. In what year did Bob Beamon break the Olympic long jump record? في أي عام حطم بوب بيمن الرقم القياسي الأولمبي في الوثب الطويل
- In 1968. في عام 1968
8. In what year did Michael Phelps win his first Olympic medal? في أي عام فاز مايكل فيليبس بأول ميدالية أولمبية له
- In 2004. في عام 2004
9. How many Olympic table tennis medals have Sweden won? كم عدد ميداليات تنس الطاولة الأولمبية التي فازت بها السويد
- Just one. واحدة فقط
10. How old is Florence Griffith Joyner's Olympic record? كم عمر الرقم القياسي للاعبة فلورنس جريفت جوينر
- Over 30 years. أكثر من 30 عاماً

Lesson 6 (AB) P. 50 - 51

تمرين (1) ص 50. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة



U3: Lesson 7 (SB) P. 34 (Changes) تغييرات

Used to اعتاد على

• نستخدم (used to) للتعبير عن اشياء كانت حقيقية وموجودة سابقا ولم تعد كذلك في الوقت الحاضر.

1. قاعدة (used to) في حالة الاثبات هي:

فعل مجرد + used to + فاعل

Ex: He (see) plenty of lions in the zoo. (used to) استخدم اعتاد على

- He used to see plenty of lions in the zoo.

Ex: I (use to / used to) be shy, but now I'm confident.

Ex: She used to (go / went / gone) to school by bicycle.

Ex: I (have) no friends, but now I have lots. (used to)

- I used to have no friends, but now I have lots.

2. قاعدة (used to) في حالة النفي هي:

فعل مجرد + didn't use to + فاعل

Ex: He used to see plenty of lions in the zoo. (Negative) حول الى نفي

- He didn't use to see plenty of lions in the zoo.

Ex: I (not go) to the cinema alone. (used to)

- I didn't use to go to the cinema alone.

3. قاعدة (used to) في حالة الاستفهام هي:

? + فعل مجرد + use to + فاعل + Did

Ex: He used to eat too much. (Question) حول الى سؤال

- Did he use to eat too much?

Ex: Ali / wake up / early? (used to)

- Did Ali use to wake up early?

Ex: Did he (used to / use / use to) to play tennis like this?



Lesson 7 (AB) P. 52 – 53

C.p52/ Find words that mean the following.

جد كلمات مرادفة للعبارة والكلمات التالية

1. what kind of person you are = **personality** شخصية
2. the opposite of 'shyness' = **confidence** ثقة
3. practice = **train** تمرين ، تدريب

1.p52/ How many sentences can you make about Saad using *used to*? Use the words and phrases from the box.اكتب جمل عن سعد باستخدام *used to* بالإضافة للكلمات والعبارات التي في الصندوق

afraid of competitions يخشى المسابقات / confident واثق / fit رشيق / hate losing يكره الخسارة / lazy كسول
often ill غير رشيق / unfit غير رشيق / train every day / strong قوي / shy خجول / shy اغلب الاوقات مريض

Example. I used to be shy, but now I'm confident.

- a. I used to be afraid of competitions, but now I hate losing.
- b. I used to be unfit, but now I'm fit.
- c. I used to be lazy, but now I train every day.
- d. I used to be often ill, but now I'm strong.

3.p53/ Write a paragraph about why people should do sport.

اكتب انشاء عن "لماذا يجب على الناس ممارسة الرياضة"

(انشاء الوحدة الثالثة) 1

Why people should do sport لماذا يجب على الناس ممارسة الرياضة

I think that everybody should do sport two or three times a week. There are several reasons for doing sport. Firstly, Sport is fun and exciting.

Secondly, it is important for our health and helps to build a strong body. Also, it is a good way to remove the stress.

Lastly, it develops the social skills providing an opportunity to meet new people.

أعتقد أنه يجب على الجميع ممارسة الرياضة مرتين أو ثلاث مرات في الأسبوع. هناك عدة أسباب لممارسة الرياضة. أولاً ، الرياضة ممتعة ورائعة.

ثانياً ، إنها مهمة لصحتنا وتساعد في بناء جسم قوي. أيضاً ، إنها طريقة جيدة للتخلص من التوتر.

أخيراً ، الرياضة تطور المهارات الاجتماعية وتوفر فرصة للقاء أشخاص جدد.



3.p53/ Write about a sport you do or play and how it has changed you.

اكتب انشاء عن رياضة تؤديها او تلعبها قد غيرتك

(انشاء الوحدة الثالثة) 2

A sport you do or play and how it has changed you

رياضة تؤديها او تلعبها قد غيرتك

Football is my favourite sport. It has changed my personality and my life. Now I'm more confident and outgoing than I used to.

Before I started playing football, I used to have few friends, but now I have many. At first I didn't like competitions, but I start to enjoy competing with other people now.

Finally, football makes my schoolwork get better than it used to.

كرة القدم هي رياضتي المفضلة. لقد غيرت شخصيتي وحياتي. الآن أصبحت أكثر ثقة وانفتاحاً مما كنت عليه في السابق.

قبل أن أبدأ لعب كرة القدم ، كان لدي القليل من الأصدقاء ، لكن الآن لدي الكثير من الاصدقاء. في البداية لم أحب المسابقات ، لكنني بدأت أستمتع بالتنافس مع الآخرين الآن.

أخيراً ، تجعل كرة القدم واجبي المدرسي أفضل مما كان عليه في السابق.

U3: Lesson 8 (SB) P. 35 (Have fun with words!) استمتع مع الكلمات

Lesson 8 (AB) P. 54 – 55

3.p55/ Write the missing words and fill in the word tree.

اكتب الكلمات المفقودة لتكمل شجرة الكلمات

- | | | |
|--|----------|------------|
| a. The opposite of 'beginners'. | advanced | متقدم |
| b. At the end of the game, the ... was Kirkuk 2, Babil 1. | score | النتيجة |
| c. The last game in a competition. | final | نهائي |
| d. The opposite of 'win'. | lose | يخسر |
| e. It comes after 'first'. | second | الثاني |
| f. The ... Games take place every four years. | olympic | الاولمبياد |
| g. The opposite of 'lose to'. | beat | يهزم |
| h. You have to run fast in the 100 metres ... | race | سباق |
| i. Athletes win a ... if they come first, second or third. | medal | ميدالية |
| j. A point in football. | goal | هدف |



U3: Round up (SB) P. 36 للاطلاع

Round up (AB) P. 56

1.p56/ Complete the sentences. Use the correct form of the verbs from the box.

اكمل الجمل التالية باستخدام الصيغة الصحيحة للأفعال التي في الصندوق

do / go / play

- a. When you phoned the sports center, I tennis. **was playing**
- b. My mother and I horse riding last weekend. **went**
- c. Saad Salih judo for two years. **has done**
- d. I horse riding a lot, but now I don't have a horse. **used to go**
- e. I think we should more gymnastics at school. It's good for us. **do**
- f. Ahmed judo every Tuesday evening. **does**
- g. Muna gymnastics, but she hurt her back. **used to do**
- h. Bill football since he was five years old. **has played**

2.p56/ Complete the table.

اكمل الجدول التالي

Present المضارع	Past الماضي	Past participle التصريف الثالث
lose يخسر	lost	lost
win يفوز	won	won
beat يهزم	beat	beaten
run يركض	ran	run
hit يضرب	hit	hit
throw يرمي ، يُلقي	threw	thrown

3.p56/ Complete the sentences. Use the words from the box

اكمل الجمل التالية من الكلمات التي في الصندوق

at / beginners' مبتدئين / for لأجل / information معلومات / leaflet نشرة / timetable جدول / trains يتمرن

- a. I have never done any sport before, so I'll go to the class. **beginners'**
- b. Bill is very good athletics because he every day. **at / trains**
- c. Our teacher says that gymnastics is good us. **for**
- d. I phoned the sports centre to get more, and they sent me a about what they do there. **information / leaflet**
- e. If you don't know when the class starts, look at the **timetable**



U3: Story time (SB) P. 37 - 38 (Jad and Johnny - The football match)

جاد وجوني - مباراة كرة القدم

AB 57

Story
time

Jad and Johnny - The football match

A



25 Listen, read and find out.

- 1 Where are the boys?
- 2 Who do they play a football match against?
- 3 Why do the other boys laugh at Johnny?

'I hope you like football,' said Tom. We were in Munich, in southern Germany.

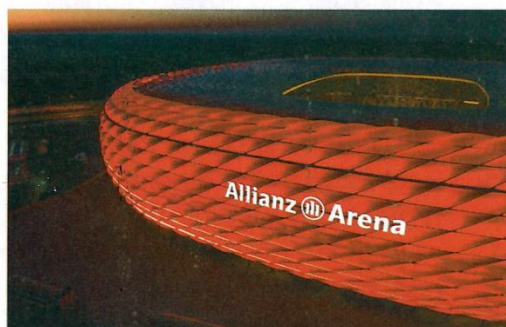
'I love it!' Aziz shouted. 'I'd like to be a footballer when I'm older.'

'Me too!' said Paolo.

'Good,' Tom said. We got out of the minibus and looked up. We were outside of the Allianz Arena, Bayern Munich's football stadium.

'I don't know anything about football,' said Marcus. 'But that's a strange looking stadium.'

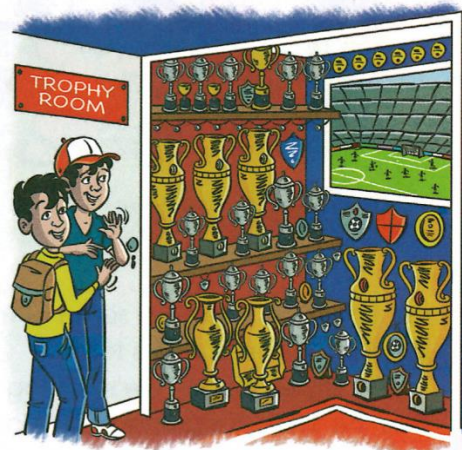
'It can completely change colour!' said Tom. 'When the lights are turned on, you can see it from Austria. Let's take a tour.'



We were standing in front of a big door. Behind the door was Bayern Munich's trophy room.

'So, are Bayern Munich a good team?' asked Marcus.

'Why don't you open the door and see?' suggested Paolo.



Marcus opened the door, and his mouth hung open. 'Wow!' he gasped. There were nearly a hundred trophies in the room - league trophies, cups, Champions League trophies.

Suddenly, a woman came into the room. She was wearing a Bayern Munich tracksuit.

'Excuse me,' she said. 'But my team are training on the pitch, and they need some more players for a practice match. Do you guys play football?'

'Um ... not really,' said Marcus.

'I do!' said Aziz. He was very excited. 'Come on guys. Let's do it!'

We walked onto the pitch and saw the other team.

'They're young girls!' said Aziz.

'That's right,' said the woman in



AB 57

Story
time

Jad and Johnny – The football match



the tracksuit. 'They are some of the Munich Under-12's girls team.'

Aziz smiled at us. 'We're going to win,' he said. 'It's going to be easy!'

'I'm not sure, Aziz,' Jad said as we watched the girls practising.

'I used to play for my school team in Algeria,' he replied. 'I was the best player!'

'I'm quite good at football, too,' I said.

'I'm not very good,' said Marcus. 'I'll be the goalkeeper.'

The match started, and Jad passed the ball to me.

'Johnny! Give me the ball!' shouted Aziz. I tried to pass the ball to him, but one of the girls got it first. She went past me, then past Jad and then past Paolo. Then she kicked the ball very hard, and it went past Marcus and into the goal. It was 1-0 to the other team.

'Why didn't you catch it, Marcus?' I shouted. 'Use your hands!'

After ten minutes, it was 4-0. The girls were too good. By the end of the match, they won 9-0. We were all very tired and disappointed.

'Never mind,' said Tom. 'I have some good news. I've got tickets to watch the match tonight.'

'Come on, Munich!' I shouted. We were watching Bayern Munich against Real Madrid, and we were very close to the pitch. It was a great match, and Bayern Munich were winning 3-1.

'Never mind about the match we lost,' I said to the other boys. 'It's been a great day.'

Then the goalkeeper kicked the ball, but it went wrong. The ball left the pitch and went smack – straight into my face.

'Ow!' I cried.

'Why didn't you catch it, Johnny?' asked Marcus. 'Use your hands!'

The other boys laughed. My face hurt, but I laughed, too.

'Very funny, Marcus,' I said.



Jad and Johnny - The football match **مباراة كرة القدم** **قصة الوحدة الثالثة**

1. Where are the boys? **اين هم الاولاد**
 - **In Munich, in southern Germany.** **في مدينة ميونخ ، جنوب المانيا**
2. Who do they play a football match against? **ضد من يلعبون مباراة كرة قدم**
 - **They play against Munich Under-12's girls team.** **يلعبون ضد فريق فتيات نادي ميونخ تحت سن الـ 12 سنة**
3. Why do the other boys laugh at Johnny? **لماذا يضحك الاولاد الآخرون على جوني**
 - **Because he got hit in the face with a ball.** **لأنه أصيب بالكرة في وجهه**
4. The Allianz Arena can be seen from space. (True / **False**) **يمكن رؤية ملعب أليانز أرينا من الفضاء**
5. Bayern Munich is a good team. (**True** / False) **بايرن ميونخ هو فريق جيد**
6. The boys play football against the Munich Under-12's boys team. (True / **False**) **يلعب الاولاد كرة القدم ضد فريق اولاد نادي ميونخ تحت سن الـ 12 سنة**
7. Aziz plays football for his school team. (**True** / False) **يلعب عزيز كرة القدم في فريق مدرسته**
8. The boys lose the football match 4-0. (True / **False**) **الاولاد خسروا المباراة بنتيجة اربعة مقابل صفر**
9. The boys are disappointed about losing the match. (**True** / False) **يشعر الاولاد بخيبة أمل بسبب خسارة المباراة**
10. Marcus gets hit in the face with a ball. (True / **False**) **تم ضرب ماركوس بالكرة على وجهه**

Story time (AB) P. 57

تمرين (2) ص 57. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القصة

نهاية الوحدة الثالثة

كن عالي الهمة ولا ترضى بغير القمة



UNIT FIVE / الوحدة الخامسة

U5: Lesson 1 (SB) P. 47 (Old ways of sending information)

الطرق القديمة للرسالة للمعلومات

Vocabulary / مفردات مهمة

drum الطبل	flag علم	horse حصان	lighthouse منارة	pigeon حمامة
signal إشارة	smoke دخان	Arab world العالم العربي	ride يركب	another آخر
hours ساعات	carry يحمل	messages رسائل	tired يتعب	build يبني
messenger رسول/مبعوث	service خدمة	warn يحذر	ships السفن	danger خطر
near بقرب	sea البحر	Indigenous Americans السكان الأمريكيون الاصليين	started بدأ	without بدون
send يرسل	Africa افريقيا	tops قمم	mountains جبال	Egypt مصر
light يشعل	fire النار	Cairo القاهرة	Damascus دمشق	
Syria سوريا	fly يطير			

Used to اعتاد على

1. نستخدم (used to) للتعبير عن اشياء كانت حقيقية وموجودة سابقا ولم تعد كذلك في الوقت الحاضر.
2. قاعدة (used to) في حالة الاثبات هي:

فعل مجرد + used to + فاعل

Ex: He (see) plenty of lions in the zoo. (used to) استخدم اعتاد على

- He **used to see** plenty of lions in the zoo.Ex: She used to (go / went / gone) to school by bicycle.

3. قاعدة (used to) في حالة النفي هي:

فعل مجرد + didn't use to + فاعل

Ex: He used to see plenty of lions in the zoo. (Negative) حول الى نفي

- He **didn't use to see** plenty of lions in the zoo.

Ex: I (not go) to the cinema alone. (used to)

- I **didn't use to go** to the cinema alone.

4. قاعدة (used to) في حالة الاستفهام هي:

? + فعل مجرد + use to + فاعل + Did

Ex: He used to eat too much. (Question) حول الى سؤال

- **Did he use to** eat too much?

Ex: Ali / wake up / early? (used to)

- **Did Ali use to** wake up early?

Lesson 1 (AB) P. 66 - 67

1.p66/ Complete the sentences. Use the words from the box.

اكمل الجمل التالية من الكلمات في الصندوق

Damascus دمشق / drums طبول / lighthouses منارات / pigeons الحمام / signals إشارات

- a. In Africa, people used to send messages. **drums**
- b. The capital city of Syria is **Damascus**
- c. warn ships of danger. **lighthouses**
- d. Smoke can send messages. **signals**
- e. can fly from Cairo to Damascus. **pigeons**

2.p66/ Use the words to write sentences like the example.

استخدم الكلمات لكتابة جمل كما في المثال التالي

Example. ride a bicycle - accident

- I used to ride a bicycle, but now I don't because I had an accident.

a. walk to school - bicycle

- I used to walk to school, but now I don't because I have a bicycle.

b. buy food from a small shop - supermarket

- We used to buy food from a small shop, but now we don't because there is a supermarket.

c. use landline phone - mobile phone

- I used to use a landline phone, but now I don't because I have a mobile phone.

d. eat too much - want to get fit

- I used to eat too much, but now I don't because I want to get fit.

e. watch TV - a lot of homework.

- I used to watch TV, but now I don't because I have a lot of homework.

f. people write letters - send emails

- People used to write letters, but now they don't because they can send emails.



3.p67/ Write about getting and sending messages and information.

اكتب انشاء عن استلام وارسال الرسائل والمعلومات

(انشاء الوحدة الخامسة)

Getting and sending messages and information

استلام وارسال الرسائل والمعلومات

In the past it was difficult to get and send messages and information, but nowadays we have computers, mobile phones and the internet, so it is very easy to do that.

It is also easy to find out what is happening in your country and in other countries. We have satellites, the internet and the social media.

Most people like to know what their friends are doing, even if they live in another country. They can use their mobiles and even make a video call to speak with them and also to see them.

في الماضي كان من الصعب الحصول على الرسائل والمعلومات وإرسالها ، ولكن في الوقت الحاضر لدينا أجهزة كمبيوتر وهواتف محمولة وإنترنت ، لذلك من السهل جداً القيام بذلك.

كذلك من السهل معرفة ما يحدث في بلدك وفي البلدان الأخرى. لدينا أقمار صناعية وإنترنت ووسائل التواصل الاجتماعي.

معظم الناس يحبون معرفة ما يفعله أصدقاؤهم ، حتى لو كانوا يعيشون في بلد آخر. يمكنهم استخدام هواتفهم المحمولة وحتى إجراء مكالمات فيديو للتحديث معهم وكذلك لرويتهم.

U5: Lesson 2 (SB) P. 48 (Accessing information) الوصول للمعلومات

Vocabulary / مفردات مهمة

library مكتبة	book كتاب	internet الانترنت	huge ضخم	amount كمية/مقدار
encyclopedia الموسوعة الحرة		capital عاصمة	Madagascar مدغشقر	
atlas الأطلس	straight مباشرة	answers اجوبة	incredible مذهل	remember يتذكر
critically انتقاد	different مختلف	sources مصادر	references مراجع	check يتفقد
websites مواقع الكترونية		details تفاصيل	sure متأكد	correct صحيح
sadly للأسف	interested مهتم	truth الحقيقة	readers قراء	possible ممكن

Lesson 2 (AB) P. 68 - 69

1.p68/ Complete the sentences. Use the words and phrases from the box.

اكمل الجمل التالية باستخدام الكلمات والعبارات في الصندوق

access الوصول لـ / find out يجد / looked it up يبحث عن / references مراجع / sources مصادر

- a. I didn't know what this word meant, so I **looked it up**
- b. I'm interested in Saladdin, so I'm going to more about him. **find out**
- c. I heard the same information from three different **sources**
- d. Check the list of; it looks like the author only used Wikipedia. **references**
- e. With this password you can your emails. **access**



(AB) P. 69 (Nabeel and the new computer) نبيل والكمبيوتر الجديد

3



Read the story and answer the questions. Write short answers.

Nabeel decided to buy a computer. He wanted to send emails and use social networking sites. He went to a shop and talked to the shopkeeper. He was very helpful. They spent an hour looking at different computers, and, in the end, Nabeel bought one. He took it home and switched it on. Nothing happened. He tried five or six times, but the computer didn't work. Nabeel was not pleased.



The next morning, Nabeel went back to the shop. The shopkeeper was not there, but his assistant was. 'I bought this computer here yesterday,' said Nabeel, 'but it doesn't work.'

The assistant tried it. Nothing happened. 'We'll have to send it away to be checked,' said the man.

'How long will that take?' asked Nabeel.

'About two weeks,' he answered.

'That's no good,' said Nabeel. 'I paid a lot of money for a new computer, and I want it now.'

'I'm sorry. There's nothing I can do,' said the assistant.

'Oh yes, there is,' said Nabeel. 'Either give me another new computer, or give me my money back.'

He tried the new computer, and everything worked. He took his new computer home.

Nabeel and the new computer نبيل والكمبيوتر الجديد

1 قطعة الوحدة الخامسة

1. What did Nabeel want a computer for? لماذا اراد نبيل كبيوتر

- He wanted a computer to send emails and use social networking sites.

اراد الكمبيوتر لكي يرسل الايميلات ولكي يستخدم مواقع التواصل الاجتماعي

2. How long did Nabeel spend in the shop? كم طول الفترة التي قضاها نبيل في المتجر

- He spent an hour in the shop. قضى حوالي ساعة في المتجر

3. What happened when Nabeel took the computer home? ما الذي حدث عندما اخذ نبيل الكمبيوتر الى المنزل

- The computer didn't work. الكمبيوتر لم يعمل

4. How did Nabeel feel? كيف شعر نبيل

- He wasn't pleased. لم يكن مسروراً

5. Was the shopkeeper's assistant helpful? هل كان مساعد صاحب المتجر متعاون

- No, he wasn't. لا ، لم يكن كذلك

6. Finish this sentence: Nabeel said, 'Either give me اكمل الجملة: نبيل قال ، "إما ان تعطني

- 'Either give me another new computer, or give me my money back.' إما تعطني كمبيوتر جديد، او تعطني نقودي

7. What did Nabeel get in the end? على ماذا حصل نبيل في النهاية

- He got a new computer. حصل على كمبيوتر جديد



تمرين (3) ص 69. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

U5: Lesson 3 (SB) P. 49 (Working out meaning) ايجاد المعنى

Vocabulary / مفردات مهمة

dictionary قاموس	alphabetical order ترتيب ابجدي	bus حافلة	bag حقيبة/كيس
book كتاب	boy ولد	bicycle دراجة هوائية	blue ازرق
but لكن	box صندوق	belt حزام	build يبني
			bright مشرق
			better افضل

Parts of speech اقسام الكلام

1. يقصد بأقسام الكلام هو تقسيم الجمل والكلمات الى وظائفها النحوية (القواعدية).

2. لدينا سبعة اقسام للكلام وهي:

1. (n.) = **noun** اسم (cat قطّة / door باب / water ماء / plane طائرة ...)
2. (v.) = **verb** فعل (run يركض / jump يقفز / see يرى / give يعطي / play يلعب ...)
3. (adj.) = **adjective** صفة (توصف الاسم) (lazy كسول / fat بدين / tall طويل / expensive غالي ...)
4. (adv.) = **adverb** ظرف (يوصف الفعل) (easily بسهولة / angrily بغضب / slowly ببطء / fast بسرعة ...)
5. (pron.) = **pronoun** ضمير (he هو / she هي / we نحن / me لي / him له / them لهم / your لك ...)
6. (prep.) = **preposition** حرف جر (in في / on على / above فوق / across عبر / at في / under تحت ...)
7. (conj.) = **conjunction** أداة ربط (when عندما / but لكن / and و / or او / so لذلك ...)

3. هنالك عدة كلمات تمتلك اكثر من معنى مثل:

- bank (n.) مكان تحفظ فيه النقود (بنك)
 bank (n.) تلة صغيرة
 bank (n.) ضفة نهر
 bank (v.) يحفظ او يخزن النقود في البنك
 bank (v.) ينعطف بالطائرة

Ex: He sat on the **bank** and put his feet in the water. هو جلس على **ضفة النهر** ووضع قدميه في الماء.

Ex: Planes usually **bank** when they get near the airport. **الطائرات عادة تنعطف** عندما تقترب من المطار.

4. يأتي هذا الموضوع في الامتحان عن طريق كتابة او اظهار اقسام الكلام لجملّة معينة مثل:

Ex: The black horse ran fast, so it won the race easily. (Parts of speech) **اظهر اقسام الكلام**

- **black** (adj.)
- **horse** (n.)
- **ran** (v.)
- **fast** (adv.)
- **so** (conj.)
- **it** (pron.)
- **won** (v.)
- **race** (n.)
- **easily** (adv.)



Ex: He sat on the grassy bank and put his feet in the water. (Show parts of speech)

- **He** (pron.)
- **sat** (v.)
- **on** (prep.)
- **grassy** (adj.)
- **bank** (n.)
- **and** (conj.)
- **put** (v.)
- **his** (pron.)
- **feet** (n.)
- **in** (prep.)
- **water** (n.)

Lesson 3 (AB) P. 70 - 71

1.p70/ Write the words in the correct column.

اكتب الكلمات في العمود الصحيح

above / across / and / at / but / him / in / me / or
she / so / them / under / when / you

Conjunction اداة ربط	Preposition حرف جر	Pronoun ضمير
and	above	him
but	across	me
or	at	she
so	in	them
when	under	you

2.p70/ Read the sentences. What part of speech is each word? Write the abbreviations.

اقرأ الجمل ، اي قسم من اقسام الكلام كل كلمة ، اكتب الاختصارات

adj. / adv. / conj. / n. / prep. / pron. / v.

a. Put your book on my desk.

1. put **v.**
2. your **pron.**
3. book **n.**
4. on **prep.**
5. my **pron.**
6. desk **n.**

c. Sami's new motorbike goes fast.

1. Sami's **n.**
2. new **adj.**
3. motorbike **n.**
4. goes **v.**
5. fast **adj.**

b. I was tired, so I walked home slowly.

1. I **pron.**
2. was **v.**
3. tired **adj.**
4. so **conj.**
5. I **pron.**
6. walked **v.**
7. home **n.**
8. slowly **adv.**



3.p71/ Read the example and learn how to work out meanings. What is a 'chesterfield'? Tick (✓) the possible meanings in each example.

اقرأ الامثلة التالية وتعلم كيف ان تجد المعنى , ما معنى كلمة 'chesterfield' ضع صح امام المعاني الممكنة

a. We have a chesterfield.

1. a kind of cat ✓
2. a kind of plant ✓
3. a piece of furniture ✓

b. We have a green chesterfield.

1. a kind of cat
2. a kind of plant ✓
3. a piece of furniture ✓

c. We have a green chesterfield that is very comfortable to sit on.

1. a kind of cat
2. a kind of plant
3. a piece of furniture ✓

4.p71/ Read each sentence. Tick (✓) the word or phrase that means the same as the underlined word.

اقرأ كل جملة , ضع (صح) امام الكلمة او العبارة التي تطابق معاني الكلمات التي تحتها خط

a. Noora was depressed because her best friend was in hospital. حزين

happy

sad

excited

b. Jameel was speechless when he saw what was in the box. غير قادر على التحدث

not able to talk

happy

angry

c. Nadia is a cautious girl. She always looks left and right before crossing the street. حذر

tidy

careful

lazy

d. Muna was very, very apologetic when she broke my Science project. يشعر بالأسف

careful

excited

sorry

U5: Lesson 4 & 5 (SB) P. 50 - 51 (From Cairo to Baghdad) من القاهرة الى بغداد

Vocabulary / مفردات مهمة

Monday الاثنين	morning الصباح	article مقالة	written تكتب	bag حقيبة/كيس
next التالي	sent ترسل	email بريد الكتروني	newspaper جريدة	office مكتب
take يأخذ	less اقل	than من	minute دقيقة	arrive يصل
read يقرأ	editor المحرر	like يحب	edited تعديل	insert يدرج
printing press طباعة الصحيفة		night الليل	printed طبع	early مبكرا
Tuesday الثلاثاء	shops محلات	open يفتح	sold تباع	finally اخيرا



المبني للمجهول في زمن المضارع البسيط Present passive

1. عندما تبدأ الجملة بمن قام بالفعل (الفاعل) هنا تكون الجملة **مبنية للمعلوم**.
2. اما اذا بدأت الجملة بمن وقع عليه حدوث الفعل (المفعول به) هنا تكون الجملة **مبنية للمجهول**.
3. لتحويل الجملة من المبني للمعلوم الى المبني للمجهول في زمن المضارع البسيط نتبع الملاحظات التالية:
 - نحذف الفاعل.
 - نقدم المفعول به الى بداية الجملة.
 - نستخدم فعل الكينونة (be) فيكون مع المفعول به المفرد (is) ومع المفعول به الجمع (are).
 - نكتب صيغة التصريف الثالث للفعل الرئيسي في الجملة.
4. العلامات الدالة على المضارع البسيط هي (every/each/always/usually/sometimes/often/these days) او عدم وجود فعل مساعد في جملة المبني للمعلوم وفعلها مصدر مجرد او منتهي (s/es) او ان معنى الجملة يدل على حقيقة.
5. توضيح النقاط السابقة من خلال القاعدة التالية:

تكملة + p.p + (is/are) + مفعول به

Ex: Ali writes an article every day. (Passive) **حول الى المبني للمجهول**

- An article **is written** every day.

Ex: I do my homework. (Passive)

- My homework **is done**.

Ex: Ahmed sells newspapers in the shop. (Passive)

- Newspapers **are sold** in the shop.

6. اذا اردنا ذكر الفاعل في جملة المبني للمجهول , نضع الفاعل في نهاية الجملة ونسبقة بكلمة (by).

Ex: Huda cooks the dinner every day. (Passive) **حول الى المبني للمجهول**

- The dinner **is cooked** every day.

- The dinner **is cooked** every day **by Huda**.

Ex: His medicine every week. (**is taken** / are taken / was taken / took) **اختر الاجابة الصحيحة**

Ex: The books by librarian every day. (is arranged / **are arranged** / were arranged)

Lesson 4 (AB) P. 72 - 73

1.p72/ Complete the sentences using the present passive form of the verbs from the box. Some are used more than once.

اكمل الجمل التالية بصيغة المبني للمجهول بزمن المضارع للافعال التي في الصندوق , بعض الافعال يمكن استخدامها اكثر من مرة

يكتب write / يرسل (x3) send / يبيع sell / يقرأ (x2) read / يطبع print / يدرج insert / يحرق edit

- a. On Monday morning, an article in Cairo. **is written**
- b. Next, it by email to a newspaper office in Baghdad. **is sent**
- c. When the article arrives, it by an editor. **is read**
- d. If the editor likes the article, it and into the newspaper. **is edited / inserted**
- e. Then, it to the printing press, and at night, the newspapers.....
is sent / are printed
- f. Early on Tuesday morning, the newspapers to the shops. **are sent**
- g. When the shops open, the newspapers **are sold**
- h. Finally, the article! **is read**



2.p73/ Write the sentences again in the active form.

اكتب الجمل التالية بصيغة المبني للمعلوم

Life in Iraq الحياة في العراق

Example. A lot of fish is eaten.- **People eat a lot of fish.**

a. A lot of football is played.

- **People play a lot of football.**

b. A lot of newspapers are bought.

- **People buy a lot of newspapers.**

c. A lot of tea is drunk.

- **People drink a lot of tea.**

d. Baklava is eaten during Ramadan.

- **People eat baklava during Ramadan.**

e. Gold is exported from Iraq.

- **People export gold from Iraq.**

f. A lot of dates are grown in Iraq.

- **People grow a lot of dates in Iraq.**

3.p73/ Now write three more active and passive sentences about life in Iraq. Use the verbs below.

اكتب ثلاث جمل اخرى مبنية للمعلوم ومبنية للمجهول عن الحياة في العراق. استخدم الافعال التالية

eat يأكل / play يلعب / watch يشاهد

Active sentences جمل مبنية للمعلوم

Passive sentences جمل مبنية للمجهول

a. People eat a lot of vegetables.

A lot of vegetables are eaten.

b. People play volleyball at weekends.

Volleyball is played at weekends.

c. People watch a lot of football on TV.

A lot of football is watched on TV.

Lesson 5 (AB) P. 74 - 75

1.p74/ Complete the table.

اكمل الجدول

Infinitive المصدر المجرد	Past tense الماضي	Past participle التصريف الثالث
catch يمسك	caught	caught
bring يجلب	brought	brought
sell يبيع	sold	sold
take يأخذ	took	taken
send يرسل	sent	sent
make يصنع	made	made
write يكتب	wrote	written
wash يغسل	washed	washed
cook يطبخ	cooked	cooked
put يضع	put	put



U5: Lesson 6 (SB) P. 52 (Great inventions) اختراعات عظيمة

AB 76-77

Unit

5

Lesson 6: Great inventions

Do you think the page below comes from:

1 a dictionary 2 a storybook 3 a reference book?

A



Scan the first paragraph and quickly find the answers to the questions.

- 1 Who invented television?
- 2 What was his nationality?
- 3 When did he invent it?
- 4 Is he alive or dead?

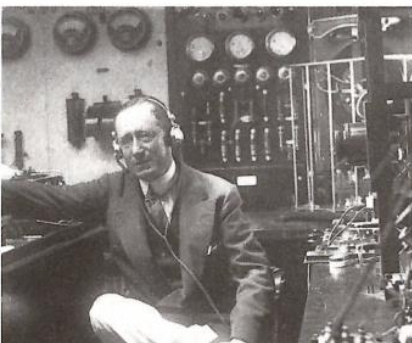
B



Now ask and answer about the radio.

**John Baird, 1888–1946**

In London in 1926, Baird, a Scottish inventor, was the first person to show pictures on a television screen. The pictures were not very good, and they did not move. In 1927, however, he was able to send moving pictures from London to Scotland using telephone wires. The following year, he sent pictures to America using radio waves. Baird continued working and, finally, he helped to develop colour television.

**Guglielmo Marconi, 1874–1937**

After the invention of the telephone by Alexander Bell (1847–1922), inventors worked on radio waves instead of electric signals to carry sound. Marconi, an Italian, was the first to do this. In 1896, he sent a radio message over a distance of more than 1.5 kilometres. The following year, he sent a message from land to a ship at sea, a distance of 29 kilometres. Finally, in 1902, he sent a radio message from America to England.



Great inventions اختراعات عظيمة

قطعة الوحدة الخامسة 2

1. Who invented television? من اخترع التلفزيون
- John Baird. جون بيرد
2. What was John Baird's nationality? ماذا كانت جنسية جون بيرد
- He was a Scottish. كان اسكتلندي
3. When did John Baird invent TV? متى اخترع جون بيرد التلفزيون
- In 1926. في عام 1926 اخترع التلفزيون
4. Is John Baird alive or dead? هل هو حي ام متوفي
- He is dead. متوفي
5. John Baird died in 1888. (True / False) جون بيرد توفي عام 1888
6. Baird sent moving pictures to America in 1928. (True / False) بيرد ارسل الصور المتحركة الى امريكا عام 1928
7. Marconi invented the telephone. (True / False) ماركوني اخترع الهاتف
8. Marconi used radio waves to carry sound. (True / False) ماركوني استخدم موجات الراديو لنقل الصوت
9. In 1902, Marconi sent a radio message to America. (True / False) عام 1902 ماركوني ارسل رسالة إذاعية الى امريكا

المبني للمجهول في زمن الماضي البسيط Past passive

1. لتحويل الجملة من المبني للمعلوم الى المبني للمجهول في زمن الماضي البسيط نتبع الملاحظات التالية:
 - نحذف الفاعل.
 - نقدم المفعول به الى بداية الجملة.
 - نستخدم فعل الكينونة (be) فيكون مع المفعول به المفرد (was) ومع المفعول به الجمع (were).
 - نكتب صيغة التصريف الثالث للفعل الرئيسي في الجملة.
2. العلامات الدالة على الماضي البسيط هي (last/ago/yesterday) او عدم وجود فعل مساعد في جملة المبني للمعلوم وفعلها ماضي.
3. توضيح النقاط السابقة من خلال القاعدة التالية:

تكملة + (was/were) + p.p + مفعول به

- Ex:** John Baird showed pictures on television. (Passive) حول الى المبني للمجهول
- Pictures **were shown** on television.
- Ex:** The children broke the window. (Passive)
- The window **was broken**.
- Ex:** Ali drove the car fast yesterday. (Passive)
- The car **was driven** fast yesterday.
 - The car **was driven** fast yesterday **by Ali**.



Lesson 6 (AB) P. 76 - 77

1.p76/ Find the words in the text in your Student's Book.

جد الكلمات من النص الموجود في كتاب الطالب

- a. the opposite of 'last' **first**
 b. verb from the noun: 'invention' **invent**
 c. a large boat **ship**
 d. the next year. **the following year**
 e. how far one place is from another **distance**
 f. Baird first used the telephone to send pictures and then radio..... **wires / waves**

تمرين (2) ص76. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

3.p76/ Write the sentences again using the active or passive form.

اكتب الجمل مجدداً باستخدام صيغة المبني للمعلوم او المبني للمجهول

- a. Marconi sent a radio wave 29 kilometres from land to a ship in 1897.
 - A radio wave in 1897. **was sent 29 kilometres from land to a ship**
 b. Marconi in 1902. **sent a radio message from America to England**
 - A radio message was sent from America to England in 1902.
 c. Baird sent the first sound and moving images in 1927.
 - The first sound and moving pictures in 1927. **were sent**
 d. Baird in 1926. **showed the first pictures on a television screen**
 - The first pictures were shown on a television screen in 1926.

5.p77/ Match the inventions to the years from the box.

طابق الاختراعات بالسنوات الموجودة في الصندوق

	1810	1901	1980	2007
a. washing machine	1901	الغسالة		
b. sticky notes	1980	الملاحظات اللاصقة		
c. smartphone	2007	الهاتف الذكي		
d. canned food	1810	الطعام المعلب		

6.p77/ Now complete the sentences about the inventions. Use the past passive form of the verbs in brackets.

اكمل الجمل التالية عن الاختراعات , استخدم صيغة المبني للمجهول للافعال بين الاقواس

- a. The first washing machine (use) in 1901. **was used**
 b. The first food in cans (eat) in **was eaten / 1810**
 c. The first smartphone (sell) in **was sold / 2007**
 d. Sticky notes (invent) in **were invented / 1980**



U5: Lesson 7 (SB) P. 53 (Telephones) الهواتف

Unit
5

AB 78-79

Lesson 7: Telephones

Look at the photographs. Which of these kinds of telephones have you used?

A

Read the texts. Find the advantages and disadvantages of each kind of phone.

A landline phone sends and receives signals through a wire. The wire is called the landline. All landlines are connected, so you can phone people all over the world. Landline phones are less useful than mobile phones, because they can only be used in one place. However, they are often more reliable.



landline phone



mobile phone



a modern smartphone



mobile phone mast

A mobile phone does not need a landline because it sends signals to a special mast, using radio waves. The mast sends the radio waves to another phone. There are mobile phone masts in most places, so mobile phones can be used almost anywhere. Many mobile phones can also be used to take photographs, play music and access the internet. These are called 'smartphones'.



الهواتف Telephones

3 قطعة الوحدة الخامسة

1. A landline sends and receives signals through radio waves. (True / **False**)
الخط الارضي يرسل ويستقبل الإشارات عبر موجات الراديو
2. Smartphones can access the internet. (**True** / False) يمكن للهواتف الذكية الوصول إلى الإنترنت
3. Some mobile phones are waterproof. (**DS**) بعض الهواتف المحمولة مقاومة للماء
4. Landline phones are often more reliable than mobile phones. (**True** / False)
غالبًا ما تكون الهواتف الأرضية أكثر موثوقية من الهواتف المحمولة
5. Mobile phones can be used to phone people all over the world. (**True** / False)
يمكن استخدام الهواتف المحمولة للاتصال بالناس في جميع أنحاء العالم
6. Landline phones can be used to take photographs. (True / **False**) الهواتف الأرضية تستطيع التقاط الصور

المبني للمجهول باستخدام الفعل الناقص Passive with can/can't

1. نستخدم صيغة المبني للمجهول مع (can / can't) وذلك لبيان امكانية حدوث الفعل من عدمه.
2. لتحويل الجملة من المبني للمعلوم الى المبني للمجهول نتبع الملاحظات التالية:
 - نحذف الفاعل.
 - نقدم المفعول به الى بداية الجملة.
 - نكتب الفعل المساعد (can / can't) كما هو في الجملة الاصلية.
 - نكتب بعدها فعل الكينونة (be) لان الفعل (can / can't) يجب ان يتبعه مصدر مجرد ولذلك لا يمكن استخدام (is / am / are / was / were) بعده.
 - نكتب صيغة التصريف الثالث للفعل الرئيسي في الجملة.
3. توضيح النقاط السابقة من خلال القاعدة التالية:

تكملة + (can/can't) + be + p.p + مفعول به

Ex: He can write the answer. (Passive) حول الى المبني للمجهول

- The answer **can be written**.

Ex: We can use mobile phones without wires. (Passive)

- Mobile phones **can be used** without wires.

Ex: Salim can't read the story. (Passive)

- The story **can't be read**.



Lesson 7 (AB) P. 78 - 79

1.p78/ Layla's mobile phone is not working properly. Complete the message. Use the words from the box.

هاتف ليلى لا يعمل بصورة جيدة. اكمل الرسالة , استخدم الكلمات التي في الصندوق

buy / did / likes / message / one / very / wants / was wearing

I had a text message from Tamara yesterday. She asked 'Where did Layla buy the red dress she was wearing last Tuesday?' She likes it very much and she wants to buy a blue one.

تمرين (2) ص78. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

3.p78-79/ Match the apps adverts with their features.

طابق اعلانات البرامج مع خصائصها

- | | |
|--|--|
| 1. Check your heart rate with this app. f | a. The time you spend on your phone can be controlled. |
| 2. Don't spend all day on your phone. a | b. You can be woken gently. |
| 3. Are you doing enough exercise? Use this app to count your steps. d | c. Food can be shared. |
| 4. Too much food? Share it around. c | d. Your steps can be counted. |
| 5. Where's my phone? Let this app help you. e | e. Your phone can be found. |
| 6. The light on your phone slowly gets brighter. b | f. Your heart rate can be measured. |

U5: Lesson 8 (SB) P. 54 للاطلاع

Lesson 8 (AB) P. 80 - 81 للاطلاع

U5: Round up (SB) P. 55 للاطلاع

Round up (AB) P. 82

1.p82/ Fill in the missing letters.

اكتب الاحرف المفقودة للكلمات التالية

- | | |
|------------------------------------|--------------------------------|
| a. me__age → message رسالة | e. trave__er → traveller مسافر |
| b. pa__ive → passive مبني للمجهول | f. sp__ch → speech خطاب |
| c. po__ible → possible ممكن | g. scr__n → screen شاشة |
| d. sate__ite → satellite قمر صناعي | h. l__k → look ينظر |



2.p82/ Read the definitions and write the words.

اقرأ التعاريف التالية واكتب الكلمات المناسبة لها

- a. a building that has many hundreds of books. **library** مكتبة
- b. a building where you can keep money. **bank** بنك
- c. a book that gives you the meanings of words. **dictionary** قاموس
- d. something to read that you can buy every day. **newspaper** جريدة

3.p82/ Put the lines of the text message in the correct order.

ضع الجمل التالية بالترتيب الصحيح

- a. works in his father's shop then. If **3**
- b. will be able to come. **5**
- c. practice on Wednesdays because he **2**
- d. we can practise on Thursdays, he **4**
- e. Jassim says he can't come to team **1**

4.p82/ Complete the sentences using the correct passive form of the verbs in brackets.

أكمل الجمل التالية باستخدام الصيغة الصحيحة للمبني للمجهول للأفعال التي بين الأقواس

- a. Assur (build) over 4,000 years ago. **was built**
- b. My bike (steal) last week. **was stolen**
- c. Plastic bottles and coffee can (recycle) to make new football shirts. **be recycled**
- d. Kofta kebabs (make) from lamb, chicken or vegetables. **are made**
- e. The car (fix) last week, but now it's broken down again. **was fixed**
- f. A lot of time (waste) looking at social media sites. **is wasted**
- g. The lion that escaped from the zoo (catch) two days later. **was caught**
- h. Around 80 million bikes (make) in China every year. **are made**
- i. Mobile phones can (drop) in water, but it's not a good idea! **be dropped**
- j. Around five million electric cars (sell) in 2021. **were sold**



U5: Story time (SB) P. 56 - 57 (Jad and Johnny - The gondola trip)

جاد وجوني - رحلة الجندول (الزورق)



AB 83

Jad and Johnny - The gondola trip

A



42 Listen, read and find out.

- 1 Where are the boys?
- 3 Where does Jad go?

- 2 What happens to Marcus' phone?



'It's good to be back in Italy,' said Paolo. 'Now we can eat the best food in the world.'

We were in the bus, driving into Venice in northern Italy.

'I can't wait to have a proper Italian pizza,' said Jad.

We got out of the bus and walked into the centre of the city. It was very crowded.

'So, what do we do first?' I asked.

'Go for a pizza?' suggested Jad.

'It's only half past ten in the morning,' Paolo laughed. 'Let's go on a tour of the city.'

'Is there a bus tour?' asked Aziz.

'No, there isn't,' said Paolo. 'Venice isn't a place for buses and cars.'

'So shall we walk?' I asked.

'Venice is a water city. Let's ride on

a gondola. It's the best way to see Venice,' said Paolo. 'Look, there's one with nobody in it,' and he pointed to a beautiful little boat with a man standing at one end of it. We all got on the gondola, and the man used a long stick to move us along the canal. There were a lot of other gondolas on the canal.

'This is amazing!' said Marcus. Then he took out his phone and called his father. 'Dad, it's me, Marcus. Look where I am,' he said. Then he stood up and held his phone out.

'Sit down, Marcus,' said Paolo.

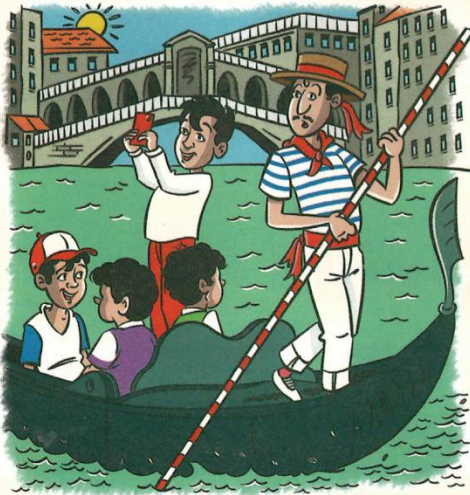
But Marcus stayed standing. He wanted to show his dad more of the city. 'Dad, I'm in Venice. It's really cool. We're on a little boat ...'

'Marcus, look out!' Paolo shouted.



Story
time

Jad and Johnny – The gondola trip



But he was too late. Our boat bumped into another gondola, and Marcus fell. Luckily, Jad and Aziz caught him before he fell in the water.

'Thanks, guys,' he said, 'but, where's my phone? Oh, no!' We all looked and saw his phone sinking into the water.

'Can we go for a pizza now?' said Jad.

'I think I need to go to a phone shop,' said Marcus.

We got out of the gondola and looked for a pizza restaurant, but none of them had a table for five people.

'There are a lot of people in Venice,' I said.

'Yes,' said Paolo. 'And they're all tourists, looking for pizza!'

We walked for half an hour, but we only found restaurants with tables for two people.

'I'm sorry, Jad,' said Paolo. 'No pizza for us tonight ... Jad?' But Jad

had disappeared into the crowd. We couldn't see him anywhere.

I took out my phone and dialled his number, but there was no answer. Then we noticed Marcus had disappeared, too. We were worried. We looked everywhere for Jad and Marcus. Then, after 20 minutes, we saw them – in a pizza restaurant!

'Hey!' I said. 'What happened?'

'I'm sorry,' answered Jad, with his mouth full of pizza. 'I couldn't wait any longer.'

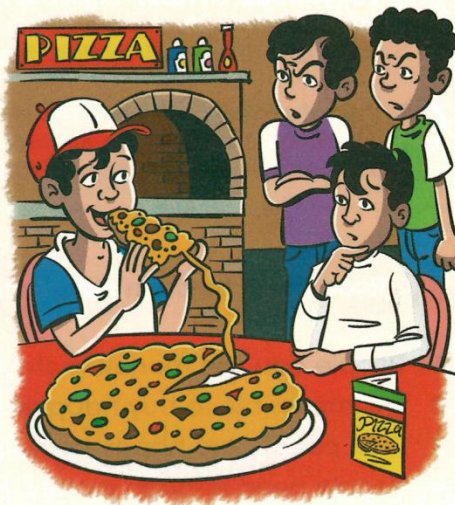
'You guys got a pizza without us!' said Paolo.

'And I got a new phone,' said Marcus.

Then the people at the next table stood up and left. Paolo, Aziz and I quickly sat down.

'Oh great,' said Jad. 'Now you can order some more pizza.'

'No, Jad,' I said. I took his plate and put it on our table. Paolo and Aziz both picked up slices. 'Now you can order some more pizza!'



Jad and Johnny - The gondola trip (الزورق)

قصة الوحدة الخامسة

1. Where are the boys? أين هم الأولاد
- Venice, in northern Italy. في مدينة البندقية ، شمال إيطاليا.
2. What's the first thing Jad wants to do? ما هو أول شيء يريد جاد فعله
- He wants to eat pizza. يريد أن يأكل البيتزا.
3. Why is Paolo happy to be back in Venice? لماذا كان باولو سعيداً بالعودة إلى البندقية
- Because they can eat the best food in the world. لأنهم يستطيعون تناول أفضل طعام في العالم.
4. Why are there so many people in Venice? لماذا يوجد الكثير من الناس في البندقية
- Because Venice is a tourist destination for many tourists. لأنها تعتبر وجهة سياحية للكثير من السياح.
5. Why can't the friends take a bus tour? لماذا لا يستطيع الأصدقاء أخذ جولة بالحافلة
- Because Venice is a water city. لأن البندقية مدينة مائية.
6. Why doesn't Marcus fall in the water? لماذا لم يسقط ماركوس في الماء
- Because Jad and Aziz catch him. لأن جاد وعزيز أمسكوا به.
7. What happened to Marcus's phone? ماذا حدث لهاتف ماركوس
- It fell into the water. سقطت في الماء.
8. Where do Jad and Marcus go? أين ذهب جاد وماركوس
- They go to a pizza restaurant. إلى مطعم بيتزا.
9. How does Jad feel at the end of the story? كيف شعر جاد في نهاية القصة
- He feels upset. بالانزعاج.

Story time (AB) P. 83

تمرين (2) ص 83. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القصة

نهاية الوحدة الخامسة

قاوم ماتكره لتصل الى ماتحب



UNIT SIX / الوحدة السادسة

U6: Lesson 1 (SB) P. 60 (What do they do?) الطرق قديمة لارسال المعلومات

Definitions / تعاريف مهمة

1. A **businesswoman** works in an office and runs a business. She is very good at working with money.
سيدة الاعمال تعمل في المكتب وتدير الشركة. إنها جيدة جداً بإدارة المال
2. A **pilot** flies a plane and takes people to different countries. They have to wear a uniform.
الطيار يقود الطائرة ويأخذ الناس إلى بلدان مختلفة. يجب أن يرتدوا زيّاً رسمياً
3. An **architect** plans and designs buildings. They work in an office.
المهندس المعماري يخطط ويصمم المباني وعملهم يكون في المكتب
4. A **mechanic** works in a workshop or a garage and repairs people's cars.
الميكانيكي يعمل في الورشة أو مرآب ويصلح سيارات الناس
5. An **engineer** works outside or in an office. They design, build or repair machines, roads and bridges.
المهندس يعمل في خارج أو داخل مكتب. يقوم المهندسين بتصميم وبناء وإصلاح الآلات والطرق والجسور
6. A **shop assistant** works for a shopkeeper or shop owner. They help customers, the people who want to buy things in the shop.
مساعد المتجر يعمل لحساب صاحب المتجر أو صاحب المحل. إنهم يساعدون العملاء والأشخاص الذين يرغبون في شراء الأشياء من المتجر
7. A **firefighter's** job is very dangerous. They put out fires and save people. A firefighter has to wear special clothes.
رجل الإطفاء عمله خطير جداً. يطفئون الحرائق وينقذون الناس. يجب أن يرتدي رجل الإطفاء ملابس خاصة
8. A **reporter** is someone who writes articles for a newspaper.
الصحفي هو الشخص الذي يكتب المقالات للجراند
9. An **editor** is someone who corrects mistakes in articles.
المحرر هو الشخص الذي يصحح الأخطاء في المقالات
10. A **doctor** is someone who takes care of sick people.
الطبيب هو الشخص الذي يعتني بالمرضى
11. A **dentist** is someone who takes care of other people's teeth.
طبيب الأسنان هو الشخص الذي يعتني بأسنان الناس
12. A **waiter** is someone who brings food to your table in a café.
النادل هو الشخص الذي يحضر الطعام إلى مائدتك في المقهى

ملاحظة: يمكن ان يأتي هذا الموضوع في الامتحان إما على شكل اسقاطات او على شكل ربط الوظائف بالتعاريف الخاصة بها.



Lesson 1 (AB) P. 84 - 85

1.p84/ Match the beginnings and endings to make the names of nine jobs.

طابق البدايات مع النهايات لتكوين اسماء تسعة وظائف

a. business	ic	a. businesswoman	سيدة اعمال
b. engin	tist	b. engineer	مهندس
c. archi	eer	c. architect	مهندس معماري
d. pi	woman	d. pilot	طيار
e. mechan	tect	e. mechanic	ميكانيكي
f. den	er	f. dentist	طبيب اسنان
g. fire	or	g. firefighter	رجل الاطفاء
h. teach	lot	h. teacher	مدرس , معلم
i. doct	fighter	i. doctor	طبيب

2.p85/ Ask and answer the questions about jobs.

إسأل واجب عن الاسئلة بخصوص الوظائف

a. Who works in an office?	businesswoman	سيدة اعمال
b. Who writes articles for a newspaper?	reporter	صحفي
c. Who wears a uniform?	pilot	طيار
d. Who corrects mistakes in articles?	editor	محرر
e. Who takes care of sick people?	doctor , nurse	ممرضة , طبيب
f. Who takes care of other people's teeth?	dentist	طبيب اسنان
g. Who repairs cars?	mechanic	ميكانيكي
h. Who works in a shop?	shop assistant	عامل المتجر
i. Who brings food to your table in a cafe?	waiter	نادل

3.p85/ Read the texts. Whose help do they need?

اقرأ النصوص , الى مساعدة من يحتاجون

- a. 'I can smell smoke. Quick! Everybody out!' **firefighter** رجل الاطفاء
- b. 'Is the bridge strong enough to carry that weight?' **engineer** المهندس
- c. 'I looked at the plans. Do you think we need to move the door and add a window to let in more light?' **architect** المهندس المعماري
- d. 'Ow! My tooth hurts.' **dentist** طبيب الاسنان
- e. 'Look, there's smoke coming out of the engine.' **mechanic** ميكانيكي
- f. 'I want 200 of these chairs every month. Can we talk about the price?' **businesswoman** سيدة الاعمال
- g. 'Have you all looked at the menu? Good, let's see if we can find someone to take our order.' **waiter** النادل
- h. 'That's a deep cut. I think you need someone to look at it.' **doctor** الطبيب
- i. 'I don't understand the homework. I'm going to fail this class.' **teacher** المدرس



U6: Lesson 2 (SB) P. 61 (Two jobs) عملان

Vocabulary / مفردات مهمة

job عمل	hard-working العمل بجد	university جامعة	college كلية
study يدرس	subject موضوع	clever شاطر	learn يتعلم
lazy كسلان	spend يقضي / يصرف	quick سريع	take care يعتني
answer يجاب	calls اتصالات	send يرسل	receive يستلم
countries دول	mathematics رياضيات	administration ادارة	
enjoy يستمتع	travelling السفر		

SB.p61/ Match the words with their meanings.

طابق الكلمات مع معانيها

- | | |
|--|--|
| 1. hard-working c مجتهد | a. things you learn at school. |
| 2. university , college b كلية , جامعة | b. places to study. |
| 3. to study d يدرس | c. the opposite of 'lazy' |
| 4. subjects a مواضيع دراسية | d. to spend time learning about something. |
| 5. clever e شاطر | e. quick to learn and understand. |

Wh-questions تكوين السؤال

- نستخدم ال (Wh-questions) لتكوين سؤال.
 - للسؤال عن الأشياء نستخدم (What) بمعنى ماذا.
 - للسؤال عن المكان نستخدم (Where) بمعنى أين.
 - للسؤال عن الزمان نستخدم (When) بمعنى متى.
 - للسؤال عن الفاعل نستخدم (Who) بمعنى من.
 - للسؤال عن السبب نستخدم (Why) بمعنى لماذا.
 - للسؤال عن الحال نستخدم (How) بمعنى كيف ، (How often) بمعنى كم عدد المرات ، (How long) بمعنى كم طول المدة.
1. يبدأ السؤال بأداة السؤال (What , Where ...).
 2. نضع بعد أداة السؤال احد الافعال المساعدة (do , does , did) حسب زمن الجملة وفاعلها.
 3. نستخدم (does) اذا كان زمن الجملة مضارع والفاعل (he , she , it) او اسم مفرد.
 4. نستخدم (do) اذا كان زمن الجملة مضارع والفاعل (I , we , you , they) او اسم جمع.
 5. نستخدم (did) اذا كان زمن الجملة ماضي مهما كان الفاعل.
 6. اذا كان في الجملة فعل مساعد (is , am , are , was , were) يستخدم بعد أداة السؤال دون الحاجة الى استخدام (do , does , did).
 7. بعد ذلك يتم اضافة فاعل الجملة وبعدها الفعل الرئيسي وبعدها تكملة الجملة وبعدها علامة استفهام.
 8. عند السؤال عن المكان يجب ان يحذف المكان من الجملة الاصلية ، وعند السؤال عن الزمان يجب ان يحذف الزمان من الجملة الاصلية ، أي يجب عليك ان تحذف ما تسأل عنه عند كتابة السؤال.
 9. اذا كان الجواب يبدأ ب (Yes , No) هذا يعني ان السؤال بدأ بفعل مساعد وليس أداة سؤال.



10. المخطط التالي يلخص كافة الموضوع.

? + الفعل الرئيسي + الفاعل + الفعل المساعد + اداة السؤال

Ex: Ali comes from Iraq. (Where) **إسأل باستخدام أين**- **Where does Ali come from?**Ex: They wash the car every week. (Question. Use: What) **إسأل باستخدام ماذا**- **What do they wash every week?**Ex: Nada played tennis yesterday. (When) **إسأل باستخدام متى**- **When did Nada play football?**Ex: I go to the cinema four times a month. (How often) **إسأل باستخدام كم مرة**- **How often do you go to the cinema?**

Ex: Yes, the job is very tiring. (Question)

- **Is the job very tiring?**

Ex: No, I didn't finish my homework. (Question)

- **Did you finish your homework?**

Ex: No, I didn't finish my homework. (Question)

- **Did you finish your homework?**

Ex: Yes, Ali usually goes to the gym. (Question)

- **Does Ali usually go to the gym?**

Ex: Ahmed is from Iraq. (Where)

- **Where is Ahmed from?**

Ex: Salma cleans the house with Suha. (Who)

- **Who does Salma clean the house with?**

Lesson 2 (AB) P. 86 – 87

3.p87/ Write questions. Our teacher's sister is a nurse called Nadia. Last week, she came to our school and we asked her about her job. What questions did we ask?

اكتب اسئلة و مدرستنا لديها اخت ممرضة تدعى ناديا , الاسبوع الماضي جاءت في زيارة لمدرستنا وسألناها بعض الاسئلة عن عملها ماهي الاسئلة التي سألناها

a. **Where do you work?**

- I work at the Red Crescent Hospital.

b. **Do you have to wear a uniform at work?**

- Yes. I have to wear a uniform at work.

c. **Do you like your job?**

- Yes. I like my job very much.

d. **How long do you have to work?**

- Oh, I usually have to work ten hours a day.

e. **Is it hard work?**

- Yes. It's very hard work, but I like taking care of sick people.

f. **How long did you have to study?**

- I had to study for four years.

g. **Do you want to be a doctor?**

- No, I don't want to be a doctor. I love my job.

h. **How many people do you see every day?**

- Every day? Oh, I usually see about forty or fifty people every day.



U6: Lesson 3 (SB) P. 62 (A day in the life of a firefighter)

يوم في حياة رجل الاطفاء

Vocabulary / مفردات مهمة

life حياة	firefighter رجل الاطفاء	began بدأ	arrived وصل
fire نار	station محطة	yesterday البارحة	checked تأكد/تفحص
lazy كسلان	spend يقضي/يصرف	quick سريع	sick مريض
equipment ادوات/معدات	supermarket سوبر ماركت	come يأتي	
quickly سريعا	trapped عالق	inside الداخل	pointed وجه
building بناية	saved انقذ	accident حادث	ring road طريق دائري
upside down رأسا على عقب			

Lesson 3 (AB) P. 88 - 89

1.p88/ This is the story of Mazin's day, but the sentences are in the wrong order. Put them in the correct order.

ضع الجمل التالية بالترتيب الصحيح

When I arrived at the fire station yesterday morning, I checked my equipment as usual. We had our first call at ten o'clock.

- a. When we got there, the fire was burning strongly. 3
- b. Twenty minutes later, the fire was out and we were able to go into the building. 6
- c. We saved all the people, but some had to go to hospital. 7
- d. We drove through the streets as fast as possible. 2
- e. We got out our hoses and pointed them at the building. 5
- f. The heat was terrible and some people were trapped inside. We had to get them out quickly. 4
- g. We were told there was a fire in a supermarket in the middle of town. 1
- h. However, the driver of the other car was trapped. 12
- i. Fortunately, the driver of the burning car was standing by the side of the road. 11
- j. At two o'clock, we were called to an accident on the ring road. 8
- k. The police helped us get there very fast. 9
- l. He was badly injured. 14
- m. One car was on fire and another was upside down on the road. 10
- n. We put the fire out quickly and got the second driver out. 13

At the end of the day, I was tired and upset about the accident. But it's all in a day's work for a firefighter. We do our best.



3.p89/ Tick (✓) the correct meaning.

اختر المرادف الصحيح

- a. equipment **معدات**
things needed for a job where firefighters work clothes
- b. trapped **عالق**
 very hot very frightened not able to get out
- c. upside down **رأساً على عقب**
 burning the wrong way up old
- d. terrible **فظيع**
 very good very bad OK
- e. injured **مصاب**
hurt not hurt unconscious
- f. put the fire out **يخمد النار**
 start the fire stop the fire move the fire

U6: Lesson 4 (SB) P. 63 (What's my job?) ما هو عملي

Vocabulary / مفردات مهمة

tell يخبر	anyone اي احد	partner صديق / زميل	try يحاول	doctor دكتور
wrong خطأ	name اسم	piece قطعة	paper ورق	night الليل
dangerous خطير	correct صحيح	firefighter رجل الاطفاء		work يعمل
outside خارجا	policeman رجل الشرطة	policewoman شرطية		
uniform زي رسمي	guess يخمن / يحزر	architect مهندس معماري		artist فنان
bus driver سائق الباص		cook طباخ	editor محرر	farmer مزارع
mechanic ميكانيكي	nurse ممرضة	park-keeper حارس الحديقة		engineer مهندس
photographer مصور		pilot طيار	reporter صحفي	secretary سكرتير
shepherd راعي	shop assistant مساعد محل	singer مغني		teacher مدرس / معلم



Lesson 4 (AB) P. 90 - 91

1.p90/ Match the descriptions to the jobs.

اربط الأوصاف مع الوظائف

- | | | |
|--|---|-------------------|
| a. I help people. I work in a hospital. | 2 | 1. pilot |
| b. My job is dangerous. I wear a uniform. | 4 | 2. doctor |
| c. I wear a uniform. I work outside. | 3 | 3. police officer |
| d. I don't work in an office. I work at the airport. | 1 | 4. firefighter |

2.p90/ Which jobs connect the words? Write the names of the jobs.

ماهي الوظائف التي تربط الكلمات ، اكتب اسماء الوظائف

- | | | | | | | | |
|--------------|-------|-----------|-------|----------|----------|-------------|--------------|
| a. newspaper | جريدة | story | قصة | article | مقالة | reporter | صحفي |
| b. fire | حريق | danger | خطر | water | ماء | firefighter | رجل الاطفاء |
| c. building | بناية | plan | تصميم | draw | يرسم | architect | مهندس معماري |
| d. letter | رسالة | telephone | هاتف | computer | كمبيوتر | secretary | سكرتير |
| e. lesson | درس | board | سبورة | class | صف | teacher | مدرس/معلم |
| f. plane | طائرة | airport | مطار | fly | طيران | pilot | طيار |
| g. car | سيارة | repair | تصليح | workshop | ورشة عمل | mechanic | ميكانيكي |
| h. teeth | اسنان | take care | يعتني | chair | مقعد | dentist | طبيب اسنان |

3.p90/ Circle the odd one out.

استخرج الكلمة الغريبة

- | | | | | | |
|---------------------|--------------|-----------------|-----------------|---------------|--------------|
| a. burn | يحترق | put out | يخمد | <u>teach</u> | <u>يدرس</u> |
| b. pilot | طيار | <u>mechanic</u> | <u>ميكانيكي</u> | bus driver | سائق الحافلة |
| c. <u>green</u> | <u>اخضر</u> | patient | صبور | kind | لطيف |
| d. university | جامعة | college | كلية | <u>office</u> | <u>مكتب</u> |
| e. <u>equipment</u> | <u>معدات</u> | uniform | زي رسمي | trousers | بنطلون |

U6: Lesson 5 (SB) P. 64 للاطلاع

Lesson 5 (AB) P. 92 - 93 للاطلاع



U6: Lesson 6 (SB) P. 65 (What are they going to be?) ماذا سوف يكونون

AB 94-95

Unit
6

Lesson 6: What are they going to be?

A

Read about Firas and Halla. Ask and answer the questions.

- 1 What do they do in their spare time?
- 2 What are they going to be when they finish school?

Clues

Remember to look at the photographs first. What do you think the answers will be?

Firas is 17. His favourite school subjects are History, Geography and Art. He loves animals. Every Friday, he goes to the zoo. He takes photographs of birds and animals. Sometimes he has to wait for a long time to take a good photograph, but he is very patient. His favourite animal is the peacock. Next year, he is going to take his last school exam. If he passes, he is going to go to university to study animals. He wants to be a zoologist.



Halla is 18. Her favourite school subjects are Biology and Chemistry. She is also very good at English and Physics. She is interested in helping people. She is very kind and friendly. Sometimes she visits a hospital. Some patients have no visitors. Halla takes flowers to these patients and sits and talks with them. At school, she works hard because she does not want to fail her final school exam. When she finishes school, she is going to be a doctor.

B

Work with words.

- 1 Look at the dictionary entry. Which meanings of 'patient' can you find in the texts?
- 2 What do you think it means to 'take', 'pass' and 'fail' an exam?

patient (n.) somebody who is taken care of by a doctor.

patient (adj.) able to wait for a long time and stay calm without getting angry. *She is very patient with young children. → patiently (adv.) He waited patiently for the bus.*



What are they going to be? ماذا سوف يكونون

قطعة الوحدة السادسة

1. What are Firas and Halla they do in their spare time? ماذا يفعل فراس وحلا في أوقات فراغهم
- Firas goes to the zoo every Friday and he takes photographs of birds and animals. Halla sometimes, visits a hospital. يذهب فراس إلى حديقة الحيوانات كل جمعة ويلتقط صوراً للطيور والحيوانات. تقوم حلا بزيارة المستشفى أحياناً.
2. What are Firas's favourite school subjects? ما هي المواد الدراسية المفضلة لدى فراس
- History, Geography and Art. التاريخ والجغرافيا والفن.
3. What is Firas's hobby? ما هي هواية فراس
- He takes photographs of birds and animals. التقاط الصور للطيور والحيوانات.
4. What do you know about Firas's personality? ماذا تعرف عن شخصية فراس
- He is very patient. إنه صبور جداً.
5. What is Firas going to be? ماذا سيكون فراس في المستقبل
- A zoologist. خبير في علم الحيوان.
6. What is Halla good at? أية مواد دراسية حلا جيدة فيها
- Biology, chemistry, English and physics. علم الأحياء والكيمياء واللغة الإنجليزية والفيزياء.
7. What is Halla interested in? بماذا تهتم حلا
- Helping people. مساعدة الناس.
8. What do you know about Halla's personality? ماذا تعرف عن شخصية حلا
- She is very kind and friendly. إنها لطيفة وودودة للغاية.
9. Which patients does Halla take flowers to? من هم المرضى الذين تأخذ لهم حلا الزهور
- The patients who have no visitors. المرضى الذين ليس لديهم زوار.
10. What is Halla going to be? ماذا ستكون حلا في المستقبل
- A doctor. طبيبة.



التحدث عن المستقبل **Going to**

1. نستخدم (going to) ومعناها سوف للتعبير عن المستقبل عندما نعرف او نكون متأكدين ومخططين لما سيحدث في المستقبل.

2. قاعدة (going to) في حالة الإثبات هي:

فعل مجرد + **is + going to** (He/She/It)
 فعل مجرد + **are + going to** (We/You/They)
 فعل مجرد + **am + going to** (I)

Ex: Salma (leave) at 7:00 am. (Use: going to) استخدم التحدث عن المستقبل

- Salma **is going to leave** at 7:00 am.

Ex: They (go) to the museum this evening. (Use: going to)

- They **are going to go** to the museum this evening.

Ex: I am going to football tomorrow. (plays / play / playing)

3. قاعدة (going to) في حالة النفي هي:

فعل مجرد + **is not + going to** (He/She/It)
 فعل مجرد + **are not + going to** (We/You/They)
 فعل مجرد + **am not + going to** (I)

Ex: I am going to be a pilot. (Make negative) حول الى نفي

- I **am not going to be** a pilot.

Ex: They (not / watch) a movie tonight. (Going to) استخدام سوف

- They **are not going to watch** a movie tonight.

4. قاعدة (going to) في حالة الاستفهام هي:

? + فعل مجرد + **Is + (He/She/It) + going to**
 ? + فعل مجرد + **Are + (We/You/They) + going to**
 ? + فعل مجرد + **Am + (I) + going to**

Ex: He is going to work in a hospital. (Question) حول الى سؤال

- **Is** he going to work in a hospital?

Ex: Where we going to go this evening? (is / am / are)

5. عندما نتكلم عن المستقبل وتأتي (when) في الجملة , يجب ان تكون الجملة التي تتبعها بزمان المضارع البسيط.

Ex: I am going to study French at university when I (finishes / finish / finishing) school.

Ex: What is he going to do when he (go) home? (Correct) صحح الجملة

- What is he going to do when he **goes** home?



Lesson 6 (AB) P. 94 - 95

تمرين (1, 2) ص 94. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

3.p94/ Complete the sentences about exams. Use the words from the box.

اكمل الجمل التالية عن الامتحانات , استخدم الكلمات التي في الصندوق

يؤدي take / ينجح pass / يرسب fail

a. At the end of each semester, I have to an exam. take

b. If I get bad marks. I will the exam. fail

c. If I get good marks, I will the exam. pass

5.p95/ Match the sentences.

اربط الجمل التالية

- a. She's at medical school. 4 1. The meal is going to be delicious.
- b. He's a chef. 1 2. She's going to fall.
- c. It's raining. 6 3. I'm going to be late.
- d. Look at the dark clouds. 5 4. She's going to be a doctor.
- e. There's a lot of traffic. 3 5. It's going to rain.
- f. Watch out! 2 6. You're going to get wet.

U6: Lesson 7 & 8 (SB) P. 66 - 67 (Career plans) خطط مهنية

Vocabulary / مفردات مهمة

quite الى حد ما	friendly محبوب / ودود		hard-working يعمل بجد	
language لغة	English الانكليزية	French الفرنسية	Science علوم	little صغير
brother اخ	make يصنع / يجعل	angry غاضب	weekend عطلة نهاية الاسبوع	
always دائما	help يساعد	friend صديق	farm مزرعة	animals حيوانات
enjoy يستمتع	horse حصان	Biology علم الاحياء	Math رياضيات	subjects مواضيع
woodwork اعمال خشبية		twice a week مرتين في الاسبوع		table طاولة / منضدة
shelves رفوف	cupboard خزانة	fit رشيق	healthy صحي	sport رياضة
favourite مفضل	IT = Information Technology تكنولوجيا المعلومات			geography الجغرافية
after بعد	fly يطير	moon القمر	spacecraft مركبة فضائية	



جيد في Good at

1. نستخدم (good at / not good at) للتعبير عن ما نحن جيدين فيه او لا.

2. يأتي بعد (good at / not good at) (اسم) او (فعل مضاف له ing) وحسب القاعدة التالية:

(He/She/It) + **is** + good at / not good at + (اسم / فعل ing)
 (We/You/They) + **are** + good at / not good at + (اسم / فعل ing)
 (I) + **am** + good at / not good at + (اسم / فعل ing)

Ex: I am good at (play / **playing**) tennis. (Choose) اختر الاجابة الصحيحة

Ex: She not very good at English. (**is** / am / are) (Choose)

Ex: We are very good Math. (Correct) صح الجملة

- We are very good **at** Math.

Ex: I am very (at good / **good at**) teaching English. (Choose)

Ex: He is not good at (cook). (Correct)

- He is not good at **cooking**.

3. لتحويل الجملة الى استفهام نقدم الفعل المساعد (is/are/am) الى بداية الجملة واطافة علامة استفهام الى نهاية الجملة.

Ex: She is good at painting. (Question) حول الى سؤال

- **Is** she good at painting?

Ex: We are very good at playing football. (Question)

- **Are** we very good at playing football?

Lesson 7 (AB) P. 96 - 97

3.p97/ Correct the sentences.

صحح الجمل التالية

a. I'm not very good French.
 - I'm not very good **at** French.

b. My favourite subject is English. I'm good at learn vocabulary.
 - My favourite subject is English. I'm good at **learning** vocabulary.

c. I'm also good Geography.
 - I'm also good **at** Geography.

d. I don't like Science. I not very good at it.
 - I don't like Science. I **am** not very good at it.



Lesson 8 (AB) P. 98 - 99

2.p98-99/ Read the sentences. Use the words from the box to describe the people.

اقرأ الجمل ، استخدم الكلمات من الصندوق لتصف الناس

fit رشيق / friendly ودود / hard-working مجتهد / healthy صحي / impatient غير صبور
 lazy كسول / patient صبور / unfit غير رشيق / unfriendly غير ودود / unhealthy غير صحي

a. 'I always try to smile and say hello. I like to make people feel comfortable.'

- This person is **friendly**

b. 'It's OK, take your time. There's no hurry.'

- This person is **patient**

c. 'No, sorry, I can't. I have to finish my homework.'

- This person is **hard-working**

d. 'I go swimming on Mondays and Wednesdays, I play football on Saturdays, I ...'

- This person is **fit**

e. 'She always looks angry, and she never smiles.'

- This person is **unfriendly**

f. 'I need to eat more fresh food. I always wake up tired and with a headache.'

- This person is **unhealthy**

g. 'Come on, hurry up, I don't have time.'

- This person is **impatient**

h. 'It's OK. I'll finish my homework on my way to school.'

- This person is **lazy**

i. 'I spend all day playing computer games. I should do more exercise.'

- This person is **unfit**

j. 'I try to eat lots of fruit and vegetables every day.'

- This person is **healthy**

3.p99/ Write a paragraph about your own career plan.

اكتب انشاء عن خطتك المهنية

(انشاء الوحدة السادسة)

My career plan خطتي المهنية

My name is Ali. Let me tell you about my career plan. First of all, I think I'm quite hard-working. At school, I'm good at the English, and I'm interested in chemistry.

My hobbies are football and swimming. I often play football every week with my friends, and I usually go to the pool every month.

When I finish school, I'm going to be an English teacher because I love English. I'm going to study at the college of education, department of English.

اسمي علي. دعني أخبرك عن خطتي المهنية. اولاً ، اعتقد انني الى حد ما مجتهد. في المدرسة ، انا جيد في اللغة الإنكليزية و احب الكيمياء.

هواياتي هي كرة القدم والسباحة. ألعب كرة القدم غالباً كل أسبوع مع أصدقائي ، وعادة ما أذهب إلى المسبح كل شهر.

عندما أنهى المدرسة ، سأصبح مدرس لغة إنكليزية لأنني أحب اللغة الإنكليزية. سأدرس في كلية التربية ، قسم اللغة الإنكليزية.



U6: Round up (SB) P. 68 للاطلاع

Round up (AB) P. 100

1.p100/ Fill in the missing letters.

اكتب الاحرف المفقودة للكلمات التالية

- | | | | |
|----------------------------|--------------|----------------------------|-----------|
| a. me__anic → mechanic | ميكانيكي | d. astron__t → astronaut | رائد فضاء |
| b. b_s dr__er → bus driver | سائق حافلة | e. translat__ → translator | مترجم |
| c. ar__itect → architect | مهندس معماري | f. carp__nt__ → carpenter | نجار |

2.p100/ Answer the questions with words from Exercise 1.

اجب عن الاسئلة التالية بكلمات من التمرين السابق

- | | |
|--------------------------------|------------|
| a. Who wears a uniform? | bus driver |
| b. Who knows other languages? | translator |
| c. Who flies in a spacecraft? | astronaut |
| d. Who designs buildings? | architect |
| e. Who repairs cars? | mechanic |
| f. Who makes things with wood? | carpenter |

3.p100/ Each of the words or phrases in the box is connected to a school subject. Write them next to the correct subject.

الكلمات والعبارات التي في الصندوق مرتبطة بمادة دراسية , اكتبهم مقابل المادة الصحيحة لهم

- | | | | | | |
|---------------------------|---------------------|------------------------|----------------|------------------------|-------------------------|
| computers | الكمبيوترات | heat and light | الحرارة والضوء | living things | الكائنات الحية |
| numbers and shapes | الارقام والاشكال | paint | الرسم | weather and population | الطقس والكثافة السكانية |
| a. Physics | الفيزياء | heat and light | | | |
| b. Geography | الجغرافيا | weather and population | | | |
| c. Biology | علم الاحياء | living things | | | |
| d. Maths | الرياضيات | numbers and shapes | | | |
| e. Art | الفن | paint | | | |
| f. Information Technology | تكنولوجيا المعلومات | computers | | | |

4.p100/ Read the answers below and write the questions.

اقرأ الاجوبة التالية واكتب اسئلة لها

- a. What are you going to be when you finish school?
- When I finish school, I'm going to be a newspaper reporter.
- b. What are you going to study at university?
- I'm going to study Maths at university.
- c. Where are you going to work?
- I'm going to work at the airport.



U6: Story time (SB) P. 69 - 70 (Jad and Johnny - The Alps)

جاد وجوني - جبال الالب

Story
time

AB 101

Jad and Johnny - The Alps

A



50 Listen, read and find out.

- 1 What are the boys talking about in the minibus?
- 2 Why doesn't Jad get off the ski lift?
- 3 What happens to Johnny?



'Tom! Can you drive slowly, please?' shouted Marcus.

'Don't worry,' said Tom. 'I know what I'm doing.'

We were all in the minibus, and we were driving through the Alps, the biggest mountain range in Europe. We were very high up. There were tall mountains on one side of the road and a huge drop on the other side.

'This is so cool,' said Aziz. 'Maybe I'm going to be a bus driver when I'm older.'

Jad was holding his camera and taking photographs of the mountains. 'I'm going to be a photographer,' he said.

'What are we doing here anyway, Tom?' asked Marcus.

'We're all going to go skiing,' Tom replied.

'Yes! I'm good at skiing,' said Marcus.

'Me too!' said Paolo. 'I'm going to be a ski instructor when I'm older.'

'What are you going to be when you're older, Johnny?' asked Jad.

'I don't know,' I said.

'Just remember, Johnny,' said Tom, 'you're going to go down a blue route. That's the one for beginners.'

'Paolo and I are going to ski down the red route,' said Marcus. 'That's more difficult.'

'And nobody is going to go down a black route,' said Tom. 'They are the most difficult.'

'Blue, red, black ...' I said to myself, 'that's confusing.'

We got on the lift that takes people up the mountain. I was sitting next to Jad.



Jad and Johnny – The Alps

'This is so beautiful,' he said. 'I'm going to take lots of photographs.' He took out his camera and started taking photographs. After a few minutes, I saw the sign telling us to get off the lift.

'Jad,' I said. 'We're going to get off here.'

'Yeah, OK,' he replied. 'I just need to take one more photograph'. I got off the lift and it kept on moving. I looked up and Jad was still sitting down.

'Jad! You need to get off!' Jad took his photograph and tried to slide off the lift. But it was too high, and he landed on his back. He wasn't hurt, but he was covered in snow.



'This is not a very good start,' he said.

We started to ski down the mountain, and we were having lots of fun. We sometimes fell over, but it wasn't steep, and we weren't going very fast.

'Let's race,' said Jad suddenly, and he skied past me.

'Wait!' I shouted. I wasn't fast enough, and Jad disappeared down the mountain. After a few minutes,

I reached a sign. It showed a blue route to the left and a black route to the right. I tried to remember what Tom had said about the colours.

'I think Tom said the black routes are easy,' I said to myself, and I started skiing again.

'Aaaaargggghh!' I screamed.

Suddenly, I was skiing down a very steep hill, and there were trees everywhere. I was going so fast, I was overtaking lots of other skiers. I wanted to stop, but I didn't know how. Then I saw a sign that said 'FINISH'. Tom and the other boys were standing next to the sign, and they looked very surprised when I skied past them. Finally, I stopped.



'Amazing!' said Paolo.

'You won the race, Johnny!' said Marcus.

'What race?' I said.

'Congratulations!' said a man, and he put a gold medal around my neck.

'I think I know what you're going to be when you're older, Johnny' said Jad. 'A professional skier!'

Jad and Johnny - The Alps جاد وجوني - جبال الالب

قصة الوحدة السادسة

1. What are the boys talking about in the minibus? **ما الذي يتحدث عنه الأولاد في الحافلة**
 - They are talking about what they are going to be when they are older.
يتحدثون عما سيصبحون عليه عندما يكبرون
2. Why doesn't Jad get off the ski lift? **لماذا لم ينزل جاد من مصعد التزلج**
 - Because he wants to take more photographs. **لأنه يريد التقاط المزيد من الصور**
3. What happens to Johnny? **ماذا يحدث لجوني**
 - He skis down the black route. **يتزلج على الطريق الأسود**
3. What colour is for each route? **ما لون كل طريق**
 - The easy route is blue, the difficult route is red and the most difficult route is black.
الطريق السهل لونه أزرق ، والطريق الصعب لونه أحمر ، وأصعب طريق لونه أسود
4. What do the boys say they are going to be when they're older? **ماذا يقول الأولاد أنهم سيصبحون عندما يكبرون**
 - Aziz: a bus driver. **عزيز: سائق حافلة**
 - Paolo: a ski instructor. **باولو: مدرب تزلج**
 - Jad: a photographer. **جاد: مصور**
 - Johnny: he doesn't know. **جوني: لا يعرف**
5. What do the boys say Johnny is going to be when he's older? **ماذا قال الأولاد أن جوني سيصبح عندما يكبر**
 - A professional skier. **متزلج محترف**
6. What routes do the boys say they are going to go down? **ما هي الطرق التي قال الأولاد أنهم سوف يسلكونها**
 - Johnny: the blue route. **جوني: الطريق الأزرق**
 - Paolo and Marcus: the red route. **باولو وماركوس: الطريق الأحمر**
7. Why was Johnny very surprised? **لماذا كان جوني مندهشاً جداً**
 - Because he won the race. **لأنه فاز بالسباق**
8. Why didn't Johnny stop? **لماذا لم يتوقف جوني**
 - Because he didn't know how to stop. **لأنه لم يكن يعرف كيف يتوقف**

Story time (AB) P. 101

تمرين (2 , 3) ص 101. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القصة

نهاية الوحدة السادسة

النجاح هو محصلة اجتهادات صغيرة تتراكم يوماً بعد يوم



UNIT SEVEN / الوحدة السابعة

U7: Lesson 1 (SB) P. 71 (World problems) مشاكل العالم

Vocabulary / مفردات مهمة

newspaper جريدة	headlines عناوين	around the world حول العالم	photographs صور
Brazil البرازيل	rainforest غابات استوائية	destroyed محطم	Kenya كينيا
elephant فيل	found وجد	dead ميت	Japan اليابان
pollution تلوث	danger خطر	young الصغار	old الكبار
warn يحذر	UK = United Kingdom المملكة المتحدة	litter النفايات	doctor طبيب
town بلدة	Egypt مصر	population الكثافة السكانية	drown يغرق
France فرنسا	waste المخلفات	factory مصنع	million مليون
		water ماء	supply تزويد / امداد

Headlines العناوين

1. عناوين الجرائد عادة لاتكون جمل كاملة.
2. لتحويل الجملة الكاملة الى عنوان في الجريدة نتبع التالي:
 - نحذف ادوات التعريف والتكثير (a/an/the).
 - نحذف الافعال المساعدة (is/am/are/was/were).
 - نختصر الجملة بقدر مانستطيع (بدون التأثير على المعنى).
 - نحذف النقطة من نهاية الجملة.
 - اذا جاء قبل ادوات التعريف والتكثير فعل مساعد (is/am/are/was/were) نحذف الفعل المساعد بدون حذف ادوات التعريف والتكثير.

Ex: The world is getting warmer. (Re-write the sentences as a headline) اكتب الجملة كعنوان في الجريدة
- World getting warmer

Ex: The animals in Africa are decreasing in number. (Make a headline) اجعل الجملة عنوان في الجريدة
- Animals in Africa decreasing in number

Ex: The number of wild leopards is in sharp decline. (Headline)
- Wild leopards in sharp decline

Ex: Air pollution is a danger to young and old people. (Make a headline)
- Air pollution a danger to young and old people



(AB) P. 103 (The big clean-up) حملة التنظيف الكبرى

For the past three months, hundreds of people have worked in their spare time cleaning up litter. Everything was carefully planned, so people knew what they had to do.

'The planning was great,' said university student Ahmed Ayoob. 'It meant there weren't too many people in one place and too few people in another. We went to different streets in the town in groups, and we also cleaned up a park. I found it hard to believe how much litter we found there.'

Schools also took part in the clean-up. Schoolgirl Jameela said, 'We were sent to picnic places outside the city. They're lovely places, of course. Children can play and run about safely while the adults sit and talk. But they're not lovely when they're covered with old cans, bottles, plastic bags and food. And they're not safe. They're very dangerous. Why don't people think of others and take their rubbish home? It makes me very angry.'

Saeed Abdullah has four children. 'The whole family took part,' he said, 'even little Muna. She's only four, but she was picking up litter just like the rest of us. I think education is important. We should teach our children from an early age to keep our country clean.'

The big clean-up حملة التنظيف الكبرى

1 قطعة الوحدة السابعة

1. When did people help to clean up litter? متى ساعد الناس في تنظيف القمامة

- In their spare time. في وقت فراغهم

2. In which two places did university students work? في أي مكانين عمل طلاب الجامعة

- They went to different streets in the town in groups and they also cleaned up a park.

ذهبوا إلى شوارع مختلفة في البلدة على شكل مجموعات وقاموا أيضًا بتنظيف حديقة

3. Where did schoolchildren work? أين قام أطفال المدارس بالتنظيف

- Picnic places outside the city. في أماكن الترفيه خارج المدينة

4. How did Jameela describe the picnic places? كيف وصفت جميلة أماكن الترفيه

- She described them as lovely places. وصفتهم بالأماكن الجميلة

5. What makes picnic places dangerous? ما الذي يجعل أماكن الترفيه خطيرة

- They're covered with old cans, bottles, plastic bags and food.

إنها مملوءة بعلب وزجاجات وأكياس بلاستيكية وطعام قديم

6. Who might be the youngest worker? من قد يكون أصغر عامل

- Muna. منى



Lesson 1 (AB) P. 102 - 103

1.p102/ Write the sentences again as newspaper headlines.

اكتب الجمل التالية مجدداً كعناوين للجريدة

- a. The moving desert is swallowing up Iraq.
- **Moving desert swallowing Iraq**
- b. A Green Team are cleaning up Iraq's streets.
- **Green Team cleaning Iraq's streets**
- c. The number of wild leopards is in sharp decline.
- **Wild leopards in sharp decline**
- d. Water pollution is a huge danger to the local population and wildlife.
- **Water pollution a huge danger to local population and wildlife**

تمرين (2) ص 102. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

U7: Lesson 2 (SB) P. 72 (How can we help?) كيف يمكننا المساعدة

Vocabulary / مفردات مهمة

send يرسل	child طفل	school المدرسة	dollar دولار	African افريقي
countries دول	people ناس	pay يدفع النقود	unfortunately لسوء الحظ	
parents والدين	poor فقير	must يجب	children اطفال	without بدون
year سنة	should يجب	collect يجمع	money نقود	some بعض
bring-and-buy sale سوق خيري	bring يجلب	bring يجلب	sold يباع	great عظيم
idea فكرة	advertise يعلن	magazine مجلة	wonderful رائع	help يساعد
plants نباتات	grow يزرع	garden حديقة	clothes ملابس	bake يخبز
wait ينتظر	playground ملعب	hope يأمل	headmistress مديرة المدرسة	

Should and must النصيحة والاجبار

1. نستخدم (لا يجب / shouldn't) (يجب should) لأعطاء النصائح وحسب القاعدة التالية.

تكملة + فعل مجرد + **should** + فاعل (الاثبات)
 تكملة + فعل مجرد + **shouldn't** + فاعل (النفي)
 ؟ + تكملة + فعل مجرد + فاعل + **Should** (الاستفهام)

2. في هذا الموضوع الاعتماد الاساسي يكون على المعنى لحل الجمل.

Ex: You (**should** / shouldn't) work harder. You'll get better marks in the exam.Ex: She shouldn't tonight. I'll order a meal from the restaurant. (**cook** / cooking / cooks)

Ex: You should work hard to pass the exam. (Question) حول الى سؤال

- **Should you** work hard to pass the exam?

3. نستخدم (يجب must) لألزام الشخص أو التأكيد عليه بضرورة فعل الشيء ونستخدم (لا يجب mustn't) لألزام الشخص أو التأكيد عليه بضرورة عدم فعل الشيء وحسب القاعدة التالية.

تكملة + فعل مجرد + must + فاعل (الاثبات)
تكملة + فعل مجرد + mustn't + فاعل (النفي)

Ex: You (must / mustn't) put your seat belt when you drive.

Ex: You (must / mustn't) smoke at school.

Ex: Drivers mustn't red signals. (jumping / jumps / jump)

4. (must) اكثر قوة من (should).

Ex: You (shouldn't / mustn't) drive without your seat belt on.

Ex: You (shouldn't / mustn't) give me a lift. I'll take a taxi.

Ex: You (should / must) do sports to get fit.

Lesson 2 (AB) P. 104 - 105

2.p104/ Complete the sentences using should or must.

اكمل الجمل التالية باستخدام should أو must

- | | |
|---|---------------|
| a. We do our homework. | should / must |
| b. We eat five pieces of fruit or vegetables every day. | should |
| c. People do what they say they are going to do. | should |
| d. You wear a seat belt on a plane when it is taking off and landing. | must |
| e. You take a test before you can drive a car. | must |

5.p105/ You went to a bring-and-buy sale. Write a short letter to a friend telling him all about it.

ذهبت الى سوق خيري ، اكتب رسالة قصيرة لصديقك تخبره عن كل شيء
(انشاء الوحدة السابعة) 1

A bring-and-buy sale سوق خيري

Dear Bilal,

I went to a bring-and-buy sale with my friend Naktal. The sale was about collecting money to poor people. There were many people.

I brought my old laptop and Naktal brought his camera. The sale brought in a lot of money.

See you soon,
Ali

عزيزي بلال
ذهبت إلى سوق خيري مع صديقي نكتل. كان البيع يتعلق بجمع الأموال للفقراء. كان هناك أشخاص كثيرون.
أحضرت اللابتوب القديم الخاص بي وأحضر نكتل كاميرته. جلب البيع الكثير من المال.
أراك قريباً،
علي



U7: Lesson 3 & 4 (SB) P. 73 - 74 (Animals in danger) حيوانات في خطر

AB 106-107

Unit

7

Lesson 3: Animals in danger (Part A)

A



Read about the animals and find two reasons why they are in danger.

**Snow leopard**

The fur of this beautiful animal is grey with biggish black spots and much smaller spots. Nobody knows exactly how many there are, but there are very few. It's hunted for its fur.

**Ibex**

This mountain goat is hunted for its horns. They are 70 to 140 centimetres long. Its coat is reddish brown to greyish brown. If it's not protected, it'll soon disappear.

**Blue whale**

This is the largest animal alive today. It's 29 metres long. Whales were hunted for their oil and almost disappeared. Now they're protected.

**Golden toad**

The male is bright gold in colour. The female is much darker. People are draining water from the places where they live. When the water goes completely, the golden toad will disappear.

**Polar bear**

Polar bears live on sea ice in one of the coldest environments on Earth. Their white coat is very thick and covers a lot of fat which keeps them warm. Polar bears were hunted for the fur, but now they're in more danger because the sea ice is melting as a result of climate change.



حيوانات في خطر Animals in danger

قطعة الوحدة السابعة 2

1. The snow leopard is hunted for its fur. يتم اصطياد نمر الثلج من أجل الفرو.
2. The ibex is hunted for its horns. يتم اصطياد الوعل من أجل القرون.
3. The blue whale was hunted for its oil. يتم اصطياد الحوت الأزرق من أجل الزيت.
4. People are draining water from where the golden toad lives. يستنزف الناس الماء حيث يعيش الضفدع الذهبي.
5. Polar bears live on sea ice which is melting. تعيش الدببة القطبية على الجليد البحري الذي يذوب.
6. The snow leopard is hunted for its meat. (True / False) يتم اصطياد نمر الثلج من أجل اللحم.
7. Scientists know how many leopards there are. (True / False) يعرف العلماء كم عدد النمور الموجودة.
8. The ibex lives in the mountains. (True / False) يعيش الوعل في الجبال.
9. The ibex is in danger. (True / False) الوعل في خطر.
10. People are still allowed to hunt blue whales. (True / False) لا يزال يُسمح للناس بصيد الحيتان الزرقاء.
11. Male and female golden toads are different colours. (True / False) يختلف لون الضفادع الذهبية الذكور عن الإناث.
12. People hunted polar bears for their fur. (True / False) الناس يصطادون الدببة القطبية من أجل فرائها.
13. Polar bears' fur helps them keep warm. (True / False) الفرو يجعل الدببة القطبية تحافظ على دفئها.



الموافقة وعدم الموافقة Agree and disagree

1. للموافقة مع رأي او معلومة معينة نستخدم التعبير التالي.

I agree. You're right.

Ex: Some elephants live in Africa. (Agree) وافق

- I agree. You're right.

2. لعدم الموافقة مع رأي او معلومة معينة نستخدم التعبير التالي.

I disagree. I think you're wrong.

Ex: Golden toads live in desert. (Disagree) لا توافق

- I disagree. I think you're wrong.

Lesson 3 (AB) P. 106 - 107

تمرين (1) ص106. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

3.p106/ Complete the conversations with the words in the box.

اكمل المحاور التالية من الكلمات التي في الصندوق

agree / يوافق / disagree / لاوافق / right / صحيح / sea / بحر / wetlands / الاراضي الرطبة / you're wrong / إنك على خطأ

a. Blue whales live in the forest.

- I Blue whales live in the disagree / sea

b. Golden toads live in the desert.

- I think Golden toads live in the you're wrong / wetlands

c. Snow leopards live in high, cold places.

- I You're right agree / right

تمرين (4) ص106. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

Lesson 4 (AB) P. 108 - 109

1.p108/ Think. In which habitat do the animals live?

فكر ، في اي موطن تعيش الحيوانات التالية

llama / اللاما / Arctic fox / ثعلب القطب الشمالي / orca / حوت الاوركا / pelican / البجع / otter / القندس

camel / جمل / seal / فقمة / goat / المعز / fennec fox / الثعلب الافريقي

wetlands / الاراضي الرطبة / pelican , otter

desert / الصحراء / camel , fennec fox

Arctic / القطب الشمالي / Arctic fox , orca , seal

mountains / الجبال / llama , goat



2.p109/ Read. Which animals in Exercise 1 do the sentences describe?

اقرأ ، كل جملة من الجمل التالية تصف حيوان معين من التمرين السابق

- a. They live in very cold places. They use their fat to keep warm. **seal**
- b. Their fur turns white, so they can hide in the snow. **Arctic fox**
- c. They eat fish, seals and penguins and can eat more than 200 kilograms a day. **orca**
- d. Their feet are very strong, so they can climb mountains. **llama / goat**
- e. They can live in very dry places because they store food and water in their humps. **camel**
- f. Their beaks are very long to help them catch fish. **pelican**

4.p109/ Read the statements. Do you agree or disagree? Explain why.

اقرأ التعابير التالية ، هل توافق عليهم او لاتوافق مع بيان السبب

Example. It's wrong to eat meat.

- **I disagree, but I think we need to eat less meat.**

a. I can throw litter. Someone else can pick it up.

- **I disagree. We must stop littering.**

b. We're doing all we can to protect nature.

- **I agree. We should protect nature.**

c. Air pollution isn't a problem in Iraq.

- **I disagree. We have to keep the air clear.**

d. It doesn't matter if animals like the ibex disappear.

- **I disagree. We must protect animals, especially those that near extinction.**

e. Pollution is a global problem.

- **I agree. Stopping pollution requires collective cooperation.**

f. We have to do something about climate change.

- **I agree. We should do something or the weather will be worse.**



U7: Lesson 5 (SB) P. 75 (Please keep the rivers clean)

الرجاء المحافظة على نظافة الانهار

AB 110-111

Unit
7

Lesson 5: Please keep the rivers clean

A



Read the text and match the paragraphs to the topics.

- | | |
|-------------------------|-----------------------------|
| a What needs to be done | b Water in Iraq |
| c The solution | d Water pollution in rivers |



- 1 Iraq, with its two great rivers running the length of the country, is unable to provide drinking water for most of its people. There are a lot fewer fish than there were before.
- 2 The two rivers are polluted with sewage, rubbish and industrial waste. Millions of tonnes of waste go into the rivers and streams every year. This destroys the natural habitats of the wildlife and damages our beautiful rivers. It also causes huge damage to health.
- 3 The river water must be safe for drinking, fishing, swimming and boating. We can make our rivers safer and healthier for wildlife and people. In fact, everyone should do something to keep the rivers clean. First, we must stop littering. We can make teams of volunteers to pick up the rubbish along the banks. The river will clean itself if we stop littering. Then, we can also lead river clean-up efforts. People can force the government to do something to stop sewage and waste from factories, hospitals and power stations flowing into the rivers.
- 4 Remember – you are the solution to river pollution. If we want to have clean rivers, we must have clean minds.



Please keep the rivers clean **الرجاء المحافظة على نظافة الانهار**

3 قطعة الوحدة السابعة

1. How many great rivers are there in Iraq? **ما هو عدد الأنهار الكبيرة الموجودة في العراق**
- **There are two rivers: Tigris and Euphrates.** **هناك نهريْن: دجلة والفرات**
2. Name three negative effects of river pollution. **أذكر ثلاثة آثار سلبية لتلوث الأنهار**
- **It destroys wildlife habitat, damages the rivers, and damages health.**
تلوث الأنهار يدمر موطن الحياة البرية ويضر الأنهار ويضر بالصحة
3. Name two things that can be done to clean up Iraq's rivers. **أذكر شيئين يمكن القيام بهما لتنظيف أنهار العراق**
- **Stop littering and force government to stop sewage and waste from factories, etc.**
وقف رمي النفايات وإجبار الحكومة على وقف الصرف الصحي والنفايات من المصانع ، إلخ
4. Name two activities people can enjoy in clean rivers. **أذكر نشاطين يمكن للناس الاستمتاع بهما في الأنهار النظيفة**
- **Fishing and swimming.** **صيد السمك والسباحة**
5. Which three buildings create sewage and waste in the rivers?
ما هي المباني الثلاثة التي تخرج منها مياه الصرف الصحي والنفايات في الأنهار
- **Factories, hospitals and power stations.** **المصانع والمستشفيات ومحطات الكهرباء**

(AB) P. 110 **(The riverbank needs our help!)** **ضفة النهر تحتاج مساعدتنا**

THE RIVERBANK NEEDS OUR HELP!

The problem

As you know, the river runs past our school. It looks beautiful, but when you get close, you can see lots of rubbish and plastic. We want the birds and the fish to come back, and we want to be able to sit by the river, but everything is too dirty.

The plan

We want to organize a group of volunteers to pick up litter.

The future

It's not enough to pick up litter on just one day, we need to do it regularly. It's also important to stop people throwing litter. How can we keep the riverbank clean and safe so we and the wildlife can enjoy the beautiful river?

Come and share your ideas and bring a friend.

When: Wednesday 7th April, 2:30 p.m.

Where: School Hall



خفة النهر تحتاح مساعدتنا The riverbank needs our help

قطة الوحدة السابعة 4

1. Why does the writer want to pick up litter? لماذا اراد الكاتب ازالة القمامة

- Because he wants the birds and the fish to come back, and to be able to sit by the river.

لانه يريد عودة الطيور والاسماك الى النهر ولكي يكون قادراً على الجلوس بجانب النهر

2. What is the purpose of the meeting? ماهو الغرض من الاجتماع

- To organize a group of volunteers to pick up litter. لتنظيم مجموعة من المتطوعين لازالة القمامة

SB.p75/ Find words in the text that match the definitions.

جد كلمات في النص والتي تطابق التعاريف التالية

- | | | |
|---|-----------|-------|
| 1. a person who does a job without pay. | volunteer | متطوع |
| 2. to add harmful things to water, etc. | pollute | يلوث |
| 3. to drop rubbish. | litter | قمامة |
| 4. places where animals live. | habitats | موطن |

Lesson 5 (AB) P. 110 - 111

تمرين (1) ص 110. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطة

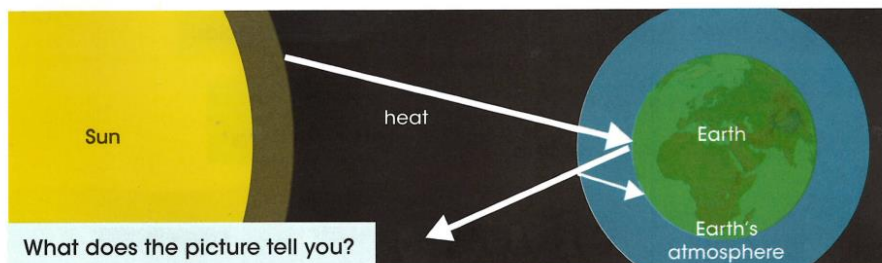
تمرين (2) ص 110-111. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطة

U7: Lesson 6 (SB) P. 76 (A warmer world) عالم اكثر حرارة

AB 112-113

Unit
7

Lesson 6: A warmer world



A Read an interview with a scientist. Find some results of a warmer world.



Is the world getting warmer?

Yes, it is.

Why is this happening?

There may be other causes, but it's mainly our fault.

Why is it our fault?

We're burning fuels like coal, gas, oil and wood. And we're driving cars.

I don't understand.

All these produce gases that trap heat in the Earth's atmosphere.

If the world gets warmer, what will happen?

The ice caps will melt, so the sea level will rise. This means some land will disappear. Also, it's possible that the weather will change.

In what way?

We might have hotter summers and wetter winters. In some hot countries, there may be less rain, and some farmland might become desert.

Will all this happen soon?

Some things are already happening, but others may take 30 or 40 years.

Can we stop it happening?

We can if we want to.



Telegram : alieng93



علي يحيى مدرس انكليزي



A warmer world **عالم أكثر حرارة**

قطعة الوحدة السابعة 5

1. Do we know that the world is getting warmer? هل نعلم أن العالم يصبح أكثر حرارة?
- **Yes.** نعم
2. Why do cars make the world warmer? لماذا تجعل السيارات العالم أكثر حرارة?
- **They produce gases which trap heat in the atmosphere.** لأنها تنتج غازات تحبس الحرارة في الغلاف الجوي
3. What do we get when ice melts? على ماذا نحصل عندما يذوب الجليد?
- **Water.** الماء
4. Why will the sea level rise? لماذا سيرتفع مستوى سطح البحر?
- **The ice caps will melt, so there will be more water.** سوف تذوب القمم الجليدية ، لذلك سيكون هناك المزيد من الماء
5. Which of the fuels do you think factories burn? أي من أنواع الوقود تعتقد أن المصانع تحرقها?
- **Coal, gas and oil.** الفحم والغاز والنفط
6. Do you think factories will stop using coal, gas and oil?
هل تعتقد أن المصانع ستتوقف عن استخدام الفحم والغاز والنفط?
- **Yes/No.** نعم أو لا (الجوابين صح)
7. If the world carries on getting warmer, what might happen to Iraq?
إذا استمر العالم في الدفء ، فماذا يمكن أن يحدث للعراق?
- **Some farmland might become desert.** قد تتحول بعض الأراضي الزراعية إلى صحراء

May and might **ربما**

1. نستخدم (may / might / will) للتعبير عن احتمالية أو تنبؤ حدوث شيء في المضارع أو المستقبل وحسب القاعدة التالية.

فعل مجرد + (may/might/will) + فاعل (الاثبات)
فعل مجرد + (may not/might not/will not) + فاعل (النفي)

2. (might) أقل تأكيد من (may).

3. امثلة امتحانية.

Ex: She may go to school tomorrow. (Negative) حول الى نفي

- She **may not go** to school 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: It's possible that Nada tomorrow. (come / will come)

Ex: The clouds are very grey, it (rain may / may rain).

Ex: Suha might (visiting / visit / visits) her friend today.



Lesson 6 (AB) P. 112 – 113

تمرين (1) ص 112. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

2.p112/ Put the words in the correct order to make sentences.

ضع الكلمات بالترتيب الصحيح لتكوين جمل

- a. my / be / arm / I / broken / might / think / !
- **I think my arm might be broken!**
- b. might / There / life / on / Mars / be
- **There might be life on Mars.**
- c. with / to / be / homework / your / able / I / help / you / may
- **I may be able to help you with your homework.**
- d. think / this / bag / might / I / be / your
- **I think this might be your bag.**
- e. are / may / grey, / it / very / The / clouds / rain
- **The clouds are very grey, it may rain.**
- f. pass / might / study, / If / you / not / don't / you
- **If you don't study, you might not pass.**
- g. may / job / offer / think / me / I / they / the
- **I think they may offer me the job.**

3.p113/ Complete the sentences. Use may or might.

اكمل الجمل التالية باستخدام may , might

- a. If my friend visits me today, we
- If my friend visits me today, we **may play video games together.**
- b. If the weather is good at the weekend,
- If the weather is good at the weekend, **we might go on to the park.**

4.p113/ What can you do to reduce the effects of climate change? Write sentences using the phrases from the box.

ما الذي يمكنك فعله لتقليل تأثيرات تغير المناخ , اكتب جمل باستخدام العبارات التي بين الاقواس

I may / I may not / I might / I might not / I will / I won't

- Example.** Travel less by car
- **I might travel less, but there aren't many buses where I live.**
- a. Eat less meat
- **I may eat less meat.**
- b. Use less water
- **I may not waste water.**
- c. Recycle more
- **I might recycle more.**
- d. Turn off the lights when I leave the room
- **I might not leave the lights on when I leave the room.**
- e. Use public transport more often
- **I will use public transport more often.**
- f. Walk more often
- **I won't sit much anymore.**
- g. Use fewer plastic bottles
- **I may use fewer plastic bottles.**
- h. Eat more food grown locally
- **I may not eat imported food.**



U7: Lesson 7 (SB) P. 77 (Throwing things away) رمي الاشياء بعيدا

Vocabulary / مفردات مهمة

wasteful مبذر	reason سبب	give يعطي	careful حذر	person شخص
idea فكرة	drop يرمي	litter قمامة	street شارع	throw يرمي
car سيارة	park متنزه / حديقة	leave يترك	beach شاطئ	

Lesson 7 (AB) P. 114 - 115

3.p114/ Write an article about cleaning up a park or a street.

اكتب مقالة عن حملة تنظيف حديقة او شارع

(انشاء الوحدة السابعة) 2

Cleaning up a park حملة تنظيف حديقة عامة

Last week, about 30 students from our school participated in a campaign to clean the park. The park is located near our school, and we used to go to play in it almost every day.

But the last period, the park was filled with rubbish, and it was necessary to carry out a cleaning campaign on it. We wore clothes of cleaners so as not to get sick.

The weather was very nice. The campaign took about three days. Finally, the place became very clean.

في الأسبوع الماضي ، شارك حوالي 30 طالباً من مدرستنا في حملة لتنظيف الحديقة. تقع الحديقة بالقرب من مدرستنا ، وكنا نلعب فيها كل يوم تقريباً.

لكن في الفترة الماضية امتلأت الحديقة بالقمامة وكان من الضروري القيام بحملة تنظيف عليها. ارتدينا ملابس عمال النظافة حتى لا نمرض.

كان الطقس لطيف جداً. استغرقت الحملة حوالي ثلاثة أيام. أخيراً ، أصبح المكان نظيفاً جداً.



U7: Lesson 8 (SB) P. 78 (The moving desert) ظاهرة التصحر

AB 116-117

Unit

7

Lesson 8: The moving desert

A



Read the newspaper article and answer the questions.

- 1 What are the main causes of the moving desert?
- 2 What is the good news?

THE MOVING DESERT

The moving desert is a danger from which many countries around the world suffer. It is caused by social, political, economic or natural factors. It harms both the environment and the people who live there. It damages all aspects of life and is a challenge to many in Iraq.

Thousands of donams* in Iraq are lost every year as a result of the moving desert. This causes many problems to the environment, the economy and society. Moving sand dunes are one of these problems.

Sand storms, low rainfall, tree cutting and burning oil wells have all made many parts of Iraq a dry zone. Many fertile areas have disappeared. The desert is moving and expanding. This is happening in Al Anbar, west

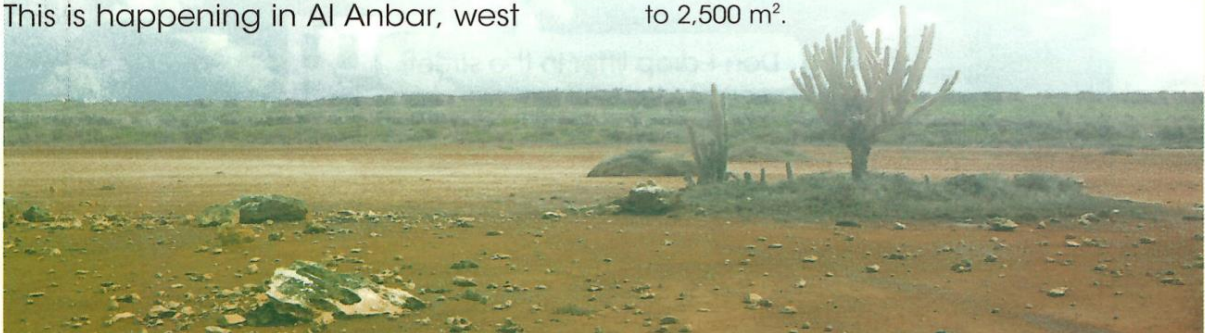
Karbala, west Muthanna, west Nasiriya and west Basra.

One way to stop the moving desert in Iraq is to start 'green belt' projects. There are two projects already, in west Al Anbar and west Karbala.

The marshes in the south were drained in the 1990s, and very few plants survived. The wetlands turned into dust, which moves when it is blown by the wind - a moving desert.

Today, the marshlands tell a different story, and the picture is improving. Fresh water now flows into some of the dry areas, and as a result, the wildlife is beginning to return. Much of the land is now covered with water, as it was many years ago.

* A **donam** is a unit of land area equivalent to 2,500 m².



ظاهرة التصحر The moving desert

قطعة الوحدة السابعة 6

- What are the main causes of the moving desert? ما هي الأسباب الرئيسية لظاهرة التصحر
- Sand storms, low rainfall, tree cutting and burning oil wells.
العواصف الرملية وقلة هطول الأمطار وقطع الأشجار وحرق آبار النفط
- What is the good news? ماهي الاخبار الجيدة
- Water is beginning to flow back into the marshes and the wildlife is returning.
المياه بدأت تتدفق إلى الأهوار والحياة البرية بدأت بالعودة
- List three places in Iraq which are affected by the moving desert.
أذكر ثلاثة أماكن في العراق متأثرة بظاهرة التصحر
- Al Anbar, west Karbala and west Basra. الانبار وغرب كربلاء وغرب البصرة
- What happens to the land when the desert moves? ماذا يحدث للأرض عندما تتصحر
- It makes the land less fertile. تصبح الأرض أقل خصوبة
- What is the best way to stop the desert moving? ما هي أفضل طريقة لوقف ظاهرة التصحر
- 'Green belt' projects. مشاريع "الحزام الأخضر"
- When were the marshes drained? متى جفت الأهوار
- In the 1990s. في التسعينات
- Are the marshes still dry today? هل ما تزال الأهوار جافة إلى يومنا هذا
- No. لا

Lesson 8 (AB) P. 116 – 117

تمرين (A) ص 116. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

1.p116/ Find words in the article in your Student's Book that mean the same as the definitions.

جد كلمات موجودة في المقالة في كتاب الطالب والتي تعطي معاني التعاريف التالية

a. an area of land where nothing grows.	desert	صحراء
b. animals and plants.	wildlife	الحياة البرية
c. the place where plants and animals live.	environment	البيئة
d. to have water removed.	drained	استنزفت
e. a difficult situation.	challenge	تحدي
f. able to support plants and crops.	fertile	خصبة
g. an organized group of people.	society	المجتمع
h. an area of land.	donam	دونم

U7: Round up (SB) P. 79 لاطلاع



Round up (AB) P. 118

1.p118/ Fill in the missing letters.

اكتب الاحرف المفقودة للكلمات التالية

a. pol_u__on → pollution	تلوث	e. c__st → coast	ساحل
b. edu_a__n → education	تعليم	f. c__l → coal	فحم
c. dis_pp__r → disappear	يختفي	g. tr__k → truck	شاحنة
d. c__at → coat	معطف	h. E__th → Earth	الارض

2.p118/ Complete the sentences. Use the words from the box.

اكمل الجمل التالية من الكلمات التي في الصندوق

desert صحراء / education تعليم / hunted اصطياد / litter قمامة / melt يذوب
nets شبكات / rise يرتفع / wasteful تبذير

- a. Children in some countries are too poor to get any **education**
 b. If the ice caps, the sea level will **melt / rise**
 c. Polar bears are for their fur. **hunted**
 d. on the streets looks terrible. **litter**
 e. Leaving all the lights on is very **wasteful**
 f. are used to catch fish. **nets**
 g. The moving is harmful for the environment and people of Iraq. **desert**

3.p118/ Write the headlines as full sentences.

حول العناوين التالية الى جمل كاملة

- a. 'Not my fault,' driver said. → **'It was not my fault,' the driver said.**
 b. Race stopped by bad weather. → **The race was stopped by bad weather.**
 c. Two killed in hotel fire → **Two people were killed in a hotel fire.**

4.p118/ Complete the sentences using *should* or *must*.اكمل الجمل التالية بـ *should* , *must*

- a. People who need glasses have an eye test. **must**
 b. We all eat plenty of fruit and vegetables. It's good for us. **should**
 c. People stop and think before they drop litter. **should**
 d. A mechanic know how to repair a car. **must**

5.p118/ Either agree or disagree with the statements.

وافق او لا توافق على العبارات التالية

- a. We don't need wild animals. Let them disappear.
 - **I disagree, because wild animals are very interesting to see.**
 b. We should help poor people.
 - **I agree. Poor people always need our help.**
 c. Football is the best game in the world.
 - **I disagree. I think tennis is the best game in the world.**
 d. Fish is better for you than meat.
 - **I agree. Fish is more useful for us.**
 e. We don't need to use plastic bags.
 - **I agree. We should use paper bags.**



U7: Story time (SB) P. 80 - 81 (Jad and Johnny - The Eiffel Tower)

جاد وجوني - برج ايفل

AB 119

Story
time

Jad and Johnny - The Eiffel Tower

A



55 Listen, read and find out.

- 1 What does Jad want to do at the Eiffel Tower?
- 2 What happens at the top of the tower?
- 3 Why does everyone say 'Use your hands' to Johnny?



'It's nearly time for you all to go back to your own countries, boys,' said Tom. 'But first, you're going to see one of the most famous places in Europe.'

'It must be the Eiffel Tower!' said Marcus. We were in Paris, France, and it was the last day of our European trip.

'That's right!' said Tom. 'Make sure you take some photographs for the magazine.'

'I'll take a great photograph from the top,' said Jad. 'I think it will be on the cover of our magazine!'

We were all really excited to go up the Eiffel Tower. But when we got there, we saw a very long queue.

'Look at all these people!' said Aziz. 'We're going to be here for hours!'

'It might move quickly,' I said.

'But it might not,' said Jad. 'I've got an idea.' He walked to the front of the queue. We saw him talking to a man, and then he waved to us. We followed him past the other people in the queue, and we all got into the lift.

'How did you do that?' I asked Jad.

'I told them I'm a very famous photographer from Iraq. And I said you were journalists for an international magazine.'

'But that's not true,' said Paolo.

'It's not true now,' said Jad. 'But it might be true in the future!'



The doors of the lift opened, and we were at the top of the Eiffel Tower. It was very crowded.

'There are so many people here!' said Marcus. We tried to get to the front, but we couldn't get past people.



Jad and Johnny – The Eiffel Tower

'Excuse me,' I said. But nobody moved.

'Can I get past, please?' said Jad. But nobody moved. He held his camera up high to take photographs. Then some people in the crowd turned around and started walking towards us. We turned around, too, and we were back in the lift.

'Wait!' I said. 'We haven't seen anything yet!' But the doors of the lift closed, and we started to go back down again.

At the bottom of the tower, Jad looked at his photographs.

'These photographs from the top of the Eiffel Tower may not get into our magazine, actually,' he laughed. 'All I can see is the back of your head, Johnny!' I laughed, too.

'I'm going to miss you, Jad,' I said.

Jad replied, 'I'm going to miss you, too, Johnny. But don't worry. I'll set up an online group, and we can chat to each other every week.'

'Great idea, Jad!'

'Good morning, everyone!' I said. I was sitting in my bedroom at home in England. I was looking at my phone, and I could see my friends' faces on the screen.

'It's not the morning here in Iraq, Johnny. It's the afternoon,' said Jad.

'It's 7 a.m. here in the USA,' said Marcus. 'You woke me up!'

'Sorry, but I wanted to check. Did Tom send you the magazine?'

'Yes!' they all replied.

'It looks great,' said Aziz. 'I love your story about Stonehenge, Johnny.'

'There are some brilliant photographs, too,' said Marcus. 'I like the one of Johnny skiing down the mountain. He looks so scared!'

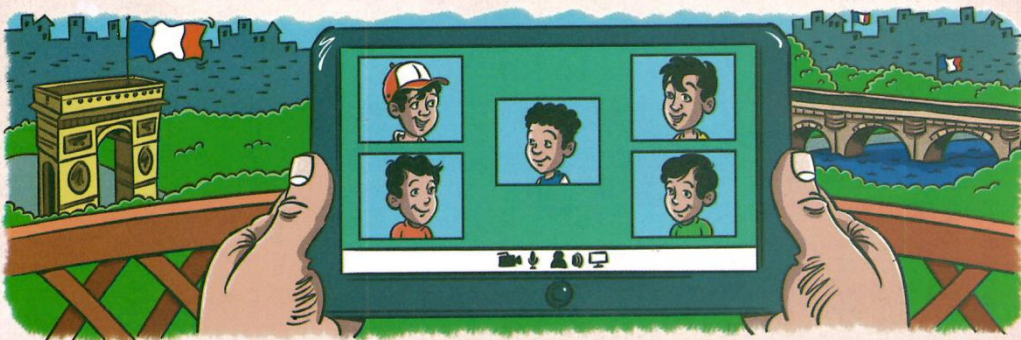
'The one of Johnny standing in the River Thames is good, too,' laughed Paolo.

'I think my favourite photograph of Johnny is in Munich,' said Jad. 'When the football hits him in the face.'

I laughed, but because I was laughing so much, I dropped my phone, and it landed on the floor. I heard Marcus say 'Why didn't you catch it, Johnny?' And then I heard them all laughing and saying the same thing ...

'Use your hands!'

'Very funny, guys!' I said, and I laughed, too.



Jad and Johnny - The Eiffel Tower جاد وجوني - برج ايفل

قصة الوحدة السابعة

1. What does Jad want to do at the Eiffel Tower? ماذا يريد جاد أن يفعل في برج إيفل
- He wants to take a great photograph from the top. يريد التقاط صورة رائعة من الأعلى.
2. What happens at the top of the tower? ماذا يحدث في قمة البرج
- The boys can't do anything because it is very crowded at the top.
الأولاد لا يستطيعون فعل أي شيء لأنه مزدحم للغاية في القمة
3. Why does everyone say 'Use your hands' to Johnny? لماذا يقول الجميع "استخدم يديك" لجوني
- Because he drops his phone. لأنه عادة ما يسقط هاتفه
4. The boys are visiting the Eiffel Tower. (True / False) يقوم الأولاد بزيارة برج إيفل
5. Jad lies to a guard so they can jump the queue. (True / False)
قام جاد بالكذب على الحارس حتى يتمكن من تخطي الطابور
6. The boys think the view from the top of the tower is beautiful. (True / False)
يعتقد الأولاد أن المنظر من أعلى البرج جميل
7. Jad takes a photograph from the top to use for the magazine's cover. (True / False)
يلتقط جاد صورة من القمة لأستخدامها في غلاف المجلة
8. The boys decided to have a video call every week. (True / False) قرر الأولاد إجراء مكالمة فيديو كل أسبوع
9. Johnny is woken up by the video call. (True / False) مكالمة الفيديو ايقظت جوني
10. The boys are happy with the finished magazine. (True / False) الأولاد سعداء بالمجلة النهائية
11. Johnny drops his phone from laughing too much. (True / False) جوني اسقط هاتفه من كثرة الضحك

Story time (AB) P. 119

تمرين (2) ص 119. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة



نهاية الوحدة السابعة

لاتنسونا من صالح دعائكم



التنقيط Punctuation

اولا . الحروف الكبيرة.

1. نكتب الحرف الاول في بداية الجملة او السؤال او اي عبارة بحرف كبير (Come here. / How are you?).
2. اسماء الاشخاص و ايام الاسبوع و اشهر السنة يكتب الحرف الاول منها كبير اينما وجد (Ahmed / Huda / Sunday / April).
3. اسماء المحيطات والبحار والانهار والبحيرات يكتب الحرف الاول منها كبير اينما وجد (Tigris / Euphrates / Nile).
4. اسماء الجنسيات واللغات يكتب الحرف الاول منها كبير اينما وجد (Arabic / English / French / Iraqi / Scottish).
5. اسماء القارات والدول والمدن يكتب الحرف الاول منها كبير اينما وجد (Asia / Syria / Basra / Mosul).
6. الضمير (I) يكتب بحرف كبير اينما وجد.
7. مختصرات الالقاب يكتب الحرف الاول منها كبير اينما وجد (Mr. / Miss. / Mrs. / Dr.).

ثانيا . الاختصارات.

1. اختصار الافعال المساعدة مع ضمير الفاعل.

I am → I'm / she is → she's / he is → he's / it is → it's / they are → they're we are → we're
you are → you're / I have → I've / you will → you'll / I will → I'll / I would → I'd / we would → we'd
he would → he'd

2. اختصار كلمة (not) مع الافعال المساعدة.

is not → isn't / are not → aren't / was → wasn't / → were not → weren't / do not → don't
does not → doesn't / did not → didn't / has not → hasn't / have not → haven't / had not → hadn't
will not → won't / can not → can't

ثالثا . كلمة (Yes , No) و (So , Neither).

1. كلمة (Yes , No) تكتب بحرف كبير وقبلها علامة استفهام وبعدھا فائزة (Are you Ali? Yes, I'm. / No, I'm not.).
2. كلمة (So , Neither) تكتب بحرف كبير واذا جاءت قبلها جملة نضع قبلها نقطة
I like horror stories. So am I. / I don't like spiders. Neither do I.

رابعا . الفائزة السفلى (comma).

1. نستخدم الفائزة عن التعداد مع عدا الكلمة الاخيرة نكتب (and) قبلها (Sunday, Monday, Tuesday and Wednesday).
2. نستخدم الفائزة اذا بدأت الجملة بأداة ربط (if / when / because / while ...) مثل:
If I had lots of money, I would buy a mobile.
3. نستخدم الفائزة قبل السؤال الذيلي
She is a teacher, isn't she?

خامسا . علامة الاستفهام (?).

1. نستخدم علامة الاستفهام اذا بدأت الجملة بأحد ادوات الاستفهام (What / Where / when / Why / How ...) مثل:
What is your name? / How old are you? / Where are you from?
2. نستخدم علامة الاستفهام اذا بدأت الجملة بفعل مساعد (Is / Was / Does / Have / Could ...) مثل:
Can I help you? / Are you from Mosul?

سادسا . النقطة (full stop).

- نستخدم النقطة في نهاية الجملة المثبتة او المنفية.
Bears usually live in the forest.



كيفية الاجابة عن القطعة الخارجية

1. يجب قراءة القطعة الخارجية مرتين الى ثلاث مرات وترجمة اكبر عدد ممكن من الكلمات حتى تتعرف اكثر عن القطعة الخارجية.

2. نحذف ادوات الاستفهام من الجملة ونقوم بتقديم **الفاعل** على **الفعل**.

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.

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

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 ونحول 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 football?

- Yes, he does.

- No, he doesn't.

17. قد يأتي سؤال (Give a suitable title to the passage) وتعني (اعطي 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



اهم الافعال الغير قياسية في اللغة الانكليزية

No.	المعنى meaning	الفعل verb	الماضي past	التصريف الثالث p.p
1	يجلب	bring	brought	brought
2	يشترى	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	ينحني	bend	bent	bent
9	يبنى	build	built	built
10	يقرض	lend	lent	lent
11	يرسل	send	sent	sent
12	ينفق / يقضي	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	يكلف	cost	cost	cost
20	يقطع	cut	cut	cut
21	يضرب	hit	hit	hit
22	يؤذي / 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	يركع	kneel	knelt	knelt



اهم الافعال الغير قياسية في اللغة الانكليزية

No.	المعنى meaning	الفعل verb	الماضي past	التصريف الثالث p.p
32	ينام	sleep	slept	slept
33	ينحب	weep	wept	wept
34	يكنس	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	يلتقي	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	يبيع	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	يعني	sing	sang	sung
61	يغطس	sink	sank	sunk
62	يسبح	swim	swam	swum



اهم الافعال الغير قياسية في اللغة الانكليزية

No.	المعنى meaning	الفعل verb	الماضي past	التصريف الثالث p.p
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	ياخذ	take	took	taken
77	يسقط	fall	fell	fallen
78	يعطي	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	bit
90	يختبئ	hide	hid	hidden
91	يحرق	burn	burnt	burnt
92	يستيقظ	wake	woke	woken
93	يسكب	spill	spilt	spilt





English For Iraq

2ND INTERMEDIATE

2025

Grammar

Vocabulary

Textbook Passages

Prepared by : Ali Yahya



للتواصل

يمكنكم الانضمام لقناتي

على التلكرام : علي يحيى مدرس انكليزي