

مكتبة الإلكترونية

قسم - التعليم

فريدي سوريا

نوطة مدرسة السعادة كاملة
كتاب الطالب وكتاب الأنشطة
1×2

مادة اللغة الإنجليزية
بكالوريا - سوريا 2020

مكتبة الفريد - سوريا

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- ✱ كتب ونوطات وملخصات وسلام تصحيح التاسع - سوريا
- ✱ كتب ونوطات وملخصات وسلام تصحيح البكالوريا - سوريا
- ✱ كل ما يتعلق بالمنهاج السوري لجميع الصفوف
- ✱ جميع كتب المناهج الدراسية الجديدة - سوريا

السلام عليكم

نوطة مدرسة السعادة كاملة (عدا القسم العملي)

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في القسم الأول (كتاب الطالب)
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English for Starters 12		English for Starters 12	
Students' Book	Module 1	World Issues	Pages 8 to 31
Page (8)		demonstrate	يُظهر - يوضح
issue	قضايا	royal	مُلكي
law	قانون	be based on	يُستند - يستند على
migrant	هجرة / المهاجر / المهاجر	statistic	إحصائية - إحصاء
Page (9)		mean	يُفهم - يفهم - يفهم
recycling	إعادة تصنيع - تدوير	specific	محدد - محدد - محدد
monument	معلمة	present (v)	يُقدم
urban	مُحيط - مُدني - مُدني	suggestions	قُرارات - قُرارات
event	مُحدث - مُحدث - مُحدث	story	مُحدث
policy (n)	مُحدث	Page (10)	
innocent (n)	بريء	linking	رابط - رابط
jury	هيئة المحلفين في المحكمة	pin	خِطاطة أو إبرة - إبرة - إبرة
legal	قانوني - شرعي - شرعي	argument	جدال - جدال - جدال
principle	مبدأ - مبدأ	express	يعبر عن
property	ملكية خاصة - ممتلكات (أشياء)	system	نظام
prove	يُبرهن - يثبت	enforce a law	يُنفذ قانون
ruler	حاكم - حاكم	rule (n)	يُحكم - الحاكم - قاعدته
abroad	خارج البلاد	belief / belief	اعتقاد - اعتقاد
deteriorate	يُتدهور - يفسد - يفسد	carry out	يُنفذ - يقوم به
emigrate to	يهاجر إلى بلد ما	put into practice	يُشروع - يُنفذ - يُنفذ
future / expectation	مُتوقع	Page (11)	
industry	صناعة	law-making	سن - وضع القوانين
modernization	تحديث - تحديث	a code of laws	مجموعة القوانين
refugee	لاجئ	criminal law	القانون الجنائي
starvation	الجوع - جوع - جوع	civil law	القانون المدني
scripted	مُعد مسبقاً	family law	قانون الأسرة (الأحوال الشخصية)
conquered	مُغلب - مُغلب - مُغلب	property law	قانون الممتلكات
incarnation	جسد (الطوائف)	punish (v)	يعاقب
landfill	مكب أو طاب المصفاة	punishment (n)	عقوبة
pollution	التلوث	typical	مُتوسط
precious	ثمين - ثمين	define (v)	يُعرف
recycle	يُعيد التصنيع - يُعيد	definition (n)	تعريف
tribunal (n)	مُحاكمة - إيلة	individual	فرد - شخص
waste (n)	نفايات - نفايات	obey	يُطيع - يُطع - يُطع
outcomes	نتائج	members	أعضاء - أفراد

italics	أحرف مائلة	عذر	عذر
contacts	معارف - مناسبات	severely	بشدّة - بشدة
purpose	غرض - غاية - لغرض	police reports	البيانات الشرطة
present	حاضر - يقدّم	data bases	تقارير - سجل البيانات أو التحري
chase	تتبع	Page (14)	
believe + sb/sth	يصدق - يشكك	margin	هامش - شريط - حاشي
Page (12)		related to	متعلق بـ
the Law Society	جمعية المحامين أو القانونيين	identify them	معرفة (تعيين) الهوية الشخصية لتعيين على ما
society	مجتمع - جمعية	find	اكتشف - عثر - عثا - عثر - عثر
accused of	متهم بـ	offence	مخالفة قانونية - جريمة - مخالفة
fine (n + v)	غرامة - غرامة	intimate	شخصي - مقرب - مقرب - مقرب
fine (adj)	رائع - جيد	physically damaged	متضرر مادي
type	نوع - ينتمي إلى - ينتمي إلى	victim - criminals	ضحية - مجرمين
accuse	تتهم - تتهمة	accuse	يتهم - يتهم إلى
fine (v)	يعاقب - يعاقب	harm someone	ضمانات شخصية
take place = happen	يحدث	arrest	يحبس
in charge of	مسؤول عن	to make good	يؤمّن - يضمن
straight	مستقيم	break into	يخترق - يتسلل
straight	مباشر - مباشر	worldwide	في جميع أنحاء العالم
straight	مباشر - مباشر	pass on	يتناقل
straight	مباشر - مباشر	confidential	سريّة
straight	مباشر - مباشر	persuade	يقتنع
straight	مباشر - مباشر	accident	لا قيمة لها
straight	مباشر - مباشر	on the increase	في الارتفاع
Page (13)		Page (15)	
directed	مستهدف	responsible for	مسؤول عن
violent acts	أعمال عنيفة	reason	يشكك - يتحفظ من
illegally	قانونية	traffic laws	قوانين المرور
legal systems	النظم القانونية	speed limits	حدود السرعة
insurance + keep	التأمين	motorists	ملاك السيارات
guilt (noun)	الذنب	residential areas	مناطق سكنية
Page (13)		ban them	يمنع من
break the law	يخالف القانون	it depends	يعتمد على - هذا يعتمد على
commit a crime	يرتكب جريمة	background to	خلفية
affirmed record	سجل جنائي	make sure	يؤكد

English for Starters 12		Pages 11 to 21	
Students' Book	Module (1)	World Issues	
internal	داخلي - داخلي	internal	داخلي - داخلي
conquer	يفتح - يفتح في - يفتح	adapt to life	يتكيف مع الحياة
in front of	مواجهة	transition into	التحول إلى
view	رأي - وجهة نظر	status	أول / درجات
Page (16)		financed by	أموال بواسطة
emigrate	هاجر	construction	بناء - تشييد
conflict	مشاكل - صراع	demand (v-n)	يطلب / الطلب
language	لغتي	region	منطقة - إقليم
migrate	هاجر	Page (18)	
raw materials	مواد خام	five times size	خمس مرات حجم
manufacture goods	تصنيع البضائع - تصنيع	a third	ثلث
concerned with	تتعلق به - لها علاقة به	earnings	إيرادات - مكسبات - دخل
shortage	نقص	as much as	بشعر
series	سلسلة - سلسلة - سلسلة	destruction	تدمير - تدمير
lead-to-led (to)	يقود - يقود	crisis	مخاض
on a large scale	على نطاق واسع	mass starvation	جوع جماعي
process	عملية	disaster (adj)	كارثة
economic success	النجاح الاقتصادي	majority	أغلبية
sanction	أمر	strive (v-s)	يسعى إلى - التشديد
necessity	ضرورة - ضرورة	attempts	تجديد
natural disaster	كارثة طبيعية	the border	الحدود
Page (17)		provision	اللائحة أو اللوائح العامة
home ownership	أوراق	Page (19)	
agriculture	زراعة	vacant state	فريق الإحتلال
old-fashioned methods	طرق على الطراز القديم	explanation	توضيح - شرح - تفسير
sum	يكتب: (أنا)	custodian	الحارس
poverty famine	جوع / المجاعة	contact	يتصل به
disease	مرض	Page (20)	
quarter	ربع	united stay	الإقامة المتعددة
nomad	فرد متجول	social stay	الإقامة الاجتماعية
gradually	تدريجياً	occupation	العمل
frequent	متكررة - تتكرر - تتكرر	Page (21)	
evacuate	يخلى المكان	significant	هام
period	فترة من الزمن	involved	أمر متعلق / متعلق
empt	يفتح - يفتح - يفتح	benefit	بالمنفعة

Students' Book Module 1 World Issues Pages 8 to 31

Students' Book	Module 1	World Issues	Pages 8 to 31
arguments	الجدالات	organizations	منظمات
rough paragraph plan	خطة أولية للكتابة فقرة	run out of	ينفذ - ينفد - يستنفد
strike - crash - attack	يؤثر في - يهاجم - يهاجم	go along with	يتكاتف - يتكاتف - يعمل
Page (22)		keep up with	يلتزم على اطلاع مع - يواكب
refuses	يستلزم	cut down on	يقلل من - يقلل
personal verbs	الفعل اصطلاحية - الفعل الرئيسية	come up against	يواجه - يقابل - يصطدم
accurate	دقيق - دقيق	look forward to	يستقبل أو يتطلع بشوق إلى
polluted	ملوثة	come up with	يتذكر - يتفكر - يكتشف
wrong products	منتجات خاطئة أو مستهلكة	put up with	يتحمل - يتقبل
Page (23)		packaging	(غلاف) الحفظ والتغليف
collection points	نقاط تجميع	isolate	يُحصر - يُعزل شيء - يمزج - يمزج مع
machinery (a)	آلات	limitations	إمكانيات - قيود
bridges	جسور	prevent	يمنع
pass a law	يصدر قانونا	Page (25)	
at the forefront of	في طليعة	regret	الأسف - الندم
regional	إقليمي	criticism	النتقد - انتقاد
boasting	استكبر	assistance	المساعدة - مساعدة
conflict	تصادمات	follow-up	التتبع - متابعة
dedicated to	مخصصة لـ - مكرسة لـ	Page (26)	
conservation	حماية - المحافظة على	interpret	يفسر - يوضح - يترجم
plants	مناخ - نباتات	a total	مجموع
dispose of	يتخلص من	household	منزلية - الأسرة ومستلزماتها
awareness of	الوعي بـ	green waste	النفايات البلاستيكية
fragile	هشة - ضعيفة	reflect	يعكس - يمتلئ - يعكس
Page (24)		the survey (a)	الاستطلاع - الدراسة
accuse of	يتهم بـ	component	جزء - عنصر مكون
wasteful	مهدر - مفرق	conclusion	خاتمة - نتيجة
out of the blue = unexpectedly	يتذكر من غير توقع متوقع	summary	تلخيص
red tape	تعقيدات إدارية - بيروقراطية	Page (27)	
be in black and white	مطبوعة بوضوح	bullet points	رموز نقطية / تعداد تلخيصي
= he printed here		amiable	معتولة - معتدلة
to see red = to get angry	يغضب	get rid of	يتخلص من
to give the green light	يطلق الضوء الأخضر - يوافق - يسمو	whereas	بينما - ولكن
incriminate	يعزل التهمة أو التلويح		



Page (28)		Page (30)	
in comparison with	بالمقارنة مع	a set of	مجموعة من
illusion	وهم - خيال - فكرة خاطئة	recommendations	توصيات - نصائح
diffusion	انتشار	access	يصلح - يسهل
venue	يستقر - يستقر في مكان	the current situation	الوضع الحالي - الحالة الراهنة
set out to do (sth)	يخطط - يشرع في شيء	aspects	مظاهر - أوجه
explosions	تفجرات	complains about	يشكو من
celebration	احتفال - حفلة	luck	الحظ - حظ - نصيب - عوز - عدم وجود
tidy (v)	يرتب	open space	مكان مكشوف
myth	أسطورة - خرافة - قصة خيالية	housing	الإسكان
turn grey	يصبح رمادية أي قديمة اللون	sports facilities	مرافق خدمية رياضية
Page (29)		Page (31)	
advisors	مستشارين	range	مجموعة - تشكيلة - نطاق
flames	لحارات ملتهبة - دخان	convenient	ملائم - مناسب - مريح
council	المجلس البلدي - مجلس المدينة	over-crowded	مكتظف - مزدحم جدا
furious	غاضب	public transport	النقل العام
resign	يستقيل	afford	يتحمل ماليا على شراء - يتحمل التكلفة
in response to	ردا على - جوابا على	urgently	مريعا - على جناح السرعة
statements	القول - عمل خبرية	get together	يتقابلون معا
often enough	مرات كافية	private motorists	سائقو السيارات الخاصة
scenes	مشاهد - مناظر	rest	الراحة - راحة
fault	خطأ - عيب	have a class vote on	يجري التصويت في الصف على...
infections	أمراض معدية		
spread	تنتشر - انتشرت		
national	قومي - وطني		

I. Read the following text then do the tasks below.

The law related to computer crime is changing very quickly. Modern criminals are using computers to help them commit crimes like identity theft **and** to make it easier to commit old crimes like theft or fraud. One issue that makes it hard to fight computer crime is that this type of offence is often more difficult to solve than traditional crimes because the criminals are invisible and their actions may be hard to trace. Another issue is that it is quite difficult to **prosecute** a computer criminal successfully because usually nothing is actually stolen or physically damaged. In recent years, computer crime has increased **as** the number of people using the Internet has risen. One of the things that criminals can do is to access their bank **systems** and transfer money to their **own** accounts or send viruses which can seriously damage computers and the information they contain. These viruses can affect millions of people worldwide. Criminals can use the Internet to plan crimes and pass on **confidential** information more easily than meetings or telephone conversations. Computers allow criminals access to millions of people whom they may persuade to pay for something **worthless**.

II. Answer the following questions:

1. Why is it hard to fight computer crime? (بما أن) **hard = difficult**
2. Why do you think computer crime has recently increased?
3. Can we prosecute computer criminals successfully? Why?
4. Mention two things that modern criminals can do.
5. What does 'they' in the last line refer to? **They = criminals**

III. Find words in the text which mean the following:

1. can't be seen: **invisible**
2. the crime of stealing someone's personal details: **identity theft**
3. **send** (verb): **transfer**
4. make somebody believe in something: **persuade**

IV. Rewrite these sentences about the text to correct the information:

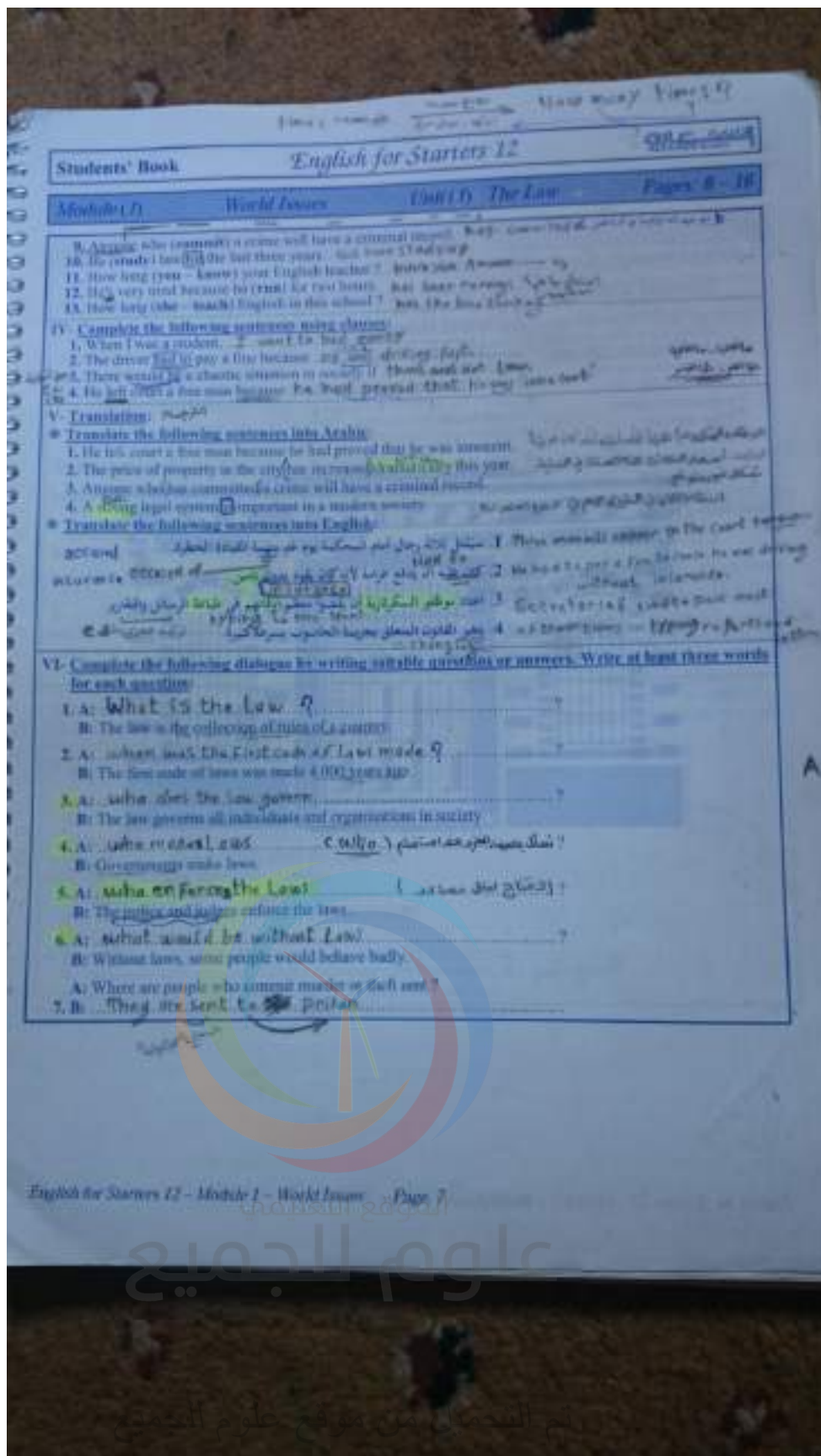
10. Computer criminals send viruses to help fight **against** personal bank accounts. **damaged computers**
11. Identity theft is an old crime. **it is new**
12. Computer criminals break into the computer systems and transfer money from their bank accounts to other businesses. **to their own accounts**

V. Choose the correct words in brackets:

1. The law is the code or set of rules **which** / **whom** governs all individuals.
2. Tutankhamun was a very **fame** / **famous** Egyptian ruler.
3. These men will appear in court tomorrow **accused** / **about** dangerous driving.
4. Many people believe that the worst crimes are murder and other **violent** / **violence** acts.
5. There would be a **chaos** / **chaotic** situation in society if there were no legal systems.
6. He left court a free man **because** he had proved that he was **innocent** / **innocence**.
7. The jury said he was **guilt** / **guilty**.
8. We haven't seen him **for** / **since** he got married. **Since**
9. When I was a student, I was a member of the Law **Society** / **Social**.

VI. Correct the underlined mistakes:

1. The law is the code or set of rules which **govern** all individuals.
2. A person is innocent until **proves** (prove) that he or she is guilty.
3. I (do) my maths homework - can I borrow your ruler please?
4. The price of property in the city (increase) **increased** recently.
5. He had to pay a fine **because** he (drive) **without** insurance.
6. Three men (appear) in court **accused** of dangerous driving.
7. He left court a free man because he (prove) that he was innocent. **had proved**
8. They (break) the law - they should be punished.



Composition

Students' Book p. 15

Write a composition of no less than 80 words on the following topic:

Should motorists who drive too fast in residential areas be banned from driving?

These headings may help you:

- Background to the topic.
- Arguments for.
- Arguments against.
- Your opinion.

In this essay I intend to discuss some of the arguments for and against driving too fast in residential areas.

On the one hand, many people think that motorists who drive too fast should be punished and banned from driving because driving fast could increase the number of road victims.

On the other hand, it is believed that driving fast is sometimes necessary for ambulances, fire engines and police cars. But it is unacceptable behaviour when some people, mostly teenagers, find it exciting when they break driving rules.

In my opinion, for everyone's safety, we should educate our children to obey traffic laws. The government should take strong measures against dangerous drivers, especially in residential areas.

1- Read the following text then do the tasks below:

● In the early 20th century, the most important economic activity in Ireland was agriculture. But the farmers were poor and they used old-fashioned methods. Because they found that they could earn four times as much abroad, some farmers emigrated. But between 1820 and 1840, the economic situation in Ireland deteriorated and in 1845 the Potato Famine began. Disease destroyed 75% of the year's potatoes – the main food for most of the population. During the next two years, 550,000 people died of starvation and there was a huge increase in emigration. By the end of 1854, a quarter of the population of Ireland had left for other parts of the world.

● Answer the following questions:

1. Why did some Irish farmers leave their country?
2. How many people died as a result of the Potato Famine?
3. When was agriculture the most important economic activity in Ireland?
4. Why were the people of Ireland badly affected by the Potato Famine?

● Find words in the text which mean the following:

5. a serious shortage of food leading to great hunger on a large scale: *starvation / famine*
6. left their country to live in a new country: *emigrated*
7. got worse: *deteriorated*
8. most important, chief: *primary*

● Rewrite these sentences about the text to correct the information:

9. Irish farmers used modern methods in agriculture. *old-fashioned*
10. In the 20th century, 550,000 people died in Ireland because of an earthquake. *starvation*

● Tristan da Cunha is a small island in the South Atlantic Ocean. In August 1961, earth tremors started and gradually became more frequent. At the beginning of October, the government decided that the island was no longer safe and the whole population of 268 people was evacuated to a nearby island. A ship picked them up and took them to South Africa. As they passed Tristan da Cunha, they saw the volcano erupt. Later the people were taken to England, where they stayed for the next two years. In 1963, the volcano activity on the island stopped and most of the people voted to go back. However, not everyone returned: 14 people had adapted to life in England and decided to stay there, and five elderly people had died. There were other changes too: ten couples from the island had died, and eight babies had been born.

● Answer the following questions:

1. Why did the government decide to evacuate the people?
2. How were the people taken to South Africa?
3. When did the volcano erupt?
4. Why didn't all the people return to the island?

● Find words in the text which mean the following:

5. slight shaking or trembling: *tremors*
6. opposite of "dangerous": *safe*
7. a piece of land that is surrounded by water: *island*
8. began: *started*

● Rewrite these sentences about the text to correct the information:

9. The people of Tristan da Cunha were evacuated by their enemy. *the government*
10. Ten couples from the island had died and eight babies were sick. *born*

● The economic success of the 1960s and 1970s saw the Arabian Gulf countries transformed into modern and wealthy states, funded by oil and other precious natural resources such as natural gas. The needs of the oil and construction industries led to a huge demand for skilled workers. Many thousands of people moved to the region to help build high-tech cities all over the Gulf. These workers, from many regions of the world, were able to find a better life and help with the development of the region.

■ Answer the following questions:

1. When did the Arabian Gulf countries change into modern states?
2. Name two natural resources.
3. Who helped with the progress of these countries?
4. Why do you think these workers came to work in these countries?

■ Find words in the text which mean the following:

5. rich - wealthy
6. a large area of land - region
7. the process of modernization - development
8. economic activities concerned with raw materials and manufactured goods - industries

■ Rewrite these sentences about the text to correct the information:

9. The economic success of the Arabian Gulf countries was funded by coal and gas, oil and other
The Arabian Gulf countries were funded by oil and other natural resources.
10. Workers came to the Arabian Gulf countries only from Egypt, many regions of the world.
Workers came to the Arabian Gulf countries from many regions of the world.

11. Complete the following paragraphs by filling in the gaps.

- On February 29th 1900, an earthquake hit the Moroccan city of Agadir. Although it lasted only fifteen seconds, it ~~was~~ one of the most destructive earthquakes of the 20th century. ~~When~~ the rescue team arrived, many areas ~~of~~ the city had ~~been~~ destroyed completely and thousands of families had become refugees. ~~Just~~
- After the earthquake, the city ~~was~~ evacuated ~~a~~ ~~big~~ inhabitants moved 15m south ~~where~~ the city was rebuilt. Later studies showed that the disaster had killed over one third ~~of~~ the population of Agadir, over 10,000 people and had injured ~~more~~ ~~to~~ ~~over~~ ~~of~~

12. Complete the following sentences using choices:

1. Although the earthquake lasted only fifteen seconds, it destroyed many buildings.
2. When the rescue team arrived, many buildings had been destroyed completely.
3. Later studies showed that large number of people had been injured.
4. He was very nervous when he heard that his father had broken his leg.
5. When Laila read the letter, she smiled.
6. They emigrated because they were poor.
7. When they passed past the island, she saw the volcano / the destruction of the city.

Derivatives

مشتقات

Verb		Noun	
earn	كسب	earnings (plural)	مكاسب - إيرادات من العمل
destroy	تدمير	destruction	تدمير
act	يعمل / يتحرك	activity	نشاط - حركة
develop	يطور	development	تطور
Adjective		Noun	
major	كبير - رئيسي	majority	أغلبية - أكثرية
economic	اقتصادي	economy	اقتصاد

IV. Choose the correct words in brackets:

1. My weekly ~~earn~~ / earnings are twice as much as they were last year.
2. A huge earthquake caused the ~~destrory~~ / destruction of Agade, Morocco, in 1960.
3. Two ~~disaster~~ / disasters potato crops led to mass starvation in Ireland.
4. The ~~majority~~ / majority of the world's migrants move to find a better life.
5. The people of Tristan da Cunha left because of volcanic ~~instability~~ / eruption.
6. The ~~economy~~ / economic success of the 1960s and 1970s was hindered by oil.
7. These workers were able to find a better life and help with the ~~develop~~ / development of the region.

V. Correct the verbs in brackets:

1. Residents of Agade, Morocco, ~~leave~~ / left their city after the earthquake of 1960. Left
2. Thousands of Irish people ~~leave~~ / left Ireland in the 19th century. Left
3. Many people ~~emigrate~~ / emigrated to the Arabian Gulf after its economic success in the 1960s. emigrated
4. In August 1961, earth tremors ~~start~~ / started and became more frequent. started
5. The people ~~be taken~~ / were taken to England, where they stayed for the next ten years. were taken
6. A huge earthquake ~~cause~~ / caused the destruction of Agade, Morocco, in 1960. caused
7. The economic ~~success~~ / success of the 1960s and 1970s was hindered by oil. was hindered
8. By the end of 1854, about a quarter of the population of Ireland ~~leave~~ / left for other parts of the world. had left
9. Not everyone ~~retained~~ / adapted to life in England. had adapted
10. In 1854 a quarter of the population of Ireland ~~emigrate~~ / emigrated abroad. emigrated
11. By 1854 a quarter of the population of Ireland ~~emigrate~~ / emigrated abroad. had emigrated
12. Many people ~~migrate~~ / died as a result of starvation. died
13. When they sailed past Tristan da Cunha, the volcano ~~erupt~~ / erupted. erupted
14. James was very nervous when he ~~arrive~~ / arrived at the airport. arrived
15. When Laila ~~read~~ / read the letter, she ~~start~~ / started crying. started

VI. Translation:

a. Translate the following sentences into Arabic:

1. These workers were able to find a better life and help with the development of the region.
2. Two disastrous potato crops led to mass starvation in Ireland.
3. The economic success of the 1960s and 1970s was hindered by oil.
4. My weekly earnings are now twice as much as they were last year.

b. Translate the following sentences into English:

1. هاجر العديد من الناس إلى الخليج العربي بعد إقفاد الاقتصاد.
2. أدت استمرارات المحاصيل البطيئة إلى جوع كبير للعالم كله.
3. سبب زلزال كبير دماراً كبيراً في المغرب عام 1960.
4. لم تنجح ربا بقا كبيرة حول تقديم أجهزة الكمبيوتر.
5. تنقل أغلبية المهاجرين في العالم لبحثوا حياة أفضل.

Write a composition of no less than 80 words on the following topic:

A significant event that changed your life

The following questions may help you:

1. How old were you? (When did you go?)
2. Where were you?
3. Who was involved?
4. What happened?
5. How did you feel?
6. (What were the results of this change?)

When I was fifteen years old, my family and I went to visit Agassia. It was only a short visit but I will remember it forever.

Agassia is an ancient city on the bank of the Orange River. The ruins of the city tell the visitors about the different civilizations which the city had witnessed through history. We arrived on Monday evening and the first thing we did was set up our camp. The next day we visited the ruins of the Roman city and climbed the hill to the castle. The views from the top were magnificent.

It was an interesting visit which I'll never forget. It made such an impression on me that I have decided to study history at university.

Students' Book P.21 هذا الموضوع مطلوب أيضا في كتاب

An account of a visit you made

Activity Book P.32 هذا الموضوع مطلوب أيضا في كتاب

Describe an interesting place you have visited.

1- Read the following texts then do the tasks below:

● Syria is at the forefront of regional recycling, ^{مقدمة} ^{مقدمة} ^{مقدمة} regional conferences dedicated to the protection of the environment, water conservation and climate change. Major recycling plants have been built in the last few years in order to dispose safely of substances such as plastics, batteries and other waste materials. There is a greatly increased awareness of the fragile local environment and the need to take care of Syria's precious natural resources.

● Answer the following questions:

1. What kind of conferences are held in Syria?
2. Where is the position of Syria according to caring about environment?
3. Why have major recycling plants been built in Syria?
4. How do people in Syria feel about their environment?

● Find words in the text which mean the following:

5. the leading position: *forefront*
6. large factories: *plants*
7. easily damaged or broken: *fragile*
8. of great value: *precious*

plants: مصانع كبيرة

● Rewrite these sentences about the text to correct the information:

9. Syria is at the back of the countries which take care of the environment.
10. There is a decreased awareness of the fragile local environment in Syria.

● Greenchester was a good place to live. It had parks, forests and lakes where people spent their free time. It was a very clean place because everybody recycled all their rubbish. But one morning the people of Greenchester woke up to find that during the night their town had turned grey. The sky, which had always been blue, was grey that morning. Most of the plants and trees had died and the birds had flown away. The people were angry, so they called the Mayor. "Something has happened to our town during the night. It's dying. We must do something." The people expected the Mayor to find the answer to their problem but he didn't know why Greenchester had turned grey. He discussed the problem for several days with his advisors, then they suddenly realised that the cause of the problem might be the landfill site on the edge of the town. Although it had been there for as long as anyone could remember, very few members of the public ever went there. When the Mayor visited the landfill site, he found that it was full. The fumes from the unburied rubbish had poisoned Greenchester. The people thought they had recycled their rubbish, but in fact, the council had buried it in the landfill site. The people were furious and the Mayor had to resign.

● Answer the following questions:

1. Why was Greenchester a very clean place?
2. How did the people of Greenchester feel one morning?
3. What did the Mayor and his advisors realise?
4. What had poisoned Greenchester?

● Find words in the text which mean the following:

5. more than two but not very many: *several*
6. people who give advice to a company, government, etc.: *advisors*
7. smoke or gases that smell unpleasant and that can be harmful: *fumes*
8. very angry: *furious*

advisors: مستشارون

fumes: دخان أو غازات كريهة الرائحة

furious: غاضب جداً

● Rewrite these sentences about the text to correct the information:

9. In Greenchester the sky used to be grey: *blue*
10. The people found out that the council had recycled their rubbish: *buried*

ما كنتبه في النص؟

There's a lot I enjoy about living in our city. The new out-of-town shopping areas have a good range of shops and are very convenient to drive to. And the new sports facilities in the same areas are excellent. The city centre itself, however, is a different matter. Driving to work in the mornings often takes me over an hour because there's so much traffic. And the buses from all the cars, buses and taxis are terrible. I've tried travelling by train, but that's not much better - it's overcrowded, late, and very uncomfortable. We need better public transport, but it would also help if people travelled to work at different times of the day. For them thinking of buying a flat in the city centre - it would make my life a lot easier, but they're all too expensive. I can't afford even the smallest flat. We urgently need more small flats for young office workers like me. The parks and other open spaces in the city have improved recently, but we need more of them. They're full for most of the day, and the situation is especially bad at lunch times. I suggest that all the residents of the city get together and agree on a new set of recommendations to improve life here. My first recommendation would be this: "It would be a good idea if private motorists parked their cars outside the city, and then walked into the centre."

Answer the following questions:

- How long does driving to work take him?
- Who can't he buy a flat in the city centre?
- What do young office workers need?
- What is the writer's first recommendation?

Find words in the text which mean the following:

- different things that belong to the same group: range
- concerning all the people in a country or area: public
- to have enough money to buy something: afford
- during a period between not long ago and now: recently

Rewrite these sentences about the text to correct the information:

- There is a good range of shops inside the city.
- Travelling by train is much better and more comfortable.

Complete the following paragraphs by filling in the gaps: at the end, been at, no better

Sumo is 1 the largest of regional recycling, having regional centres dedicated to the protection of 2 environment, water conservation, 3 climate change. Many recycling plants have 4 built in the last few years in order to dispose safely 5 substances such as plastics, batteries and other waste materials.

Greenchester 1 a good place to live. It had parks, forests, 2 lakes, 3 people spent their free time. It was a very clean place. 4 everybody recycled all their rubbish. But one morning the people of Greenchester woke up to find that during the night 5 town had turned grey. What and where because

He discussed the problem 1 several days with 2 advisors, then they suddenly realised that the cause of the problem might 3 the landfill site on the edge of the town. 4 it had been there for as long as anyone could remember, very 5 numbers of the public ever went there. For his, be, At the end

When the Mayor visited the landfill site, he found that it 1 full. The family 2 the buried rubbish had poisoned Greenchester. The people thought they 3 recycled their rubbish, 4 in fact, the rubbish had buried it at the landfill site. The people were furious 5 the Mayor had to resign.

Driving to work in the mornings often takes me over an hour. 1 there's no 2 traffic. And the buses from all the cars, buses and taxis are terrible. I've tried travelling 3 train, 4 that's not much better - it's overcrowded, 5 and very uncomfortable. For, be, but, but, For

We need better public transport, but it would also help 1 people travelled to work 2 different times of the day. I've been thinking of buying a flat in 3 city centre - it 4 make my life a lot easier, 5 they're all too expensive. 1 5 afford even the smallest flat. For, be, but, but, For

We urgently need more small flats 1 young office workers like me. The parks 2 other open spaces in the city 3 improved recently 4 we need more of them. They're full 5 most of the day, and the situation is especially bad at lunch times. For, be, but, but, For

III. Complete the following sentences using clauses:

- There are still plenty of places where...
- When he accused me of being wasteful, I was angry...
- I'm looking forward to the day when...
- I'm really tired, but...
- It was a very clean place because people recycled their waste...
- The people were angry so...
- They suddenly realized that...
- When the Mayor visited the landfill...
- Orma felt very guilty even though...
- Because there was no clean drinking water...

plenty: كثير Mayor: المرء

IV. Rewrite the following sentences as required in brackets:

- I can't swim. (I wish...)
I wish I could swim.
- I'm really tired, but I can't sleep at night. (I wish...)
I wish I could sleep at night.
- The weather is too hot at the moment. (I wish...)
I wish it was cooler.
- People drive too fast in the city centre. (I wish... to express annoyance)
I wish they would drive more slowly.
- The streets are and dirty. (I wish... using: would)
I wish they would clean them.
- When he accused me of being wasteful, I got angry. (Replace the underlined words with a colour idiom)
I got very angry.
- They went up in the building of a new incinerator. (Replace the underlined words with a colour idiom)
The building went up in flames.
- I heard this morning. Unexpectedly, that I had won a writing competition. (Replace the underlined words with a colour idiom)
I was surprised to hear that I had won a writing competition.

V. Choose the correct words in brackets:

- Many people find out about the world by reading a (day / daily) newspaper.
- During the storm, there were (hazard / chaos) scenes in the city.
- Orma felt very (guilty / guilty) even though the accident was not his fault.
- The (majority / major) of people never commit a crime.
- No rain has fallen in the region for two years. This has had a (disastrous / disaster) effect on crops.
- Because there was no clean drinking water, (infections / infect) spread very quickly through the population.

Three - part phrasal verbs

run out of	ينفد - ينفذ - ينفذ من
get along with	يتعامل - يتكلم - يتكلم مع
keep up with	يتبع - يتبع - يتبع
cut down on	يقلل من - يقلل من
stand up against	يقاوم - يقاوم (مضاد)
look forward to	ينتظر أو يتوقع بشوق إلى
come up with	يبتكر - يتوصل إلى - يكتشف
put up with	يتحمل - يتحمل

I have been trying to phone you all morning

Students' Book

English for Starters 12

Page 22-31

Module 1

World Issues

Unit 1: Recycling Resources

Pages 22-31

1. Things are moving so fast - it's impossible to keep up (with / on) the changes.
2. Supermarkets should (cut down / do) packaging.
3. We've come up (with / against) serious problems in our plan to recycle rubbish.
4. We're looking forward (to / on) the day when 100% of our rubbish is recycled.
5. Scientists have just come up (to / with) a new way of expressing plastic.
6. People living near the bus station put up (with / to) a lot of noise.
7. In my city, the council is running out (of / up) space for new houses.
8. Our town is trying hard to cut down (to / on) the amount of waste it buries in the ground.
9. Students should read newspapers to make sure they keep up (with / to) national and international news stories.
10. I'm looking for a new flat. I can't put up (to / with) the noise of the traffic any longer.

Colour Idioms

out of the blue	بشكل مفاجئ وغير متوقع
red tape	تعقيدات بيروقراطية / إجراءات بيروقراطية
to be in black and white	مطبوعة بوضوح / واضحة
to see red	يغضب
to give the green light	يعطي الضوء الأخضر - يسمح - يوافق
to put someone on the black list	يضع الشخص على القائمة السوداء

1. When he accused me of being wasteful, I saw (blue / red).
2. We have to stop companies from polluting the environment. We should put them on the (black / green) list.
3. They've given the (blue / green) light to the building of a new museum.
4. The rules clearly are that we must not leave rubbish outside our homes. Look, it's in (red / black) and white.
5. It's almost impossible to get a passport quickly. There is so much (blue / red) tape.
6. I heard this morning, out of the (red / blue), that I'd won a writing competition.

VI. Correct the verbs in brackets:

1. Major recycling plants (be built) in the last few years. *were built / have been built*
2. When he accused me of being wasteful, I (get) very angry. *got*
3. Throughout history, people (move) from one country to another. *have moved*
4. In recent years, migration into Europe and Russia (increase) sharply. *has increased*
5. In Australia, since 1945 over six million people (arrive) to settle. *have arrived*
6. From 1950 to 2000, over a million migrants (enter) the country. *entered*
7. I (try) to phone you all morning. *have been trying*
8. I (sweat out) my bedroom cupboard all morning. *have been sweating out*
9. I (not see) you so far this week. *haven't seen*
10. I wish I (be) in charge of our company. *could / can*
11. I wish people (drive) more slowly because it annoys me. *would drive*
12. I wish we (could) recycle all our rubbish. *could*

VII. Complete the following sentences using clauses:

1. Many people in my village smoke too much. I wish they *would smoke less / they would stop smoking*.
2. I'm not good at maths. I wish I *were better at maths*.
3. I can't read very quickly. I wish I *could read more quickly*.

Students' Book

English for Starters 12

Tapescript

Unit 1

1.1

Lecturer: Good morning. Can anyone tell me what the law is?
Student 1: It's the collection of rules of a country.
Lecturer: That's right. The law is the code or set of rules which governs all individuals and organisations in society. The first code of laws was made 4,000 years ago. Some nations have always been cruel about everywhere. Can anyone suggest an action of this kind?

Student 2: How about theft?

Lecturer: Yes, that's certainly one, and of course murder is another. Another kind of crime is...

Student 3: Government makes laws.
Lecturer: That's right, in most modern societies, governments make laws and the police and judges enforce them. In some countries, judges make laws.

Student 4: In some countries, governments make laws and the police and judges enforce them.

Lecturer: That's right, in most modern societies, governments make laws and the police and judges enforce them. In some countries, judges make laws.

Student 5: In some countries, governments make laws and the police and judges enforce them.

Lecturer: That's right, in most modern societies, governments make laws and the police and judges enforce them. In some countries, judges make laws.

Student 6: In some countries, governments make laws and the police and judges enforce them.

Lecturer: That's right, in most modern societies, governments make laws and the police and judges enforce them. In some countries, judges make laws.

Student 7: In some countries, governments make laws and the police and judges enforce them.

Lecturer: That's right, in most modern societies, governments make laws and the police and judges enforce them. In some countries, judges make laws.

here, so you should expect individuals who have committed murder or theft are sent to prison. But what would be a typical punishment for people who have done something less serious, like damaging their neighbour's property?

Student 5: They usually have to pay a fine, don't they?

Lecturer: Yes, that's right. Okay, my final question is this: why is it so important to have laws?

Student 6: Without laws, we would be in a state of chaos.

Lecturer: That's right. The simple truth is this: without laws, there would be chaos.

Unit 2

2.1

a) thirty-three thousand, five hundred and seventy-six

b) 813,100,000

c) eight million, five hundred and eighty

d) twenty-first

e) three quarters

2.2

A) Are they from Spain?

B) No, they're from Ireland.

A) Are they on holiday in Syria?

B) No, they live in Syria.

A) Do you live in Syria?

B) No, I live in Spain.

A) Have you ever lived in Ireland?

B) No, but I've visited Ireland.

A) Did you say the Spanish Civil War ended in 1936?

B) No, it started in 1936.

A) Did they cross the border into Portugal?

B) No, they crossed the border into France.

2.3

A) Are you from Egypt?

B) No, I'm from Syria.

A) Do you go to school?

B) No, I go to university.

A) Are you studying chemistry?

B) No, I'm studying physics.

A) Do you like being a student?

B) I love being a student.

2.4

I was born in the south of England and that's where I lived for the first twelve years of my life.

Then, one day, I came home from school and went into the kitchen to get myself a drink.

I got my drink and was about to go into the garden to get some fresh air, but my Dad said, "Hang on a minute. We've got some news for you. You'd better sit down."

I sat down rather nervously. I couldn't imagine what my Dad was going to say. "I've been offered a job in Perth in Australia and I've decided to take it. It's for three years, but if we like Australia, we may decide to stay."

I couldn't believe it. Australia! I'd seen films and television programmes set in Australia and I'd always wanted to go there for a holiday. But to go for three years! That was fantastic. I'd never forget that day.

The first thing that struck me about Perth was how much open space there was around the house. And the weather. Of course, I was swimming every day - sometimes I spent the whole day at the beach.

That was six years ago. I'm in my first year at university now - I'm training to be a doctor.

We never went back to England to live, though we have been for holidays. I just love everything about life in Australia, but of course I'm still English and I keep in regular touch with all my English friends.

Unit 3

1.1

Jim You know, Helena, the world's got to do something about the problem of waste.

Helena You're right, Jim, it's getting worse every year, although some countries take it seriously. Australia, for example, recycles nearly 80% of its waste.

Oliver What does your family do about recycling?

Jim We take all our waste glass and paper to special collection points.

Oliver In our family we recycle all our paper and old clothes.

Helena We do that, too! But what about plastic?

Jim It is possible to recycle plastic - but not everywhere has the equipment to process it.

Helena There are places where they recycle almost everything, you know, car batteries, wood, clothes and shoes, children's toys, books. That's fantastic!

Oliver I wish every country had a system like that.

Jim I agree - but there are two problems here: the Earth is running out of resources and we're running out of places to bury all our waste.

Oliver In some countries they burn their rubbish, but I don't think that's the answer. I mean, burning gets rid of the rubbish, but it also pollutes the atmosphere.

Helena And what about green waste?

Jim What do you mean 'green waste'?

Helena You know, anything that has grown in the ground: grass, trees, leaves and plants.

Oliver Those kinds of things are often recycled anyway. People have always burned wood for heat or to cook with, and the other green things are often used to help new plants grow, that's real recycling.

Jim I wish I was in charge of our country - I'd pass a law to make it a criminal offence not to recycle 50% of household rubbish.

Oliver I agree, but it's not households that produce the most rubbish. Supermarkets sell the um, many things with plastic or cardboard packaging. I wish they wouldn't do that.



الموقع الإلكتروني

English for Starters 12 - Module 1 - World Issues - Page 19

Pages (32 - 33)

at risk	في خطر
save	ينقذ / يفر
blast (out)	تهدم - تخرق
cultivate	يطلق / يحرث الأرض / يزرع
erode	يحت - يقر - يزيل تدريجياً
graze	ترعى - تاكل (الحيوانات)
soil	تربة
survive	البقى حياً - تستمر في العيش / تنجو
wildfire	نار شديدة - حريق ذات سرع الانتشار
harm	أذى - يضر / يفسد / يدمر
dominate	قوة
environmental	البيئة / بيئي
erode	تآكل - تفسد
greenhouse	بيت زراعي / دفيئة
humidity	رطوبة الجو
temperate	معتدل
warmth	دفء
camouflage (n - v)	تخفي - يخفي
congregate	يتجمع - يجتمع
endangered	معرضة للانقراض أو الخطر
evade	يتجنب - يهرب من / يتفاد
extinction	الانقراض
habitat	موطن - بيئة طبيعية
predator	حيوان مفترس أو ضار
shallow	سطح - سطح عميق
species	نوع - أنواع
make decisions	يقرر - يتخذ قرار
sustain	تغذي - يمدد - يحافظ

Page (34)

erth	تربة - أرض
desertification	التصحّر
dry land	الأرض الجافة

Page (35)

spread (s)	انتشار
productive	منتجة - لإنتاج

occur - happen	يحدث - يقع
harsh	قاسي - مزعج
top layer	طبقة سطحية
kill off	يقتل - يستأصل
proportion	قسم - نسبة
lead to	يؤدي إلى - من شأنه أن - يسبب
poor	دقيقة - ضعيفة - فقيرة
unproductive	غير منتجة
deforestation	التخلاء عن الغابات - إزالة أو قطع الأشجار
wash away	يغسل - يزيل
speed up	يسرع
growing process	عملية زراعة أو تنميط الأرض

Page (36)

average	متوسط - طبيعي / معتدل ومعتدل
lightning	الرعد
disaster	الكارثة
clear weather	طقس صاف
wet weather	طقس ممطر
weather forecasting	التنبؤ بالأمور الجوية
profit	أرباح - منفعة - فائدة
misbehave	يسوء التصرف
alternate	يتناوب - يغير - يبدل

Page (37)

flooding	فيضان الأرض / ارتفاع مستوى البحار
in order to	لكي

Page (38)

have in common	تتمتع الأشياء المشتركة - تشابه
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Page (39)

consume	يستهلك
spidergram	مخطط أو رسم شبكي
scarcy	نقص - قلة - شح
fresh water	ماء عذب
handles	مقابض - عتبات
aside from	بالإضافة إلى - ما عدا - بخلاف
fulfilling	لحذية / إرضاء / إشباع
role	دور

English for Starters 12		Pages 37 to 55	
Students' Book	Module (2)	Natural World	
agricultural production	الزراعة	contain	يحتوي - يضم
preservation	حفظ - محافظة على	interest	الاهتمام - فائدة
challenge (n - v)	تحدي - يتحدى	various	المتنوع
perpetuals	يشكل دائم	spectacular	رائعة / مذهلة / أجمل
diamonds	الماسات - ماسيات - ماسيا	evaluate	يقيم
unprecedented	لم يسبق له	attract attention	يجذب الانتباه
in turn	بدوره	Pages (41 + 42 + 43)	
prompt	يحث - يسلط	stream	مائية - جدول - نهر صغير
support	يدعم	curial	عمر
efficiency	كفاءة - كفاءة	fig	شجرة
irrigation	الري - السقي	peach	فستق مدغاسقي
rural areas	مناطق ريفية	pineapple	أناناس
empower	يؤتي	aubergine	باذنجان
cooperative	شركات تعاونية - تعاونيات - جمعيات تعاونية	bush	شجيرة
implementation	التطبيق - تنفيذ - التطبيق	born on	مولود - منتهل - من
diminishing	أصغر - يتناقص - في النهاية	wet days	أيام ممطرة
curtail	يقلل - يقطع	satisfied with	راض عن - قانع بـ
consumption	استهلاك	shelter from	يؤوي من - يحمي من
unwarranted	غير المبرر	poached fish	سمكيات - سمكيات
prevail over	يتغلب على	Pages (44 + 45)	
average 2-grams	المتوسط 2-جرام	The Sphinx	أبو الهول
contribute	يساهم	ancient era	عصر قديم
get back on	يقلل - يقطع	The Charles River	نهر تشارلس
usage	استخدام	extensive ruins	الآثار واسعة / ممتدة / منتشرة
Page (40)		civilizations	حضارات - مدنيات
planet	كوكب	set up	يقيم - يأسس - يجهز
countrywide	الريف - المنطقة الريفية	colosseum	أعمدة
popular	شعبية - معروفة من الناس	scorching	حار جدا - حار
attraction	جاذبية (السياحة)	medieval citadel	قلعة من القرون الوسطى
dome	قبة	incredible	رائعة / بشكل لا يمكن تصديقها
Humid Tropics	المناخ الاستوائي الرطب	a long way	مسافة طويلة
dependent on	معتمد على	the plan	الخطط
indicate	يظهر - يبين	purple	بنفسجي
fascinating	جذابة - فائدة - مغيرة	pink	وردي - زهري
interactive	تفاعلية	amazing sight	مشهد مذهل
exhibits	معرضات	proximity	الأجسام القريبة / الخلف

English for Starters 12		Pages 32 to 53	
Students' Book	Module (2)	Natural World	
Page (46)		single	مفرد
the world profile	الطراز الصحراوي - الجبال العالية	lioned	مفرد
did	نظام الغذاء - الجمعية / الطيور	replicas	نموذج
mammals	الثدييات - حيوانات كبيرة	swal	ينقاد
predation	الافتراس	porous	متخلل / مسامي
convergence	التقارب	huffs	نفس امرئ
Page (47)		vulture	صقر
ginkered gorilla	الgorilla معزوم في منتزه الرافقة - غابات - لونغو	decades	عقود - عشرات السنين
horned	ذو القرن	perform the actions	يقوم بالاعمال
originally	أصل	manus	شكر
emmet	متقارب	alliances	التحالفات
buris	البحر	apartments = flats	شقق سكنية
ideally = perfectly	الكمال - بشكل تام	roles	أدوار
wound to	ملازمة لـ	it was	تصويت
blend into	يتدمج مع - يندمج مع	agreeable	متعاون / متفهم - حسن العشر
jumpers	حيوانات قفز - قفز	as many as	المر عدد (ممكن)
eggs	بيضيات - بيض	Page (51)	
aborts	فروع الحياة الجديدة	worlds	أراضي - دجلة
rocks	صخور	titles	عناوين / المراتب
stems	ساق النباتات	headings	عناوين رئيسية في التقرير أو صحيفة
unwell	كثير - لاخشي	proposed	مقترح - مقترح / مقترح
pit	خندق	with respect to	بالنسبة لـ - ذات الصلة بـ
let me	يسمح لي	community	مجتمع (الجماعة - جالية)
that to	بسمي	in particular	بشكل خاص
efforts	جهد	hanged	يرتد - يفتش بسرعة - يفتش - يرتد
tried	يرى (الحيوانات)	by consensus	بالاتفاق الجماعي
relevant	إشارة - مرجع - ذات	announced of	معلن
hurdle	عقبة	utilise	يستغل - يستفيد من - يستفيد
harm	الضرر	smaller	أصغر - أصغر - أصغر
rise	ارتفاع	knock-on effect	تأثير متواصل
Pages (48 + 49 + 50)		equally	في الحين ذاته - بنفس الأهمية - بنفس القدر
fur	فراء - فرو	represent	يمثل
feed - fed - fed	يغذي - يغذي	a missed opportunity	فرصة ضائعة
lay eggs	تضع البيض	exped	يسرع
shells	قشور	competition	منافسة
bat	خفاش / خفاش	investment	استثمار

Students' Book	Almoham (A)	Natural World	العلوم للجميع
accountable reaction	ردود الفعل	campaign	حملة
accidentally	خطأ - بغير قصد	designs (v + n)	تصميم - تصميم
whims - white	بيلسا - في حين أن	assist	يساعد على
ambitions	أحلام - طموحات - طموح	persuading	إقناع
ambitious	طامع - طموح	behaviour	سلوك - تصرف
praise	محمود - يشكر على	benefit (v + n)	نفع - فائدة
takes into account	يرأى في الاعتبار - يأخذ بعين الاعتبار	legend	أسطورة - ملحمة - ملحمة
put forward	يقترح - يبرز - يشرح	slang	لغة الشارع - لغة
likelihood	احتمال قوي - ارجحية	fall up with	متطابق مع - متطابق مع
Pages (52 - 53)		get stuck in	يقتر - يقتر
move away from	يتحرك من	consider	يعتبر - يفكر
so that	لكي - حتى	mist (v)	يخطئ - يخطئ
poor area	منطقة فقيرة	the rush hour	ساعة الذروة
regular supply	إمداد - توريد منتظم - توريد منتظم	perish	يتفكك
area	منطقة	warn (v)	يخطر - يحذر - يحذر
mainway	طريق سريع - أوتستراد	frustrate	يؤثر - يزعج - يزعج
lane	طريق (في جسر)	give a try	يختبر - يجرب
deionized water	ماء منقى من شوائب - ماء عذب	lose (lost - lost)	يفقد - يفتقد - يفتقد
cucumber	خيار (الخضار)	Page (53)	
leisure	الحسنى	directly	مباشرة - بشكل مباشر
snowberries	التوت - التوت	involve	يتضمن - يتضمن
typical	متوسط	practical	عملي
misread	يسوء - يفسد - يفسد في القراءة	take (n)	أحاديث
overcharge	يتقاضى ثمن أعلى	experts	خبراء
undercharge	يتقاضى ثمن أقل	notable	مؤثرة - مسموعة - مسموعة
obviously	بشكل واضح	share the tasks	يشارك في الأعمال (المطوية)
overlook	يتفقد - يتفقد - يتفقد	comment on	يعلق على
undertook	يتفقد - يتفقد - يتفقد	revise	يراجع - يراجع
chemicals	مواد كيميائية	version	نسخة مختلفة
misuse	يستخدم الاستخدام	available	متوفر - متاح
reptile	زواحف - الزواحف	display	يظهر - يظهر
overwind	يلفظ بشكل متكرر	effective	مؤثر - فاعل
Page (54)		persuasive	مقنع
leaflet	نشرة / نشر (معلومات أو دعائية)		

1. Read the following text then do the tasks below:

Desertification, which is the process in which productive land changes into desert, is an increasingly serious problem in over a hundred countries of the world. One billion people, out of a total world population of six billion, suffer from its effects.

Desertification usually occurs in dry areas where there is no rain and where the climate is harsh. In these places, the top layer of soil is destroyed so that the land can no longer be used for growing crops or grazing animals. This means that people who depend on the land for food have to move to 'greener' areas in order to survive. A proportion of the population may survive by moving, but others may die because of shortage of food and water.

Although natural changes in the climate often start the process, the activities of human beings are often the real cause of desertification.

Answer the following questions:

1. Why is desertification a dangerous problem? (بما أن التربة تضيع...)
2. What are the real reasons for desertification? (أسباب حقيقية...)
3. Why can't the land be used for farming when desertification occurs? (لماذا لا يمكن...)
4. What happens to people whose land suffers from desertification? (ماذا يحدث...)

Find words in the text which mean the following:

5. to dry slowly (تجف ببطء)
 6. weather conditions in an area over a period of time (الطقس)
 7. what plants tend to grow in (النباتات التي تنمو في)
 8. putting animals in a field so that they can eat the grass (إطعام الحيوانات)
- Rewrite these sentences about the text to correct the information:
9. A fifth of the world's population is affected by desertification. (خاطئ)
 10. The land becomes productive if the soil is destroyed. (خاطئ)

Because there are growing numbers of people, farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive. Other farmers overgraze their land and this permanently kills off grass and other plants. In addition to the effects of farming, deforestation - the cutting down of trees - also erodes the soil. Trees are usually cut down to make space for agricultural land, but once there are no longer trees and plants on an area of land, there is nothing to stop the wind and rain from blowing or washing away the top layer of soil. The dust which this produces can travel long distances and affect the health of people living in cities thousands of kilometres away.

But this is not the end of the story: desertification can create conditions which produce strong winds and dangerous wildfires and this leads to even greater pressure on the Earth's most precious resource, water.

Answer the following questions:

1. Why do farmers tend to overcultivate their land? (لماذا...)
2. What happens to the soil when the land is overcultivated? (ماذا يحدث...)
3. What is deforestation? (ما هو...)
4. Why do some people usually cut down trees? (لماذا...)

Find words in the text which mean the following:

5. dry powder made of very small pieces of earth (غبار)
6. destroys slowly (تدمر ببطء)
7. to overuse land for growing crops (إفراط في استخدام الأرض)
8. circumstances (ظروف)

Rewrite these sentences about the text to correct the information:

9. When we plant trees, there is nothing to stop the wind from blowing. (خاطئ)
10. Dust has good effects on the health of people. (خاطئ)

One of the most important issues in the 21st century is the scarcity of fresh water. A lack of water presents major hurdles to human development. Aside from fulfilling our need to drink, fresh water also plays a central role in agricultural production.

Water preservation is a major global challenge. Greater development and a perpetually increasing population has led to unprecedented demands on all of our resources, which has in turn led to an increased water shortage. This has prompted Syria to support new water conservation programmes, which improve the efficiency of irrigation systems in rural areas. This includes encouraging local cooperation in the implementation of their knowledge to help improve lives through the conservation of water.

Ultimately, we need to curtail the unbridled consumption of water if we are to prevail over the challenges facing Syria today.

Answer the following questions:

1. What are the two things that have led to unprecedented demands on all of our resources?
2. Why does Syria support new water conservation programmes?
3. How can we get over the challenges facing Syria today?
4. How can local cooperatives help?

Find words in the text which mean the following:

5. problems or difficulties that you must overcome
6. problems or subjects for discussion
7. apart from
8. to give help

Rewrite these sentences about the text to correct the information:

9. Fresh water is plentiful in the 21st century.
10. Scarcity of water is a minor difficulty in the face of human development.

Complete the following paragraphs by filling in the gaps:

Weather is what happens 1 the air and the atmosphere outside. It may be cold or 2 wet or dry. It can be 3 calm or stormy, clear 4 cloudy. The atmosphere changes depending on whether it's rainy or sunny. Thunder and lightning 5 also part of weather.

Climate is the average weather in a particular place over a long period 1 of time. A place 2 it doesn't rain over many years has a dry climate. A place with low temperatures for most of the year 3 a cold climate. Here in Syria we experience wet weather 4 we need the rain. Information about climate 5 useful for weather forecasting.

Complete the following sentences using clauses:

1. Since the 1950s,
2. Desertification usually occurs in dry areas where there is too much
3. If the top layer of soil is destroyed,
4. Because there are greater numbers of people to feed,
5. During the storm last night,
6. I spill tea on my homework, so
7. Forests are cut down so that

Choose the correct words in brackets:

1. People (who / whose) depend on the land have to move to greener areas.
2. Some people move to greener areas (in order to / so that) survive.
3. The top layer is destroyed (because / so that) the land can no longer be used for growing crops.
4. The children were very good. None of them (misbehaved / misbehaviour) in any way.
5. Three houses were destroyed and had to be (rebuild / rebuilt).
6. A place with low temperatures for most of the year has a cold (weather / climate).
7. We have to prevail (down / over) the challenges facing Syria today.
8. Water conservation programmes improve the (efficient / efficiency) of irrigation systems.

V. Correct the verbs in brackets:

1. Since 1950s, ten million hectares of land in China turn (turn desert). have turned
2. Desertification affect 34% of the land in North America. affects
3. 5000 years ago, the Sahara Desert the covered (be covered) with grass and other plants. was covered
4. Desertification usually occur (occur) in dry areas. occurs

VI. Translation:

* Translate the following sentences into Arabic:

1. Severe climatic conditions can destroy the top layer of soil.
2. People who cannot escape from desert areas are in danger of dying from starvation.
3. The activities of human beings are often the real cause of desertification.
4. A lack of water presents major hurdles to human development.

* Translate the following sentences into English:

1. يستلزم العمل من المشاريع الإقلاع عن التدخين إلى نقل إلى مكان في الساحة الجديدة
2. قطع الأشجار على المدى البعيد من الأرض الزراعية

VII. Rewrite the following sentences as required in brackets:

1. There are growing blisters (bl) people in food. Farmers tend to overwater their land. (Use: because)
2. The top layer of soil is destroyed. The land can no longer be used for growing crops. (Use: so that)
3. Farmers tend to overwater their land. The soil becomes poor and unproductive. (Use: with the result that)
4. Forests are cut down. The rain washes away the soil. (Link the sentences using: so that)
5. More and more forests are cut down. The soil is eroded. (Use: with the result that)
6. Some people move to poorer areas. They may survive. (Use: in order to)

VIII

Composition

* Write a composition of no less than 80 words on the following topic:

Water shortage is one of the most important issues.

The following may help you:

- the danger of water shortage
- careful usage of water
- ways to reduce water usage
- improving irrigation systems
- educating people

Water shortage is one of the most important issues in the 21st century. It presents major hurdles to human development.

In order to face such an important issue, we have to find ways in which we can consume less water in our day-to-day life. We need to improve the efficiency of irrigation systems in rural areas. We should fix dripping taps. We shouldn't let water run while brushing our teeth. The government should build dams and have TV programmes to teach people how to consume less water.

Finally, if all people are aware of this issue and follow these tips, we can prevail over the challenge of water shortage.

1. Read the following text then do the tasks below: 4x 54

● The Eden Project, which opened in the year 2000, is a living plant museum in the south-west of England. It is a very popular attraction and millions of visitors come every year to see plants from all over the world growing in this special environment.

Some plants grow outside, but many are in specially built domes, called biomes, where the temperature and humidity are carefully controlled. The biomes are like giant greenhouses and one, the Warm Tropics biome, is the largest greenhouse in the world. It is over 2 km high and 200m long and contains many thousands of exotic plants not found in England.

One of the purposes of the project is to show how dependent human beings are on plants and to educate people on the importance of preserving our natural environment. Aside from the plant life, the Eden Project has fascinating interactive exhibits for people of all ages. Many of the visitors are groups of school children and the Eden Project combines educational value with scientific interest and a huge variety of spectacular plant life.

● Answer the following questions:

1. What is special about the Eden Project? It is a living plant museum.
2. Why do millions of people visit the Eden Project every year? It is a very popular attraction and millions of visitors come every year to see plants from all over the world.
3. What are the biomes like? They are like giant greenhouses.
4. What is the educational purpose of the Eden Project? To educate people on the importance of preserving our natural environment.

● Find words in the text which mean the following:

1. unusual: biomes
2. to teach or help somebody: educate
3. liked by many people: popular
4. join together: combine

● Rewrite these sentences about the text to correct the information:

1. Only few people visit the Eden Project every year. millions of
2. Small greenhouses are like the biomes. giant

● Ahmad and I have just got home from a two-day visit to Apamea. It was only a short visit but I still remember it better. Apamea is an ancient site on the bank of the Taurus River.

There are extensive ruins which tourists can walk around and where they can learn about many different civilisations.

We arrived on Tuesday evening and the first thing we did was set up our camp. The sky was very clear and we could see millions of stars. The next morning was very hot but we visited the Roman city. There were enormous columns and high walls which I thought were amazing.

The next day was another scorching hot day and we climbed on the hill to the medieval citadel. I didn't think the ruins were as interesting, but the views from the top were incredible and we could see a long way across Syria. As the sun went down over the plain, we saw the buildings change colour, from a dark red to pink and purple. It was an amazing sight I will never forget.

● Answer the following questions:

1. Where is Apamea situated? It is on the bank of the Taurus River.
2. What was the weather like on Wednesday? It was very hot.
3. What was the writer's opinion of the views he saw? They were incredible.
4. How long did the visit to Apamea take? It took two days.

● Find words in the text which mean the following:

1. reached: arrived
2. the ground: the plain
3. tall solid vertical posts made of stone: columns
4. a place where people live in towns: city

● Rewrite these sentences about the text to correct the information:

1. The stars were invisible because the sky was very cloudy. clear
2. Ahmad and his friend stayed at a hotel. camp

II Complete the following paragraphs by filling in the gaps.

1. The Eden Project, ⁽¹⁾ opened in the year 2000, ⁽²⁾ a living plant museum in the countryside in ⁽³⁾ south-west of England. It is a very popular attraction. ⁽⁴⁾ millions of visitors come every year to see plants ⁽⁵⁾ all over the world. ⁽⁶⁾ which is in the world's largest frame.
2. Some plants grow outside, ⁽¹⁾ many are in specially-built domes, called 'biomes'. ⁽²⁾ the temperature ⁽³⁾ humidity are carefully controlled. The biomes are like giant greenhouses and one, the Humid Tropics biome, is ⁽⁴⁾ largest greenhouse ⁽⁵⁾ the world. ⁽⁶⁾ but where is this? ⁽⁷⁾ the rain.
3. One of the purposes of the project is to show ⁽¹⁾ dependent human beings are ⁽²⁾ plants and to educate people on the importance of preserving our natural environment. Aside ⁽³⁾ the plant life, the Eden Project ⁽⁴⁾ fascinating interactive exhibits for people of ⁽⁵⁾ ages. ⁽⁶⁾ but, at the Eden Project, all.
4. Ahmad and I have just got home ⁽¹⁾ a two-day visit to Apamea. It was only a short visit ⁽²⁾ I will remember ⁽³⁾ forget. Apamea is ⁽⁴⁾ ancient site on the bank of ⁽⁵⁾ Orontes River. ⁽⁶⁾ but, at the Eden Project, all.
5. There are extensive ruins ⁽¹⁾ tourists can walk around and where they can learn about ⁽²⁾ different civilizations. We arrived ⁽³⁾ Tuesday evening ⁽⁴⁾ the first thing we did was set up ⁽⁵⁾ camp. ⁽⁶⁾ but, at the Eden Project, all.
6. The sky ⁽¹⁾ very clear and we could see millions ⁽²⁾ stars. The next morning was very hot but ⁽³⁾ visited the Roman city. There were enormous columns ⁽⁴⁾ high walls ⁽⁵⁾ I thought were amazing.
7. I didn't miss the ruins ⁽¹⁾ on my way ⁽²⁾ the views from the top were incredible and we could see a long way across Syria. ⁽³⁾ the sun went down over the plain, we saw the buildings change colour, from a dark red to pink and purple. It was ⁽⁴⁾ amazing sight ⁽⁵⁾ never forget.

III Complete the following sentences using clauses.

1. Some plants grow outside, but ⁽¹⁾ others are in special biomes.
2. After her visit to the Eden Project, ⁽²⁾ she learned a lot about biology.
3. Inside the biome it feels as if ⁽³⁾ you are in a forest.
4. The Eden Project was very busy because ⁽⁴⁾ it was the world's largest.
5. Although it was a short visit, ⁽⁵⁾ I still remember it because I enjoyed very much.
6. As the sun went down, ⁽⁶⁾ the buildings changed colour.

IV Choose the correct words in brackets.

1. The Eden Project, (whose / which) opened in the year 2000, is a living plant museum.
2. (Many / Much) of the visitors are groups of school children.
3. Human beings are dependers (for / on) plants.
4. She became very interested (with / in) biology.
5. I've never been keen (in / on) museums.
6. The Eden Project is quite different (from / of) a normal museum.
7. On wet days the biomes are full (of / with) visitors sheltering from the rain.
8. Visiting the Eden Project makes you aware (of / for) the importance of plants.
9. The Eden Project is particularly famous (of / for) its huge biomes.
10. It's expensive to get into the Eden Project, but we were very satisfied (with / of) our visit.
11. There are extensive ruins (who / which) tourists can walk around.

V Correct the verbs in brackets.

1. The Eden Project (open) in the year 2000. ⁽¹⁾ opened
2. We (just / get) home from a two-day visit to Apamea. ⁽²⁾ have just got
3. The sky (be) very clear and we could see millions of stars. ⁽³⁾ was
4. We (arrive) on Tuesday evening and the first thing we did was set up our camp. ⁽⁴⁾ arrived

VI. Translation

● Translate the following sentences into Arabic:

1. Human beings are dependent on plants.
2. I've never been keen on mushrooms.
3. Visiting the Eden Project makes you aware of the importance of plants.

● Translate the following sentences into English:

1. كانت زيارة لقصر قلعة ولكني سأذكرها لأبد.
2. أهدا في موقع للتمتع على صفا لدر العاصي.
3. كانت السيدة صالحة صبا وأستاذة من رتبة ملائكة المحرم.
4. لابد أن يحضر الناس كانوا لدر جازوا من أفريقيا في الصيف الماضي.
5. من المحتمل (ربما) أن يحضر الناس كانوا لدر جازوا من أفريقيا في الصيف الماضي.
6. لقد أعدت المشروب هو يظهر أهمية الحفاظ على البيئة الطبيعية.

VII. Rewriting the following sentences as required in brackets:

1. It is true that the world is getting warmer, because the polar ice is melting. (Use: must be)
2. The ground is wet here. That means that was almost certainly a lake once. (Use: must have been)
3. I'm not sure but I think some parts of the desert were covered in plants and trees. (Use: might have been)
4. I'm sure that bats aren't birds - they don't have feathers. (Use: can't be)
5. These people are very thin, that is why I'm certain they haven't eaten much food lately. (Use: can't have)

VIII.

Composition

P. 45

● Write a composition of no less than 80 words on the following topic:

موضوع: وصف الإهداء المطلوب في الكتاب صفحة 45 موجود في P. 42 Unit 2

An account of a visit you made

1. It was only a short visit but I still remember it for ever.
2. As soon as we arrived we saw the beauty of the mountain river.
3. The day was clear and we could see nothing at all.
4. Some people might have been coming from Africa in last summer.
5. One of the purposes of the project is to show the importance of protecting.
6. The polar ice must be melting because the world is getting warmer.
7. Some parts of the desert might have been covered in plants and trees.
8. The ground must have been a lake once.
9. Bats can't be birds - they don't have feathers.
10. These people can't have eaten much food lately.

1. Read the following text then do the tasks below.

6. The sand gazelle, or Persian gazelle, is a terrestrial animal that lives across the Arabian Gulf and North Africa. Originally found in all Arab countries, it is now extinct in Iraq, Kuwait and Yemen and endangered everywhere else, including Syria.

In the summer months, sand gazelles live in small family groups of around ten individuals. During the winter, they congregate in larger herds. They are ideally suited to the desert environment with their white heads and sand-colored bodies. This allows them to blend into the desert, camouflaging them from predators.

Sand gazelles are small mammals, weighing only 20kg. However, they are very quick and have been known to reach speeds of almost 100km per hour. They are excellent jumpers and use their speed and agility to evade the attention of predators.

Answer the following questions:

1. Which region does the sand gazelle live in? In 1950s, across the Arabian Gulf and North Africa.
2. How do sand gazelles change their habits in different seasons? In the summer they live in small family groups and in the winter they congregate in larger herds.
3. How do the bodies of sand gazelles protect them from harm in the desert? Their white heads and sand-colored bodies allow them to blend into the desert, camouflaging them from predators.
4. What is the top speed of a sand gazelle? Almost 100 km per hour.

Find words in the text which mean the following:

5. come together, often in a large group: congregate
6. animals that kill and eat other animals: predators
7. escape or avoid: evade
8. no longer existing: extinct

Rewrite these sentences about the text to correct the information:

9. The sand gazelle is now found in Iraq, Kuwait and Yemen. *extinct*
10. During the winter, sand gazelles live in small family groups. *herds*

7. Sand gazelles eat around 6kg of plants per day, consuming the shoots, roots, leaves and stems of desert plants around a third of their overall bodyweight. They drink 3litres of water per day and in the hottest season dig shallow pits and lie in the cooler soil.

The sand gazelle is in danger of extinction, mainly due to habitat loss and hunting. However, there have been some efforts to save them, and some countries have begun breeding them for release into the wild. There have been some successes, but the battle to save them and other native species continues. In Syria, there is an increasing awareness about the importance of saving wild animals.

Answer the following questions:

1. What is the natural diet of a sand gazelle? The shoots, roots, leaves and stems of desert plants.
2. How much water does the sand gazelle drink per day? 3 litres of water per day.
3. What are the two main threats to the gazelle? Habitat loss and hunting.
4. Is anything being done to save the sand gazelles? Yes, some countries have begun breeding them for release into the wild.

Find words in the text which mean the following:

5. the death of a type of animal: extinct
6. without depth: shallow
7. large holes in the ground: pits
8. the natural home of a plant or an animal: habitat

Rewrite these sentences about the text to correct the information:

9. A sand gazelle eats about a quarter of its overall bodyweight. *third*
10. Sand gazelles dig deep pits to sleep in them. *shallow pits - lie in the cooler soil*

● Al Ain, an ancient oasis city, is the second biggest city in Abu Dhabi. It is located 160 km east of the capital and is linked to Abu Dhabi City by fast motorways. It takes about 90 minutes to drive between the two cities. In the past, Al Ain was famous for its traditional system of watering the land. Water was directed through man-made tunnels to local farms. Now, its modern system ensures that an area of 500 square km around Al Ain is covered in trees and other plants. Even the six-lane roads in the city are lined with many different kinds of trees and other plants. Everything is watered by a mixture of recycled waste water and desalinated water. Many salad crops are produced by farmers in the area around the city. These include tomatoes, cucumbers, lettuce and strawberries.

Answer the following questions:

1. How far is Al Ain from the capital? 160 km east of the capital
2. How long does it take to drive between Al Ain and Abu Dhabi City? It takes about 90 minutes
3. How was water directed to local farms? Through man-made tunnels
4. What kinds of water are used to watering the land in Al Ain? recycled waste water and desalinated water

Find words in the text which mean the following:

5. a place in the desert where there is water and where plants grow: Oasis
6. passages under the ground or sea, river, etc.: tunnels
7. makes sth difficult to happen or see:
8. of a particular place: local

Rewrite these sentences about the text in correct the information:

9. Al Ain is linked to Abu Dhabi by underground fast motorway.
10. Roads in Al Ain have four lanes.

II. Complete the following paragraphs by filling in the gaps:

- Al Ain, an ancient oasis city, the second biggest city in Abu Dhabi, is located 160 km east of the capital and is linked to Abu Dhabi City. fast motorways. It takes about 90 minutes to drive between the two cities.
- Al Ain's International Airport, was opened in 1994, over half a million passengers each year. In the past, Al Ain was famous for its traditional system of watering the land. Water directed through man-made tunnels local farms, which helped for water.
- Now, its modern system ensures that an area of 500 square km around Al Ain covered in trees and other plants. Even the six-lane roads in the city are lined with many different kinds of trees and other plants.
- Everything is watered by a mixture of recycled waste water and desalinated water. salad crops produced by farmers in the area around the city. These include tomatoes, cucumbers, lettuce and strawberries.

III. Complete the following sentences using clauses:

1. If road patches are being threatened, they can run away.
2. If you leave home half an hour earlier, you will get well on time.
3. There will be fewer cars on the road so less congestion in traffic jams.
4. We need to protect some animals so that they don't become extinct.
- Some animals are under threat because people are hunting them.
6. Ice in the polar areas is melting because the temperature at the earth is increasing.
7. These people are very thin because they haven't eaten much food lately.

produce - produced - produces } product

Students' Book

English for Starters 12

English for Starters 12

Module 2: Natural World

Unit 6: Under Threat

Pages: 46-55

IV. Choose the correct words in brackets.

1. Sand gazelles are protected (at / from) predators by camouflage.
2. Should oilrigs and other animals (who / which) are dangerous to human beings be permitted?
3. There is an area (where / when) new houses could be built.
4. You believe that ten (many / much) new buildings will damage the countryside.
5. Oranges are a different colour (at / from) lemons.
6. Plants and animals are dependent (on / to) a regular supply of water.
7. The Syrian people are aware (to / of) the need to protect their wildlife.
8. Dmeir is famous (with / for) its watering system.
9. Many people are interested (with / in) the future of endangered animals.
10. Al Ain is the second (bigger / bigger) city in Abu Dhabi.
11. (Much / Many) salad crops are produced by farmers.
12. Those potatoes are too hard. We obviously (overcooked / undercooked) them.
13. These chemicals are dangerous if you (misuse / reuse) them.
14. I spent so much money. The shop assistant must have (overcharged / undercharged) me.
15. If you want to listen to the cassette again, you'll have to (rewind / remind) it.
16. I thought you said we'd meet at 8.30 p.m. I said 9.30 p.m. You must have (misread / reread) my email.
17. (Original / Originally) means 'at first' or 'in the beginning'.
18. If we (protect / protection) something, we stop it from being damaged.
19. Plants grow in (soil / stem).
20. We use the word (climate / climate) to refer to the weather conditions that are typical of a country or region.
21. To (survive / survival) means to stay alive.
22. The area where an animal normally lives and sleeps is called its (habit / habitat).
23. The opposite of 'temporary' is (permanent / permanently).

V. Correct the verbs in brackets.

1. The sand gazelle (dig) shallow pits in the ground. dig
2. Sand gazelles (live) in large groups during the winter. live
3. Sand gazelles (be protected) from predators by camouflage. are protected
4. If sand gazelles (be threatened), they can run away. are threatened
5. In recent decades, efforts (be made) to save endangered species in Syria. have been made
6. Al Ain (be located) 150 km east of the capital. is located
7. Al Ain (be link) to Abu Dhabi city by fast motorways. is linked
8. It (take) about 90 minutes to drive between Al Ain and Abu Dhabi. takes
9. Al Ain's International Airport (open) in 1994. was opened
10. Al Ain's International Airport (have) over half a million passengers each year. has
11. In the past, water (be directed) through man-made tunnels to local farms. was directed
12. Now, an area of 100 square km around Al Ain (be covered) in trees and other plants. is covered
13. Roads in the city are (line) with many different kinds of trees. lined
14. Everything is (water) by a mixture of recycled water, water and desalinated water. watered
15. Many salad crops are (produce) by farmers. produced
16. Your family (live) in the town all their lives. has been living

VI. Translation:

• Translate the following sentences into Arabic:

1. Sand gazelles are in danger due to habitat loss and hunting. يهدد صيادون وفقدان الموائل صقور الصحراء
2. Sand gazelles are protected from predators by camouflage. يحمي التمويه صقور الصحراء من المفترسات.
3. If sand gazelles are being threatened, they can run away. إذا كانت صقور الصحراء مهددة، يمكنها الهروب.
4. In recent decades, efforts have been made to save endangered species of animals in Syria. في العقود الأخيرة، تم بذل جهود لإنقاذ أنواع الحيوانات المهددة في سوريا.

• Translate the following sentences into English: مترجم

1. يجب أن يوقظ الناس الناس بمشاكل الحيوانات المهددة بالانقراض.

2. تعاني الحيوانات النادرة من فقدان موائلها.

3. اعتقد أن بعض أنواع الطيور كانت مهددة بالانقراض.

4. يهتم كثير من الناس بالسلطات بتمويل الحيوانات المهددة بالانقراض.

5. تم حرق هذه المواد الكيميائية خطرة جداً (في أماكن أسوأ).

VII. Rewrite the following sentences as required in brackets: (change into passive)

1. Birds make many nests from grass.

2. If a predator is threatening sand gazelles, they can run away.

3. They built the locks in the dam so that ships could use the river.

4. They completed the Most Dam-Yamud in 1965.

5. They could not save all the historical sites.

6. They had to build a rescue tunnel. كان يجب أن يكون

7. They made the hills wider and higher than the rest of the tunnel.

8. Over a million people were using the tunnel in 1997.

9. The driver stopped after he had seen smoke coming out of the engine.

10. When they were planning the tunnel, they decided they would divide it into sections.

11. The fire killed thirty nine people.

12. The government has made great efforts to save the endangered species of animals.

VIII. Complete the following dialogues by writing suitable questions or answers. Write at least three words for each question:

1. A: When did you visit the Eden project? متى زرت

B: I visited the Eden project last year.

2. A: What did you go with? مع من ذهبت

B: With my family.

A: How long did you stay there? كم مدة بقيت هناك

B: I stayed there for seven days.

A: Did you enjoy your visit? هل استمتعت بزيارتك

B: No, I didn't enjoy my visit.

A: Why? لماذا؟

B: Because it was very busy when we went.

3. A: Where is your school? أين مدرستك؟

Maya: My school is near my house.

2. A: How many students are there in your class? كم عدد الطلاب في صفك؟

Maya: There are twenty five students in my class.

3. A: When did your school open? متى افتتحت مدرستك؟

Maya: My school opened in 1992.

A: What do you like most about your school? ما الذي تحب أكثر في مدرستك؟

4. Maya: I like it to study.

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Page 16-55

Module 2 - Natural World

Unit 8 - Under Threat

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Composition

P. 51

5-8

Write a report to the council making recommendations about where to build houses in your town or city.

The following points may help you:

- the purpose of the report
- shortage of houses
- where to build new houses
- reasons for your choice
- expected future benefits

The population of my town is growing quickly and in a few years there will be a serious shortage of houses. The aim of this report is to make recommendations to the council about where to build houses in my town.

I strongly support the building of new houses in areas outside the town, for example, on the outskirts of the town or up the hills where there are no trees. It will be a great opportunity for our town to expand and modernise.

If the council can do that, we will utilise undeveloped places and provide cheap houses for the young people, without doing any harm to the environment.

Pollution and its effects on the environment P. 54

The problem of climate change and how to protect the environment

Climate change is one of the greatest issues in the world. It threatens our life on Earth because it has bad effects on the environment.

There are many reasons for climate change, such as pollution and global warming.

The main reason for pollution is the carbon dioxide and other fumes which are released from millions of cars and factories. Another reason is the cutting down of trees in the rainforests.

In order to stop climate change, prevent global warming and improve our environment we have to search for safer sources of energy other than fossil fuels. We should also stop deforestation and encourage people to plant more trees.

Activity Book P.41

The problem of climate change.

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الموقع الإلكتروني

علوم الجميع

الموقع الإلكتروني

Unit 4

The weather's cold today.
It's doesn't like the rain.

- A) I'm feeling warmer now.
B) They've cutting down that tree.
C) The climate's better here.
D) What's the weather like?

Unit 5

Speaker 1: I visited the Eden Project last year with my wife and our two children. We spent a wonderful day there. The place was much bigger than we'd expected. Inside the biggest dome it felt as if you're in a rainforest. In the self-sufficiency house there were all kinds of environments quite close together - so there was a corner with wild South African plants, then a semi-desert with fleas, then an orchard with oranges and lemons growing. We had a great day!

Speaker 2: I went on a school trip to the Eden Project last year. We listened to a talk by an environmentalist who told us that some kinds of plants may become extinct if we don't protect them. My visit made such an impression on me that I have decided to study biology at university.

Speaker 3: To be absolutely honest, I don't really enjoy my day at the Eden Project. It was a hot day in the middle of summer and it was actually busy when we were. This meant you couldn't see anything properly - it was so full of people everyone had to keep moving. The place itself is fantastic. It must be a very exciting place to work. I just went on a full day.

Speaker 4: First of all we went to the Mediterranean section of the Water House where we saw fig trees and amazing tomato plants covered in flowers. Then we went across the bridge that takes you to the Tropical House where the temperature was 30 degrees. It's fantastic what grows there. Cuscuta, pineapples and rice were just a few of the things I'd never seen growing before. For me the best thing was the waterfall which starts up high then flows right through the forest to a pool at the bottom. It was probably the best trip I've ever been on.

Speaker 5: It was a day to remember. In the biosphere we were taken to different worlds and saw how fruit, spices, coffee, rice, rubber and timber grow in their natural environments. We were only there for two hours, but when we left, we decided we'd come back again in five years' time to see how the plants have grown.

Unit 4 + ...

Unit 5 + ...

English for Starters 12		Pages 56 to 79	
Students' Book	Module 3	Lifestyles	
Page (56)		Page (58)	
lifestyles	أنماط الحياة - أنماط الحياة	collaboration	مجموعة كميات متساوية
healthy life	حياة صحية	The elderly	كبار السن - الشيخوخة - كهول
urban life	الحياة في المدينة	busy life	حياة مليئة بالمشاغل - مشغولة بالأنشطة
rural life	الحياة في القرية - الريف	ret	ومع ذلك - على الأقل
the country	القطر - البلد - الريف	aspects	معدلات - أوجه
the countryside	الريف	regular exercise	تمارين رياضية منتظمة (رياضة)
Page (57)		crucial to (sb)	حاسمة لـ
advise (v)	ينصح	well-being	مخاوف - حسن الحال - رفاهية - نوعية
advise (n)	نصيحة - نصائح	furthermore	بالإضافة لذلك - فضلاً عن ذلك
collaborate	تعاون - بالتعاون	puzzles	الغاز - ألغاز
concern (n + v)	تخويف - يهول - يهول	crosswords	الأحجية الكلمات المتقاطعة
contact	يتواصل أو يتصل مع الآخرين	get older = grow older	يتقدم بالسن - يشيخ - يهرم
outlook	نظرة - منطلقة - موقف	support (n + v)	يدعم - الدعم - التأييد
socialise	يتفاعل في نشاط اجتماعي	journalist	صحفي - صحفية
deserted (adj)	مهملة	Page (59)	
inhabitant	ساكن - قاطن - مقيم	customers	زبائن
overcrowding	ازدحام - اكتظاظ الناس	bride	عروس
permanence	دائم	single day	يوم واحد - يوم بمرقعة
phenomenon	ظاهرة	look after = care for	يرعى - يهتم
profits	ربح	traditional values	قيم تقليدية (متوارثة من جيل لآخر)
public services	خدمات عامة	in honour	يكرم
street	شارع - شوارع	close friend	صديق حميم - قريب
trust	ثقة - الثقة	Page (60)	
biography	سيرة حياة شخص (أكتافيا ليرة)	do a job	يقوم بعمل
blow (v)	يضرب على آلة موسيقية بالنفخ	do research	يقوم بحث
to tune a violin	يضبط على الكمان باستعمال القوس	do experiments	يختبر التجارب
career	عمل - مهنة	do the shopping	يقوم بالتسوق
cookery	فن الطبخ	do homework	يعمل الواجبات المنزلية
hit	يقرب - اقرب	do damage	يسبب ضرراً
pluck	يشتر (أوتار آلة موسيقية)	do a thing	يعمل شيئاً
strum	يضرب بالأسنة (على آلة موسيقية)	do work	يقوم بالعمل
demonstrate	يوضح - يبين	do my shoes up	أربط شريط حذائي
critiques	يقدّر	do without	يستغني عن
critique	يقدّر لإظهار المزايا - يمدح	do the room up	يرتب الغرفة

English for Starters 12

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Students' Book

Module 3

Lifestyles

Pages 58 to 78

Page (64)	
do away with	يلغي
do up	يعدد - يرتد
make an arrangement	يعلن ترتيب أو اتفاق
make an effort	يعلن جهدا
make a suggestion	يقدر اقتراحا
make a mistake	يرتكب خطأ
make a decision	يشكل قرارا
make a promise	يعطي وعا
make a success	يخلق نجاحا
make of something	يشكر شيئا - ينفذه
make up an excuse	يشكل عذرا
make up for	يعوض عن
make friends	يكسب أصدقاء - يعادل
make money	يكسب مالا
make up	يختار - يشكل
on time	في الوقت المحدد
humor	معدل - شريف
funny = it	يريد - يلهو
Page (65)	
keep in regular touch	يعلن عن الاتصال بالمر
put work	عمل ما جبر
charities = it	فيما لا
Page (66)	
practical	دقيق الوظيف
the other day	في يوم سابق
get on well with sb	يتحد علاقة طيبة مع شخص
workmates	رفاق العمل
which is why	لذا هو السبب
golden rule	قاعدة ذهبية
in the long run	على المدى البعيد
sign	إشارة - علامة - إشارة
mutual advice	نصيحة إيجابية
an opening question	سؤال افتتاحي (في بداية الكلام)
to interpret	يشرح الكلام - يلهو - يهر
Page (67)	
infer	يستنتج
accommodation	إقامة - سكن
countryside areas	مناطق ريفية
tenants	مستأجرين
Page (68)	
rural depopulation	هجرة الناس من الريف إلى المدينة
as well as	بالإضافة إلى
one hour's drive	مسافة ساعة بالسيارة
aim to	قصد من
attract	جذب - كرس
grow - grows - grown	يزرع - ينمو
almonds	اللوز
vines	العنب (ثمرة العنب)
wheat	القمح
beans	البقول
sunflowers	زهور الشمس
high-quality	من نوعية جيدة
olive oil	زيت الزيتون
reverse	يعكس
characteristics	صفات - سمات
Page (69)	
hang (n + v)	تدرب قوية - أبطأ - يضرب
click (n + v)	نقرة - ينقر
drip (n + v)	قطرة - ينقطر
mar (n + v)	مدير - قاي - يقدر
stream (n + v)	مجرى - زرع - يهرج - يرزق
splash (n + v)	مطرقة الماء - ينظر على
tick (n + v)	تكة (المناعة) - تتكك
whistle (n + v)	صوت - صافرة - ينقر
a light switch	مفتاح ضوء كهربائي
a hammer	مطرقة
a tap	صنبور - حنينة
pick and choose	يختار ويختار

house and street	القرب والشارع	furniture	الأثاث - أثاث
odds and ends	مجموعة الأشياء الصغيرة - أشياء	a variety of	مجموعة - ثلث - ثلث
far and wide	من كل مكان	a find	التشويق - التبريد
hustle and bustle	تشويق كبير	to mess up on sth	يلتفت الاستعدادات مرضية
get together	الاستعدادات - لقاءات	persuasion	مقنع
street markets	سوق الشارع - سوق على الشارع	some	أشياء - أشياء
casinos	مقام - مقام	Page (70)	
valery	ملاحة	musical instruments	الأدوات الموسيقية
pedestrians	مشاة	brief	مختصر - مختصر
thruston	يدفع	methods	طرق - أساليب
various	الفرق	medical treatment	معالجة طبية
entertainment	تسلية - ترفيه	Page (71)	
lasting	دائم - مستمر	it seems produced	إنها مصنوعة باليد
peaceful	هادئ - هادئ	engine	محرك - (المحرك)
reminds	تذكير - تذكير	complicated	معقد
convert	تحويل - تحويل	it goes wrong	يحدث خطأ
competent	مؤهل - مؤهل	creative uses	استخدامات إبداعية
Page (67)		band	فرقة - موسيقى
in comparison with	بالمقارنة مع	Page (72)	
refining life	حياة استرخاء أو راحة	end	النهاية الموسيقية
Page (68)		trumpet	الفلوت (الفلوت)
leafy suburban area	منطقة سكنية في الضواحي	violin	البيانو
quiet resort	مقصد هادئ	percussion instruments	الأدوات الموسيقية
concert hall	قاعة حفلات أو مسرح	to lose her own trumpet	تفقد صفتها
vegetable	خضروات - خضروات (بوتاج)	to face the music	يتحمل المواقف أو العقاب
Page (69)		drum into	يغمر بالتكرار
a young couple	زوجان شبان	put up with	يتحمل
golfed	لعبت	circumstances	الظروف - المواقف
complex about	يتكلم عن	beat	يشد الحبل (يشد)
pastorale	راعية - راحة	stick to	التمسك - التمسك
expansive	واسع	Page (73)	
whimsical	أو غريب	to compose music	يؤلف أو يلحن موسيقى
go straight as	تدخل مباشرة في	dye	صبغ
current apartment	الشقة الحالية	aperture	الفتحة - الفتحة

English for Starters 12		الصفحة 12
Students' Book	Module 12	Lifestyles Pages 58 to 79
document	مستند - وثيقة	Page (77)
physical description	وصف الجسد	replace
beliefs	معتقدات	service fee
emote	التعبير	take away
emphatic	يؤكد أو يؤكد على	driver
significant	مهم - ذو أهمية	check
self-ought success	النجاح - النجاح الذاتي	get rid of
franchise	رخصة - امتياز	left in a hurry
ITG service	خدمة تقنية	strings
total engagement	التفكير - الانشغال	modest
bright	لمعة - لامع	radically
would do	سأفعل - سأفعل	Page (78)
woodwork	أعمال الخشب	a patient
carpenter	نجار	analyse
folk music	موسيقى شعبية	provide
spare time	وقت الفراغ	culture
quitting instructions	اللائحة - تعليمات	wonders
give up	يتنازل أو يتخلى عن	a mist
Page (75)		archaeology
figure = personality	شخصية	put off
impact	تأثير - تأثير	reference
tradition	تقليد - عادات	accompany
worth	جائز - يستحق	Page (79)
Page (76)		architecture
travel agency	وكالة سفر	architectural
landline phones	هواتف أرضية	overall appearance
text messages	رسائل نصية	eye-catching
up-to-date	حديثة - معاصرة - متطورة	display
		the rest

English for Starters 12 - Module 12 - Lifestyles Page 39

الموقع التعليمي

علوم للجميع

1. Read the following texts then do the tasks below.

● In the last hundred years, people have been living longer and longer. Yet, there are still many aspects of our lifestyles that could be improved. Doctors advise that regular exercise and a healthy diet are crucial to our well-being. Furthermore, it is very important to get enough sleep - 8 hours a night is recommended. Getting enough sleep keeps our minds fresh, but we need to exercise our bodies, too. This could involve doing puzzles and crosswords, playing chess or reading a book.

As we get older, it is even more important that we keep busy, interacting with people of all ages and socialising. We should make plans for the future, keep a positive outlook on life and enjoy the support of the family environment.

● Answer the following questions:

1. What do doctors advise? *Regular exercise and a healthy diet.*
2. How have people been living in the last hundred years? *Longer and longer.*
3. How can we exercise our minds? *We can exercise our minds by doing puzzles...*
4. What should we do as we get older? *We should make plans for the future...*

● Find words in the text which mean the following:

5. the qualities or parts of a situation, idea, problem, etc. *aspects*
6. in addition, also *furthermore*
7. very important *crucial*
8. grow older = get older

● Rewrite these sentences about the text to correct the information:

9. People should get enough sleep to keep their minds busy. *False*
10. There are many aspects of our lifestyles that could be made better.

● Do you enjoy reading about how some people become successful? Most people do, which is probably why popular magazines often include articles with titles like how to live a long, happy life, which give readers useful advice.

One of my friends said to me the other day, "I'm starting my first job soon, and I want to get on well with my new workmates. Have you got any advice you can give me?" Several people have asked me questions like this, which is why I'm writing this article.

For me the golden rule when you first start a job is this: listen and learn from colleagues. Also, ask your colleagues questions if you aren't sure about something and offer to help them if you can see something that needs doing.

In the long run, the best way to be a good colleague is simply to work hard. In my experience, people most dislike colleagues who make up excuses for not doing something and expect colleagues to do it for them.

If you have a job starting soon, remember some of these tips. In the end, you'll be happier and more successful if you get on well with your colleagues.

● Answer the following questions:

1. Why did the writer write this article? *Because several people asked for advice how to get on with new workmates.*
2. What is the golden rule for the writer when you first start a job? *To listen and learn from colleagues.*
3. How do people feel towards lazy colleagues? *They dislike them.*
4. What will happen to you if you go on well with your colleagues? *You will be happy and more successful.*

● Find words in the text which mean the following:

5. liked by many people *popular*
6. reasons that you give to explain your behaviour *excuses*
7. how to do it *tips*
8. useful advice *tips*

● Rewrite these sentences about the text to correct the information:

9. Few people enjoy reading about how some people become successful. *Most / many*
10. The best way to be a good colleague is to neglect your work. *Work hard*

II. Complete the following sentences by filling in the gaps:

1. In Syria you will surely find old people's homes. 1. my parents got old, no money and I will help look after them. Traditional values teach sons 2. daughters to learn their fathers and mothers and show love and care. 4. them as 5. grow old. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 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1000.

III. Complete the following sentences using clauses:

1. In the last hundred years, people have been living longer.
2. Doctors advise that people should eat less fat and more vegetables.
3. As we get older, we get weaker.
4. Since their marriage, they have not made a quarrel.
5. I asked him if he had played his final exam.
6. If you make a mistake, you will be punished.
7. One of their sons told me that he had broken his leg.
8. He asked me whether I had visited his family or not.

IV. Choose the correct words in brackets:

1. In Mexico she met the Karth's (hardly) older married couple.
2. Alberto and Maria's son said his parents had (a single / an even) way of life.
3. Samir says his costume is all his (new / close) friends.
4. Samir said he'd missed every (one / single) day of his life.
5. The journalist said she was (making / doing) research for an article.
6. Scientists frequently (do / make) experiments to test their ideas.
7. You will have to (do / make) a special effort if you want to pass your exam.
8. Can I (do / make) a suggestion? Why don't we do the shopping together?
9. If you (do / make) a mistake, you have to (do / make) your homework again.
10. I've (done / made) my decision very carefully.
11. I've (done / made) myself a promise. I'm going to (do / make) a success of my new job.
12. Last night's storm (did / made) a lot of damage to buildings in our area.
13. I asked their son (where / what) the secret of their healthy life was.

V. Correct the verbs in brackets:

1. In the last hundred years, people (live) longer and longer. have been living
2. Alberto and Maria (be married) for eighty six years. have been married
3. Since their marriage, Alberto and Maria (spend) all their time together. have spent
4. Samir (work) sixteen hours a day in the family shop. works
5. May's husband (die) twenty years ago. died
6. Samir and his wife (be) still school students when they were married. were
7. Samir (use to) work as a fisherman when he was young. used to
8. May (get up) early every morning and walks to the village to buy food. gets up
9. I (start) my research in Mexico where I met the country's oldest married couple. started

II- Complete the following sentences by filling in the gaps:

1. In Syria you will surely find old people's homes. 1. my parents got old, no money and I will help look after them. Traditional values teach sons 2. daughters to learn their fathers and mothers and show love and care. 4. them as 5. grow old. 6. that 7. let 8. old 9. be 10. help.
2. Family is very important to everyone, and I 3. very close to my mother's sister. 2. her husband - my aunt and uncle. Caring 3. our family like this helps us all to live longer, happier lives and we know our children 4. one day look after 5. am 6. and 7. will 8. be.
3. Ibrahim usually arrives 1. work on time, so his boss didn't know what to make of it when he was 2. later late one morning. At first, he thought he might make 3. an excuse, but decided he must 4. be honest. Ibrahim promised he would 5. up for the time he had lost by being late 6. at 7. the 8. office 9. be 10. late.
4. As we get older, it 1. even more important than 2. keep busy, interacting with people of all ages 3. occupying. We should make plans for 4. future, keep a positive outlook on life and enjoy the support 5. the family environment 6. is 7. safe 8. and 9. the 10. best.

III- Complete the following sentences using clauses:

1. In the last hundred years, people have been living longer.
2. Doctors advise that people should exercise every day.
3. As we get older, we get weaker.
4. Since their marriage, they have not made a quarrel.
5. I asked him if he had played his final exam.
6. If you make a mistake, you have to pay for it.
7. One of their sons told me that his father was a very busy man.
8. He asked me whether I had visited his family or not.

IV- Choose the correct words in brackets:

1. In Mexico she met the Karth's (hardly) older married couple.
2. Alberto and Maria's son said his parents had (a single / an easy) way of life.
3. Samir says his customers are all his (new / close) friends.
4. Samir said he'd enjoyed every (one / single) day of his life.
5. The journalist said she was (making / doing) research for an article.
6. Scientists frequently (do / make) experiments to test their ideas.
7. You will have to (do / make) a special effort if you want to pass your exam.
8. Can I (do / make) a suggestion? Why don't we do the shopping together?
9. If you (do / make) a mistake, you have to (do / make) your homework again.
10. I've (done / made) my decision very carefully.
11. I've (done / made) myself a promise: I'm going to (do / make) a success of my new job.
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V- Correct the verbs in brackets:

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4. Samir (work) sixteen hours a day in the family shop. works
5. May's husband (die) twenty years ago. died
6. Samir and his wife (be) still school students when they were married. were
7. Samir (use to) work as a fisherman when he was young. used to
8. May (get up) early every morning and walks to the village to buy food. gets up
9. I (start) my research in Mexico where I met the country's oldest married couple. started

10. I (travel) to the south of India where I met him. *كانت ترحل*
 11. He described in detail what he and his brother (wear) that day. *كانا نرتدي*
 12. Ibrahim usually (arrive) at work on time. *يأتي*
 13. We'll have to do the must up before anyone (sleep) there. *نمضي*
 14. One of them said that his dead parents (spend) every day of their lives together. *كانا نعيش*
 15. He said they (always-have) a good social life and had kept in regular touch with their family, friends and neighbours. *كانا نعيش*
 16. He said he (be) not sure. *لم يكن متأكد*
 17. He added that they (both be involved) in farming for most of their lives. *كانا نعيش*
 18. Mrs. Chin said she (never-do) paid work. *لم تكن تعمل*

VI. Translation:

• Translate the following sentences into Arabic:

- The doctor told my grandmother she (must) to do without sugar. *كانت تقول*
- We'll have to do the room up before (she) sleeps there. *تأتي*
- I asked their son what the secret of their healthy life was.
- I asked him if he remembered his wedding day.
- I asked him if he had enjoyed his long life.

• Translate the following sentences into English:

- كانت المصطفية أيتها كانت تقوم ببيت في البحر. *كانت*
- كانت يا يحيى العلماء يعاربت ليحبروا الكثير. *كانوا*
- كانت عليا أن يكون جديا دائما إن أردت أن تنجح في امتحان. *كانت*
- كانت لعلت قراره بخلافه كثير. *كانت*
- كانت فطمت وقتها على نفس ساجد ناعما في بيتي العتيق. *كانت*
- كانت النملة الصغيرة الكثير من الصبر لألمة في بيتها. *كانت*

VII. Rewrite the following sentences as required in brackets:

- My parents spent every day of their lives together. (report it with: He told me.....)
- They always had a good social life. (report it with: He said to me.....)
- They have both been involved in farming? (report it with: He said.....)
- I have never done paid work. (report it with: Mrs. Chin said.....)
- We don't argue about anything. (report it with: They said.....)
- We are taking our grandchildren on holidays. (report it with: They said.....)
- What is the secret of their healthy life? (reported question with: I asked their son.....)
- Do you remember your wedding day? (reported question with: I asked him.....)
- Have you enjoyed your long life? (reported question with: I asked him.....)
- How long have you been married? (reported question with: I asked them.....)
- Do you enjoy spending time with each other? (reported question with: I asked them.....)
- When did you first meet? (reported question with: She asked them.....)
- Are you enjoying married life? (reported question with: She asked them.....)
- Was it easy to find work? (reported question with: I asked him.....)

VII

Composition

P. 63

* Write a composition of no less than 80 words on the following topic:

How to do well at school

Do you dream ^{تخيل} of doing well at school and getting high marks in the exams? If you have such dreams, I'll give you some advice and tips.

Use the golden rule: "Don't do tomorrow what you can do today." You should study hard and do your homework day by day. Another tip is that it is better to prepare your lessons before coming to school. Listen carefully to your teachers, write down ^{اكتب} in your notebook what is written ^{يكتب} on the board, and take part in your class activities. Don't ^{تتردد} ask your teachers questions when you don't understand. Never waste time and always try to organize your time.

No matter how smart you are, you will do well at school if you work hard, do your best and rely on God.

* Write a composition of no less than 80 words on the following topic:

P. 63

How to be a good colleague

A magazine article giving advice to people of your own age who are about to start a new job.

You are starting your first job soon. Do you want to be a good colleague? Well, here are some advice and tips.

For me the golden rule is this: listen and learn from colleagues. Also, ask your colleagues questions if you aren't sure about something.

In the long run, the best way to be a good colleague is to work hard. In my experience, people must dislike lazy colleagues. Don't make excuses for not doing something.

In the end, if you can get on well with your workmates, you will be a good colleague and a successful man.

1. Read the following texts then do the tasks below.

When large numbers of people move from their homes in country areas to find better paid jobs in towns and cities, the villages and farms they once lived in are often left empty. No one wants to buy homes there because they cannot make money out of them. This phenomenon, which is called rural depopulation, can lead to overcrowding in cities as well as to fewer people in country areas.

One example of this phenomenon is the Garrigues area of Spain, about one hour's drive from Barcelona. The area has a Mediterranean climate, but because it is high and not close to the sea, winter temperatures are quite low. The area has an annual rainfall level of 402mm which falls in only 47 days of the year, during the summer and spring. Historically, this was a successful agricultural area, on the higher ground, the farmers grew almonds and olives, while in the river valleys, wheat, corn, beans and sunflowers were the traditional crops. The area was particularly well-known for its high-quality olive oil which was grown mainly for export.

2. Answer the following questions:

- How can depopulation affect the country areas? They are often left empty.
- When does "rural depopulation" happen? It happens when large numbers of people move out of them.
- Why do people refuse to buy homes in country areas? Because they cannot make money out of them.
- Why are winter temperatures in Garrigues quite low? Because it is high and not close to the sea.

3. Find words in the text which mean the following:

- something that happens or exists phenomenon
- adjective to describe the countryside rural
- happening once a year or every year annual
- sending goods to another country for sale export

4. Rewrite these sentences about the text to correct the information:

- Depopulation leads to less people in cities and more in country areas. more - less (down)
- Garrigues exports olive oil. exports

The population of Garrigues was at its highest about 150 years ago, when a typical village might have 500 inhabitants. When now some villages have as few as 100 permanent inhabitants. But as farming became less and less profitable, and unemployment grew, the population began to move to the cities to find work. This trend started in 1860 and has continued to this day. Now some villages consist mainly of elderly people. The area is suffering from the effects of depopulation, such as poor public services and deserted farms.

In some parts of Europe in recent years, however, the move from the country to the city has been reversed as many people move to the countryside to escape from the overcrowding, pollution and stress of city life. Some are moving permanently, but many are buying holiday or weekend homes which are empty for much of the year.

5. Answer the following questions:

- Why did people start to leave the countryside for cities? To find work.
- How can depopulation affect the area? They become overcrowded and polluted.
- What are the bad effects of depopulation in Garrigues? poor public services + deserted farms
- Why do some Europeans move to the countryside? to escape from the overcrowding + pollution + stress of city life

6. Find words in the text which mean the following:

- empty, because people have left deserted
- people who live in a place inhabitants / population
- having too many people overcrowding
- making money profitable

7. Rewrite these sentences about the text to correct the information:

- The population of Garrigues has increased in the last two centuries. decreased
- Now Garrigues consists mainly of young people. old (old)

• I think I've found the perfect place for you. It's a posh villa in a green suburban area that would really suit your needs. I know you've been complaining about the noise in your current apartment, so the location of the new one would be a great improvement. It's quiet and calm and there's a picturesque park just over the road. There isn't even much traffic, and with residents' parking you'll never have trouble finding a space. It's also a lot more expensive than your current place and would have lots of room for entertaining. It's not furnished, so all of the furniture you already own could go straight in. You could make it your own very quickly. It's also an advantageous location. There's a large supermarket about five minutes away and it's very easy to reach the motorway. I really think you should consider a viewing of this place. It's a great find that you wouldn't want to miss out on.

Answer the following questions:

1. Where is the villa located? It is located in a green suburban area.
2. What has he been complaining about? About the noise in his current apartment.
3. Why can he take his old furniture to the villa? Because the villa is not furnished.
4. How far is the supermarket from the villa? It is about 5 minutes away.

Find words in the text which mean the following:

1. attractive and interesting (picturesque)
2. to be convenient or suitable for somebody in something (suit)
3. saying you are not satisfied with or happy about something (complaining)
4. a wide road that is specially built for fast traffic, especially motorways (motorway)

Rewrite these sentences about the text to correct the information:

1. It is very difficult to park his car near the villa. (easy)
2. His current apartment is larger and calmer than the villa. (smaller)

II. Complete the following paragraphs by filling in the gaps:

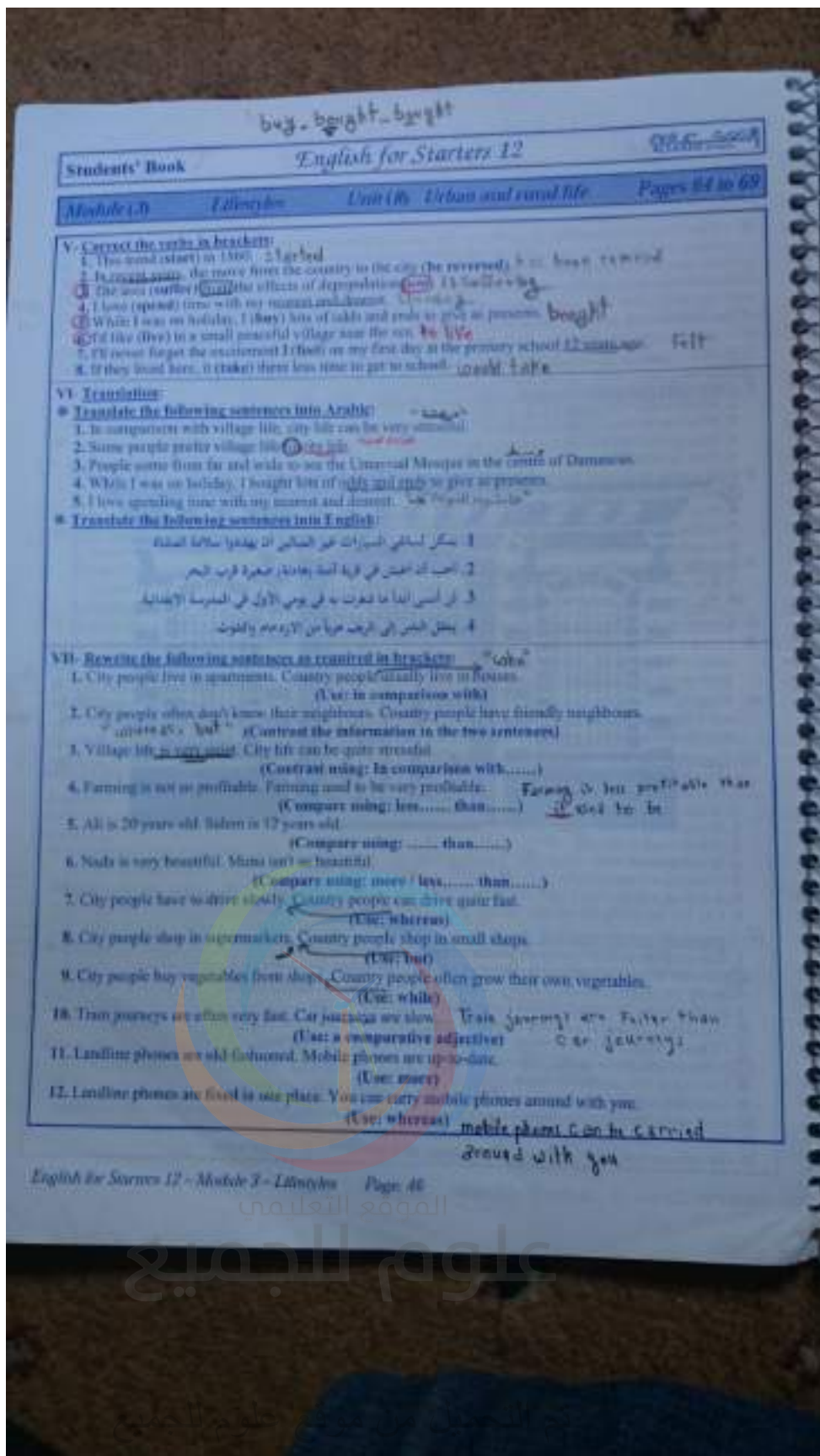
1. I think I have found the perfect place ... 1. you. It is a posh villa in a green suburban area ... 2. would really suit your needs. I know you have ... 3. complaining about the noise in your current apartment, so the location of ... 4. new one would be ... 5. great improvement. For ... 6. which been ... 7. the villa ... 8. It's quiet ... 9. calm, and there's a picturesque park just over the road. There ... 10. not even much traffic, and with residents' parking you'll never ... 11. trouble finding a space. It's also a lot more expensive ... 12. your current place and would have lots of room ... 13. entertaining ... 14. is a large supermarket ... 15. five minutes away ... 16. it's very easy to reach the motorway.

III. Complete the following sentences using clauses:

1. No one wants to buy houses in the countryside because people cannot make money out of them.
2. As farming became less profitable, farmers moved to the city.
3. While I was on holiday, I visited my parents.
4. If you travel by car, you will arrive earlier.
5. If they lived in the city, they would make much more money.
6. In comparison with village life, country life is better.
7. Farming is less profitable than it used to be.
8. A typical village might have had many inhabitants, whereas now some villages have few people.
9. City life has many advantages but it has also some disadvantages.

IV. Choose the correct words in brackets:

1. Dear Sir - Your is an area of great (nature / natural) beauty.
2. Careless drivers can seriously (damage / threat) the safety of pedestrians.
3. In my city there is a wide (variety / vary) of entertainments to choose from.
4. I'd like to live in a small (peace / peaceful) village near the sea.
5. The storm damage is a lesson (reminder / remainder) of the power of nature.
6. I'll never forget the (excitement / excited) I felt on my first day at school.
7. Some people prefer an exciting city (to / than) a quiet village.
8. Farming is less profitable (from / than) it used to be.
9. If you (do / make) a mistake, you have to (do / make) your homework again.
10. City people buy vegetables from shops, (whereas / instead of) country people often grow their own vegetables.
11. City people shop in supermarkets (on the other hand / but) country people shop in small shops.
12. In comparison with / Instead of buildings, all I can see are fields and trees.



V. Correct the verbs in brackets:

1. The road (start) in 1900. → started
2. In recent years, the movie firms the country in the city (be reversed). → have been reversed
3. The area (suffer) (quite) the effects of depopulation. → has suffered
4. I love (spend) time with my nearest and dearest. → spending
5. While I was on holiday, I (buy) lots of odds and ends to give as presents. → bought
6. I'd like (live) in a small peaceful village near the sea. → to live
7. I'll never forget the excitement I (feel) on my first day at the primary school. → felt
8. If they lived here, it (take) them less time to get to school. → would take

VI. Translation:

a. Translate the following sentences into Arabic:

1. In comparison with village life, city life can be very stressful. → مقارنة مع الحياة في القرية، الحياة في المدينة يمكن أن تكون شديدة التوتر.
2. Some people prefer village life. → يفضل بعض الناس الحياة في القرية.
3. People sometimes far and wide to see the Universal Mosque in the centre of Damascus. → يذهبون أحياناً من أماكن بعيدة جداً لزيارة المسجد العالمي في وسط دمشق.
4. While I was on holiday, I bought lots of odds and ends to give as presents. → أثناء إجازتي، اشتريت الكثير من الأشياء الصغيرة لأعطيها كهدايا.
5. I love spending time with my nearest and dearest. → أحب قضاء الوقت مع أحبائي وأقربائي.

b. Translate the following sentences into English:

1. نكسر لسانتي السيارات غير الصالحة أن يقدروا سلامة العائلة.
2. لاحظت أن أحسن في قرية أمتي إعاداً صغيرة قرب البحر.
3. لم أكن أدا ما شعرت به في يومي الأول في المدرسة الابتدائية.
4. يفضل البشر إلى الرجوع قريبا من الأرواح والكون.

VII. Rewrite the following sentences as required in brackets:

1. City people live in apartments. Country people usually live in houses. (Use: in comparison with)
2. City people often don't know their neighbours. Country people have friendly neighbours. (Contrast the information in the two sentences)
3. Village life is very quiet. City life can be quite stressful. (Contrast using: In comparison with.....)
4. Farming is not so profitable. Farming used to be very profitable. (Compare using: less..... than.....) Farming is less profitable than it used to be.
5. Ali is 20 years old. Sidan is 17 years old. (Compare using: than.....)
6. Nadi is very beautiful. Mina isn't so beautiful. (Compare using: more / less..... than.....)
7. City people have to drive slowly. Country people can drive quite fast. (Use: whereas)
8. City people shop in supermarkets. Country people shop in small shops. (Use: but)
9. City people buy vegetables from shops. Country people often grow their own vegetables. (Use: while)
10. Train journeys are often very fast. Car journeys are slow. (Use: a comparative adjective) Train journeys are faster than car journeys.
11. Landline phones are old-fashioned. Mobile phones are up-to-date. (Use: more)
12. Landline phones are fixed in one place. You can carry mobile phones around with you. (Use: whereas) mobile phones can be carried around with you.

13. Landline phones are large and heavy. Mobile phones are small and light.
(Use *in comparison with*)
14. Long conversations are expensive on mobile phones. Long conversations are cheap on landline phones.
(Use *more*)
- VIII. Complete the following dialogue by writing suitable questions or answers.
1. A: ~~where do I go to find a house to buy?~~ *How much more do you want to pay?*
B: Large numbers of people move from country areas to cities.
2. A: ~~what is this phenomenon called?~~ *What is the phenomenon called?*
B: This phenomenon is called rural depopulation.
3. A: ~~Does it lead to overcrowding in cities?~~ *Does it lead to overcrowding in cities?*
B: Yes, it leads to overcrowding in cities.
4. A: ~~What do you think we can do to stop depopulation?~~ *What do you think we can do to stop depopulation?*
B: ~~we can improve country life.~~ *we can improve country life.*

IX. *Composition* P. 68

Write an email to a family suggesting a suitable place for them to live.

The following may help you:

- number of people in the family
- type of flat / house / villa
- its features
- city or countryside
- type of area
- shopping
- transportation

Dear ...

If you are a family of four, ~~five~~ *four* or more, I have found a palatial villa for you. It is in a prime ~~location~~ *location*. It has three bedrooms, a large living room, two bathrooms and a kitchen. It is very quiet and convenient. There are ~~many~~ *many* schools for children. There is also a large supermarket about five ~~miles~~ *miles* away and it is very easy to reach the motorway.

But if you are a young or an elderly couple, there is a very nice flat in the city centre. You can walk ~~everywhere~~ *everywhere* and there is often no need for any transportation. I think it will be very suitable for you.

Please, let me know if you want to have a viewing. Don't miss out on it!

Module 3 Literacies

1. Read the following text then do the tasks below:
 Tareq was born in Damascus in 1962 into a successful Syrian family. His father worked as a civil servant and his mother, who had once been a teacher, was a hardworking housewife. His brother Hani was very bright and, after finishing university, went on to become a civil engineer.
 Tareq was good with his hands and instead of going to university, took a course in woodwork and became a carpenter. He loved Syrian folk music and, in his spare time, made musical instruments, finely crafting instruments such as ouds.

One day, one of his friends saw an oud he had made and asked him to make one for him too. This was the beginning of Tareq's career as an instrument maker and soon he was able to grow up selling furniture and make money instead. With the money he earned he was able to get married and start a family, buying his own villa outside Damascus.

His instruments have become famous across Syria and the Arab world, and there is now a great demand for these instruments. One of Tareq's sons, Saleh, has decided to follow his father into the business and so Tareq is teaching him how to make the oud.

2. Answer the following questions:
1. What did Tareq do with the money he earned? He used it to buy a villa and start a family.
 2. Why did Tareq give up selling furniture? He started making instruments.
 3. When have Tareq's instruments become well-known? They have become famous across Syria and the Arab world.
 4. What does Hani do? He is a civil engineer.

3. Find words in the text which mean the following:
1. clever or able to learn things quickly: bright
 2. a strong request or order: demand
 3. get money by working: earned

4. Rewrite these sentences about the text to correct the information:
1. Tareq's father was a teacher and his mother was a civil servant. (His father was a civil servant, his mother was a teacher)
 2. Saleh is teaching Tareq how to make the oud. (Tareq is teaching Saleh)

5. Complete the following paragraphs by filling in the gaps:

1. Tareq was born in 1962 in Damascus into a successful Syrian family. His father worked as a civil servant, his mother, who had once been a teacher, was a hardworking housewife. His brother Hani, very bright and, after finishing university, went on to become a civil engineer.
2. Tareq was good with his hands and, instead of going to university, took a course in woodwork and became a carpenter. He loved Syrian folk music and, in his spare time, made musical instruments, finely crafting instruments such as ouds. One day, one of his friends saw an oud he had made and asked him to make one for him too.
3. This was the beginning of Tareq's career as an instrument maker and soon he was able to grow up selling furniture and make money instead. With the money he earned he was able to get married and start a family, buying his own villa outside Damascus.
4. His instruments have become famous across Syria and the Arab world, and there is now a great demand for these instruments. One of Tareq's sons, Saleh, has decided to follow his father into the business and so Tareq is teaching him how to make the oud.

6. Complete the following sentences using clauses:

1. You have to face the music if you break the law.
2. The reason I left my village was that I wanted to work in the city centre.
3. I just heard the door bang. It sounded as if someone had just left.
4. I have travelled far and wide, but I have never found anything like the people of my country.
5. If you drive too fast, you have to take the risk of being caught.
6. Mahmoud is very honest - that's why he didn't bring in his trumpet.

IV. Choose the correct words in brackets:

1. My neighbour didn't have his house (painted / painted) last summer.
2. My father has his car (cleaned / cleaned) every week.
3. He isn't going to take his own photo. He's going to have it (taken / taken).
4. Was it easy to find? I asked if it (was / had been) easy to find.
5. What are you doing? I asked what he (was / was) doing.
6. He said he (starts / started) at seven o'clock in the morning.
7. Too much salt is bad for you, but you shouldn't do (with / without) it altogether.
8. They've spent weeks (doing up / making up) all the buildings in the city centre.
9. I hope they don't (do away with / do up) our village shop - I buy all my food there.
10. The teacher asked the class to (make up / do up) a story about the area.
11. My mother's sister is my (aunt / niece).
12. My mother and father have been (marry / married) for 22 years.
13. When I was 12, I (did / made) the decision not to eat any more fast food.
14. Every week I (take / make) the shopping for my mother.
15. I (noticed / heard) the door (bang / splash). It sounded as if someone left in a hurry.
16. You can (hit / stream) a guitar or you can (blow / pluck) the strings individually.
17. I've travelled (far / further) and wide, but I haven't found anywhere I like as much as my country.
18. Most of the time I love the bustle and (blow / bustle) of city life, but I prefer the (music / peace) and the quiet of the countryside when I'm on holiday.
19. The new library is wonderful - there are so many books to pick and (blow / choose) from.
20. You've changed your (music / tune). Yesterday you said you'd never eat fast food again.
21. If you drive too fast and the police stop you, you'll just have to face the (music / drum).
22. Mahmoud is very (tired / that's why he never) (blows / faces) his own trumpet.

V. Correct the verbs in brackets:

1. I didn't repair the car myself. I had it (repair). *repaired*
2. She didn't make the dress herself. She had it (make). *made*
3. He isn't going to take his own photo. He's going to have it (take). *taken*
4. My father doesn't clean his car himself. He has it (clean). *cleaned*
5. If you go to the dentist, you can have a tooth (take out). *extracted*
6. If you go to an optician, you can have your eyes (test). *tested*
7. You can have your house (paint). *repainted*
8. Taring (the born) in Damascus in 1962. *was born*
9. What are you doing? I asked what he (do). *was doing*
10. Was it easy to find work? I asked if it (be) easy to find work. *had been*
11. I'm working for a large travel agency. He said he (work) for a large travel agency. *was working*

VI. Translation:

• Translate the following sentences into Arabic:

1. "You shouldn't do without salt altogether," the doctor said to my father.
2. I've travelled far and wide, but I haven't found anywhere I like as much as my country.
3. The new library is wonderful - there are so many books to pick and choose from.
4. If you drive too fast and the police stop you, you will have to face the music.
5. Mahmoud is very tired - that's why he never blows his own trumpet.
6. I hope they don't do away with our village shop - I buy all my food there.

• Translate the following sentences into English:

1. لقد قمتوا بأشياء كثيرة في ترميم الأبنية القديمة وسط المدينة.
2. أقوم بالسوق من أجل أني كل أسبوع.
3. طلب المعلم من الصف أن يقرأوا قصة عن البحر.
4. عندما كنت في الثانية عشرة من عمري، تحدثت قديراً بالاً لأبوي عندما مررتما أحياناً.
5. أحب صحتي المدينة ولكنني أفضل أحياناً هدوء الريف.

VII. Complete the following dialogue by writing suitable questions and answers. Write at least three words for each question.

1. Interviewer: What are the main jobs in your village?
 Mahmoud: The reason I left my village was that I wanted to work in the city.
2. Interviewer: What are you doing today?
 Mahmoud: Yes, it was very easy to find work.
3. Interviewer: What are you doing now?
 Mahmoud: I am working for a large travel agency in the city centre.
- Interviewer: What time do you start work in the morning?
4. Mahmoud: I start work at 8 o'clock in the morning.

VIII- Rewrite the following sentences as required in brackets:

1. I didn't repair the car myself. (Use causative verb)
2. My mother dyed her own dress blue. (Use causative verb)
3. She didn't make the dress herself. (Use causative verb)
4. He isn't going to take his own phone. (Use causative verb)
5. My brother cut his own hair. (Use causative verb)
6. My neighbor painted his own house. (Use causative verb)
7. My father doesn't shave his face himself. (Use causative verb)
8. We didn't cut down the trees in our garden ourselves. (Use causative verb)

24

Composition

0.2

Write a short biography of someone you know or know about.

Include some of this information:

- Name / age
- Appearance
- Family background / education
- Occupation / speciality
- Hobbies and interests
- Other important information

I'd like to talk about my friend Ali. He was born in Daanassara in 1980. He is quite a tall man with short black hair. He is always friendly, helpful and kind to all people. His father is a civil engineer. He has got two brothers and one sister.

All studied architecture at the University of Damascus and graduated in 2003. Since then, he has been designing wonderful buildings, especially fantastic villas in the countryside. His major hobby is to keep up with the latest villa designs on the Internet. He has an office in Damascus and has gained good respect and fame as an architect.

ملاحظة: هذا الموضوع مطلوب في كتاب (Activity Book Unit 9)

Unit 7

7.1

As part of the research I'm doing about the lives of the elderly, I've travelled all over the world. I started in Chennai where I met the world's oldest married couple, Alberto and his wife Maria Lopez-Garcia. Alberto is 100 and Maria is 98 years old. They have been married for eighty-six years, and have three sons and three daughters. The oldest is eighty-one years old.

One of their sons told me that his parents had spent every day of their lives together since the day they got married. He said they had always had a good relationship and had kept in regular touch with their family, friends and neighbours. He said he was not sure, but suggested that it might be more of a simple way of life. Apparently they are still happy and well even now. He said that they had been very happy in their life.

In other words they had had very happy lives. After that, I travelled to the house of Alberto where I met Alberto Narayanan who is 102 years old. Even now, Alberto still works for six hours every day in the family shop. He knows his customers' names and says they are all close friends. I asked him whether he remembered his wedding day. He described in detail what he and his wife had done that day and told me that after they were married they had both gone back to school to finish their studies. Alberto said that he had spent most of his life working as a farmer. I asked him if he had enjoyed his long life. He said with a smile that he had enjoyed every minute of it.

Finally, I went to Chennai where I met the hundred-year-old May.

One of their sons told me that his parents had spent every day of their lives together since the day they got married. He said they had always had a good relationship and had kept in regular touch with their family, friends and neighbours. He said he was not sure, but suggested that it might be more of a simple way of life. Apparently they are still happy and well even now. He said that they had been very happy in their life.

In other words they had had very happy lives. After that, I travelled to the house of Alberto where I met Alberto Narayanan who is 102 years old. Even now, Alberto still works for six hours every day in the family shop. He knows his customers' names and says they are all close friends. I asked him whether he remembered his wedding day. He described in detail what he and his wife had done that day and told me that after they were married they had both gone back to school to finish their studies. Alberto said that he had spent most of his life working as a farmer. I asked him if he had enjoyed his long life. He said with a smile that he had enjoyed every minute of it.

Finally, I went to Chennai where I met the hundred-year-old May.

Chris told me that her husband had died twenty years ago, but said she was most happy as she had 110 children, grandchildren and great-grandchildren. Mrs. Chris said she still gets up every morning at six o'clock and cycles to the nearest village to buy food for the day.

7.2

a) One of them was told me that his parents had spent every day of their lives together.

b) He said they had always had a good social life and had kept in regular touch with their family, friends and neighbours.

c) He said he was not sure, but suggested that it might be more of a simple way of life.

d) He said that they had both been involved in farming for most of their lives.

e) Mrs. Chris said she had never been paid work.

7.3

a) I asked their son what the secret of their healthy life was.

b) I asked him whether he remembered his wedding day.

c) I asked him if he had enjoyed his long life.

Unit 8

8.1

A) Did you enjoy the concert? [rise]

B) Which concert? [fall]

A) The school concert. [fall]

B) I didn't go. [fall]

Unit 9

9.1

A) That's a beautiful guitar, where did you buy it?

B) I had it made specially for me by an instrument maker who lives near here.

A) Really? And when you say you "had it made", what do you mean?

He said, I went to the maker's workshop and had him exactly what I wanted.

A) And you can't do that with a shop-bought guitar, can you?

B) No, that's right. You see, my guitar is unique because it has got some like this.

9.2

A) Can you give me a lift to the airport tomorrow?

B) No, sorry. I can't (as having the car repaired tomorrow).

A) Where do you take it to?

B) The little garage round the corner.

A) My father always used to repair his own car.

B) Things have changed now - car engines are much more complicated than they used to be. For instance, my car engine's controlled by a computer - if anything goes wrong I have to have it fixed by an expert.

9.3

A) Listen to this new CD. That I think you'll like it.

B) That's very good. Who is it?

A) It's my band. We all write our own songs and compose the music.

B) Where did you have it recorded?

A) We did it all ourselves on our home computer. It took over two months to record and mix, but it's much cheaper to do it yourself than going to a professional studio.

9.4

a) I had the guitar made specially for me by an instrument maker who lives near here.

b) I'm having the car repaired tomorrow.

c) My father always used to repair his own car.

d) If the engine goes wrong, I have to have it fixed by an expert.

e) Where did you have it recorded?

f) We all write songs and compose music.

Page (82)		Page (83)		Page (84)	
cyclists	دراجو (رجال و نساء)	trump	تصر	come out	ظهرت - ظهرت
competition	منافسة	dominate	يسيطر - يهيمن	come across	صادف
qualifies	مزايا - صفات	guarantee	جبل	come over	يتردد
participate	يشترك - يشارك	exceptional	استثنائي - طائر للعلامة - رائع	came round	استردت وعيها
challenging	تحدي - متحدي	cater	مهداة - عمن	come up	يصرح متطوع / يذكر / يرد ذكره
effort	التعب - العناء	solvent	عديلة	come down	ينخفض
trial	محاكمة	break records	يحدث أرقاماً قياسية	available	متوفر
eventual	نهائي / أخير	individual	فردية	decrease	يقلص
spectacle	مأهبة - عرض	retire	يتقاعد	mountain	يذكر
aspiring	طموح	prestigious	تواضعاً أو هيبة - معزز	anonymous	قائد النوعي - مجهول
dedication	تكريس (الوقت) / إلتزام (العمل)	sought after prizes	جوائز مرغوبة أو مثبوتة	calm	يهديت
opponent	خصم / منافس	accused	خمس - مائل - مخطئ - مذنّب	minor	خفيفة - ثانوية
accuse	يحدث	nickname	لقب	recover	يستعيد - يستعيد وعيه
series	سلسلة	badge	الفرز (جبل غليظ)	suspect	يشبهه
compete	يتنافس - يتنافس	on account of	بسبب	previous	السابق
award	يمنح / جائزة	reputation	شهرة - سمعة	got on (a bike)	يركب (دراجة)

Page (85)

extracts	مقتطفات
provide	يقدّم - يزوّد
training	التدريب
sponsorship	رعاية
potential	إمكانات - مقادير الكامنة
crude	الخام - القويح - الشرقي
set off	الانطلاق
lose to	يفشل أمام ...

Page (86)

sardines	خامصة زمنية
kick up	ثوب
engine	محرك
scenario	السيناريو / أحداث الاحتمالات
forced	اجبراً
destination	وجهة / مقر مقصود
abandon	يترك - يتخلى عن
on foot	سجاً على الأقدام
supplies	مؤن
backpacks	حقائب الظهر / حقائب
illustration	رسم توضيحي / مثال توضيحي

stunnet	جهاز إصلي
binoculars	منظار
lighter	ولاعة
a first-aid kit	حقيبة أو صندوق إسعافات أولية
blankets	بطانيات
flirt	يتسوّق في

Page (87)

reputation	سمعة
summit	أعلان
advert	إعلان
grab attention	يشتدّ انتباه
crave for	يشتهي - يشتهي
mountaincoers	مسلكو الجبال
ambitions	تصوّر - شاق
motivated	مُحفّض
strong-willed	أولادة قوية
first	عمل خارق
endeavour	مفسر - محاولة
cope with	يتحدّى في مواجهة مشكلة
email	يستخدم - يتحدّى - يتحدّى
attributes	خواص / صفات مميزة

1. Read the following texts then do the tasks below!

For over ten years in the 1970s and 80s Bernard Hinault, a very talented French sportsman, dominated the world of cycling. One of the fastest cyclists of his generation, he won over 200 races during his exceptional career and broke numerous records. He is the only rider to have finished either first or second in every Tour de France which he completed, and won 26 individual stages in the month long race. By the time he retired, he had won the prestigious 'Yellow Jersey' - one of cycling's most sought after prizes - for over 50 days in total, and had secured his place as one of the best cyclists in the world. During his career Hinault earned the nickname 'the badger' on account of his reputation for being extremely competitive and dedicating himself fully to each race.

2. Answer the following questions:

- How long did Bernard Hinault dominate the world of cycling?
- How many races did he win during his career?
- Where does Bernard Hinault come from?
- Why did he gain the nickname 'the badger'?

3. Find words in the text which mean the following:

- unbeatable - *dominated*
- very many; existing in large quantities - *numerous*
- stopped work permanently - *retired*
- piece of clothing made of knitted wool that you wear over a shirt - *jersey*

4. Rewrite these sentences about the text to correct the information:

- Bernard Hinault was always second or third in every Tour de France. *First or second*
- Bernard Hinault, who is a very talented French sportsman, dominated the world of *running*. *cycling*

A famous rivalry existed between Hinault and another elite cyclist, Greg LeMond. During the 1986 Tour de France, the two men fought continuously to win the championship, with LeMond emerging as the eventual winner. Following his retirement in 1986, Hinault did not lose any of his dedication to the world of cycling. To this day he is highly respected in many high profile cycling events, and is often seen on the stage at awards ceremonies. Hinault has written several books telling the story of his rise to success; they also include details of the difficulties he had encountered on the way: the crashes, injuries and problems. As one of the best cyclists the world has ever seen he was encouraged to write a book for inspiring professional cyclists, giving them tips and realistic advice about how to reach the top. His story shows that becoming the best in any field is a challenge that requires a lot of determination and dedication.

5. Answer the following questions:

- Who won the race in 1986 Tour de France? *Greg LeMond*
- What do Hinault's books include?
- Why was he encouraged to write a book?
- What does Hinault's story show?

6. Find words in the text which mean the following:

- group consisting of the best / experienced / most skilled - *elite*
- occurring at the end of a series of events - *eventual*
- hoping or aiming for a certain thing - *aspiring*
- showing commitment to a cause - *dedication*

7. Rewrite these sentences about the text to correct the information:

- Hinault won the Tour de France in 1986. *LeMond*
- Hinault was an aspiring amateur cyclist. *professional*

Chris and Martin are driving across the Syrian desert in their 4x4 vehicle when it breaks down, very common in the area, blows up. There is nothing they can do about the weather and unfortunately sand gets into the engine. Despite their best efforts, the engine simply will not start and so they are forced to change their plans. The two men are still 30 kilometres away from their destination, that is around 12 hours walking. They know that it is located to the north. However, they are forced to abandon the car and continue the journey on foot, carrying all that they can with them. They have supplies in the car but can only take with them what will fit in their backpacks. The weather is extremely hot, making walking by day very difficult, but they are in good health and fit enough to walk 30 kilometres under normal conditions. In contrast, the desert is very cold at night and temperatures can become dangerously low. The two men have some difficult decisions to make. Each has 1000 in his bag for cash, and has to choose from the 11 items they have in the car...

Answer the following questions:

1. Why won't the engine start? the car broke down
2. How will they continue their journey? on foot
3. What is the weather like in the Syrian desert during the day and night? very hot during the day and very cold at night
4. How many items can they put in each bag? 11 items

Find words in the text which mean the following:

1. happening or found often or in many places, usual common
2. made a decision that he/she didn't want to do forced
3. the place where a thing is going or being sent destination
4. again again

Rewrite these sentences about the text to correct the underlines:

9. They can change their plans because they can fix the engine. they have to
10. They are sick and will to walk 30 km. in good health and fit enough

II. Complete the following paragraphs by filling in the gaps:

1. the 1920s Eddy Merckx: 1... broken more records 2... any other cyclist in history. Before he retired, 3... victories included 32 stages of the Tour de France 4... 11 Grand Tour victories - the most prestigious races 5... winning the Tour de France and the Giro

2. In 1980 Michael Asher: 1... the first westerner to cross the Sahara Desert 2... went to meet on a camel before he set 3... on his journey across the Sahara. Michael Asher 4... probably learn 5... to ride a camel. He set off and he had to ride

3. Chris and Martin: 1... driving across the Syrian desert in their 4x4 vehicle 2... a sandstorm, very common in the area, blows up. There is nothing they can do about the weather 3... unfortunately sand gets 4... the engine. Despite their best efforts, the engine simply will not start and so they are forced to change 5... plans. they are in good health and fit enough

4. The two men are still 30 kilometres away from 1... destination, that is around 12 hours walking. They know that 2... located to the north. However, they are forced to abandon the car 3... continue the journey 4... foot, carrying all that they can with them. They have supplies in the car 5... can only take with them what will fit in their backpacks. they are in good health and fit enough

5. The weather is extremely hot, making walking by day very difficult. 1... they are in good health 2... fit enough to walk 30 kilometres under normal conditions. In contrast, the desert 3... very cold 4... night and temperatures can become dangerously low. The two men 5... some difficult decisions to make.

but, and, so, at, have

III. Complete the following sentences using clauses:

1. By the time he retired, ...
2. It had been cloudy all morning, but in the afternoon the sun came (out / up).
3. As we were walking up the mountain, we came (out / across) a small camp site.
4. After she fell and hit her head on the ice, it was ten minutes before she came (up / round).
5. When I was talking to my brother yesterday, your name came (up / over) several times.
6. The fire had started when everyone in the house was asleep.
7. Some people had minor burns, but fortunately everyone was still alive.
8. The police suspected a crime as there had been four (like / similar) fires in the previous month.
9. If you worried about falling off the bike, ...
10. When he did not win the Tour de France in 1986, he decided to retire.
11. Before he set off on his journey across the Sahara, Michael Asher (probably / learn) how to ride a camel.

IV. Choose the correct words in brackets:

1. It had been cloudy all morning, but in the afternoon the sun came (out / up).
2. As we were walking up the mountain, we came (out / across) a small camp site.
3. Come (across / along) when you're next in town.
4. After she fell and hit her head on the ice, it was ten minutes before she came (up / round).
5. A job has come (up / out) at the polar research centre - I may apply for it.
6. I wish the price of petrol would come (out / down) next week.
7. When I was talking to my brother yesterday, your name came (up / over) several times.
8. The fire had started when everyone in the house was asleep.
9. In less than ten minutes the whole building was (alight / burn).
10. The family escaped, but the parents had to calm their (afraid / frightened) children.
11. Some people had minor burns, but fortunately everyone was still alive.
12. The police suspected a crime as there had been four (like / similar) fires in the previous month.

V. Correct the verbs in brackets:

1. It had been cloudy all morning, but in the afternoon the sun (come out). Came out
2. As we were walking up the mountain, we (come) across a small camp site. Came
3. After she fell and hit her head on the ice, it was ten minutes before she (come round). Came round
4. I wish the price of petrol (come down) next week. Come down
5. When I (talk) to my brother yesterday, your name came up several times. Was talking
6. The fire (start) when everyone in the house was asleep. Started
7. The family (escape), but the parents had to calm their frightened children. Escaped
8. Some people had minor burns, but fortunately everyone (be) still alive. Was
9. The police suspected a crime as there (be) four similar fires in the previous month. Had been
10. Before he set off on his journey across the Sahara, Michael Asher (probably / learn) how to ride a camel. Learned
11. They know that it (locate) to the north. Is located

VI. Translation:

* Translate the following sentences into Arabic:

1. The competition began in 1993 and has taken place almost every year since then.
2. Cyclists risk crashes and injury during races.
3. As we were walking up the mountain, we came across a small camp site.
4. Some people had minor burns, but fortunately everyone was still alive.
5. The police suspected a crime as there had been four similar fires in the previous month.
6. When I was talking to my brother yesterday, your name came up several times.

* Translate the following sentences into English:

1. الأمر أن يخطي سحر الجيز في الأسبوع القليل. (السرعة)
2. كانت الباز قد بدأت عندما كان كل واحد في السور دائماً.
3. في غضون أقل من ساعة ولحق كان البناء بالكلية مستعداً.
4. بعد العلة ولكن كان على الوالدين أن يهتفوا أولاً لعمو العائدين.

VII. Rewriting the following sentences as required in brackets:

1. He retired when he didn't win the race. (suggest an explanation using: lose / to his greatest rival)
2. After retirement, he started writing books about cycling. (give background information using: learn many things / during his career)
3. Hinson made a sponsorship deal with a top cycle company. (give background information using: company / see / great potential / to the young rider)
4. He was the first westerner to cross the Sahara Desert from west to east. (suggest an explanation using: learn how to ride a camel)
5. Climbing high mountains has many risks. (express agreement)
6. People should abstain from climbing high mountains. (express disagreement)

VIII.

Composition

P. 57

Write a response to an advert for a place on a Syrian expedition to the summit of Mount Everest.

The following may help you:

- why you should be chosen for this expedition
- what skills and attributes you will contribute
- how you will cope with the huge effort such an expedition entails

Come for
Coping with
Long for

I have read your advert for a place on a Syrian expedition to the summit of Mount Everest. I think I have what it takes.

First of all, I love challenges and crave for adventure and excitement. Secondly, I have trained to climb to the tops of high local mountains, and I have taken part in many local races. Thirdly, I have tried living in camps and coping with the huge effort that any expedition might entail. Therefore, I think I'm quite suitable for this expedition.

I hope the Syrian Adventure Club will choose me for this expedition because I long for the chance to prove myself.

Module 4 Achievements

Unit (1) Future Projects

Page (88)		Page (92)	
date	تاريخ	district	مقاطعة - منطقة
track	سكة حديدية - حزام ترابز أو الخطوط متكونة من الحديد	Stock Exchange	البورصة - سوق الأوراق المالية
reaction	رد فعل	Page (93)	
Page (89)		banking	البنك المصرفي
construction	بناء - تشييد	entertainment	التسلية
disrupt	يعطل - يعطل	credit card	بطاقة ائتمان
divert	يحول (مجرى أو اتجاه)	devotion	كثافة
furiously	أسرع - عنوة	impact on	تأثير على
mute	صامت - صامت	recent	حديث
more or less	تقريباً	transport	النقل
interrupt	يقاطع - يوقف	book (v)	يحتجز
estimate	تقدير	log on to	يبدأ العمل في
accurate	دقيق	receipt	إقرار استلام
hydroelectric	هيدروكهربائي - كهربائي	railway station	محطة القطار
communities	مجتمعات	automatically	آلياً
archaeological	متعلق بالآثار القديمة - أثري	contact	اتصال
Page (90)		airline	الخطوط الجوية
construct = build	يبنى	rail	الخطوط الحديدية
entire = whole	كل - كامل	mainland	الجزء الرئيسية من الجزر التابعة لها
enriched = stretch	يوسع - يمتد	costly	غالي - مكلف
inspiration	إلهام - بداية	jointly	معاً - بالاشتراك مع
operational	جاهز للعمل أو الاستعمال	The Shuntle	التيكوت
progress = move forward	يتقدم	trucks	شاحنات
site = place	موقع - مكان	consequences	نتائج - عواقب
tax system	نظام الضرائب	turret	برميل
involve	يتطلب - يتطلب - يمتدح / يمتدح	alternative	بديل
date	تاريخ	mechanics	ميكانيكا السيارات
inefficiency	عدم الكفاءة - عدم الفعالية	ferret	قطار
Page (91)		minimum	الحد الأدنى
mutators	المتحولات - المتحولات	tools	أدوات - الأدوات
demand	يطلب - يطلب	kinks	الكتبات (أشياء الصلبة والصلابة)
compensation	تعويض	pay cash	يدفع نقداً
commercial	تجاري	high-tech	تكنولوجيا عالية - تقنية عالية
development	تطوير	recognize	يتعرف على
		bank account	حساب مصرفي



1. Read the following texts then do the tasks below:

● This report will focus on three changes that have affected travel in Europe. The cheapest and quickest way of buying train or airline tickets is now to book 'online'. This involves logging on to the internet, finding the correct website, filling in your travel requirements and personal details and paying by credit card. Passengers can then print a receipt which may also be the 'ticket' which they show at the airport or railway station. This is all done automatically without the need for any personal contact with the airline or rail company.

In 1994 a tunnel linking Britain with the mainland of Europe opened to the public. This complex and costly engineering project, which had been planned for many years, was paid for jointly by the French and British governments. Cars are carried on railway trucks which form a train called the shuttle, and then drive off at the end of their 35-minute journey through the tunnel. In the past, the only alternative for motorists was a ferry, which took a minimum of 90 minutes.

Motorists have to pay to drive on motorways in Italy. Under the original system, all cars had to stop at kiosks at the beginning or the end of a section of motorway and pay cash. Now, there is a high-tech alternative called Telepass. Under this new system, cars are 'recognised' as they do not have to stop. The money is taken automatically from each driver's bank account.

● Answer the following questions:

1. What does buying train or airline tickets online involve?
2. How can passengers get the ticket?
3. Who paid for the tunnel project?
4. Why don't cars have to stop under the new system?

● Find words in the text which mean the following:

1. a passage under the ground or sea, river, etc. tunnel
2. concerning all the people in a country or area public
3. makes necessary needed
4. small bars where newspapers, flowers, cigarettes, etc are sold kiosks

● Rewrite these sentences about the text to correct the information:

8. The project of linking Britain with Europe was simple and didn't cost much money. Complex and costly
10. By Telepass, drivers have to pay cash. They never pay cash

11. Complete the following paragraphs by filling in the gaps:

● Passengers can then print a receipt ... 1 ... may also be the 'ticket' which they show ... 2 ... the airport ... 3 ... railway station. This ... 4 ... all done automatically without the need ... 5 ... any personal contact with the airline or rail company.

● In 1994 a tunnel linking Britain ... 1 ... the mainland of Europe opened to ... 2 ... public. This complex ... 3 ... costly engineering project, ... 4 ... had been planned for many years, was paid for jointly ... 5 ... the French and British governments.

● Cars are carried ... 1 ... railway trucks which form a train called the Shuttle, and then drive off ... 2 ... the end of their 35-minute journey ... 3 ... the tunnel. In the past, the only alternative for motorists ... 4 ... a ferry, ... 5 ... took a minimum of 90 minutes.

● Motorists have to pay to drive ... 1 ... motorways in Italy. Under the original system, all cars ... 2 ... to stop at kiosks ... 3 ... the beginning ... 4 ... the end of a section of motorway ... 5 ... pay cash.

<https://www.3lom4all.com>

VII. Rewrite the following sentences as required between brackets:

1. The water of the river had to flood large areas of land.
(Change into passive)
2. They could not start work on the dam until they had diverted the Yangtze.
(Change into passive)
3. The locks were built so that the Yangtze could be used by ships.
(Change into active voice)
4. They could not save many of the historical sites when they built the dam.
(Passive voice)
5. The government must give new homes and compensation to people who had to leave their homes.
(Passive voice)

VIII.

Composition

P. 89

The most important technological changes that have affected people's lives recently

The following may help you:

- computers - telephones - cars
- the Internet - education - transport systems
- What impact have they had?
- Whose lives have been most affected by the changes?
- positive and negative consequences

Technological changes have affected many aspects of life in recent years. I'll focus on two changes that have affected people all over the world.

In the first place, computers are considered the most important technological changes of the 20th century. They have affected all human activities, and today they are used almost in every aspect of life: in banks, in businesses, in government offices, at school and at home.

Secondly, the Internet has completely changed the lifestyle of most people in the world, reducing distance among people and providing useful information for all people.

In conclusion, technological changes make our life more convenient than before and it is hard to imagine the world without them. "We are changing the world with technology", as Bill Gates says.

Page (94)		Page (97)	
german	ألماني - ألمانية	when	متى
admits	يقر	at random	عشوائياً - مبرداً
unsubstantiated	غير مثبت - زائف - باطل	various	متنوع
partly	بشكل جزئي	network	شبكة - عمل مترابط
champion	بطال	Page (97)	
demonstrate	يظهر - يبين - يبرهن - يثبت	trust in	يثق - يطمح
digit	رقم	summon	يطلب
theory	نظرية	accuse	تتحدث
status	مكانة - مكانة - منزلة (شخص)	accusation	تسمية طرية - عمل طوي
Page (95)		charge	يراقب
amazing	مدهش	refuse	Page (98)
child prodigy	طفل موهبة	logical	منطقي
a Master's degree	درجة أو شهادة الماجستير	explanation	تفسير - توضيح
PhD = Doctor of Philosophy	دكتوراه في الفلسفة	flow	تدفق
MSc = Master of Science	ماجستير في العلوم	block of flats	مجموعة شقق سكنية واحدة - مجمع شقق
BSc = Bachelor of Science	بكالوريوس في العلوم	stairs	مدرج
passion	حب - رغبة - شغف	harvest	حصاد - قصة شعر
coaching	تدريب	apply logic	يطبق المنطق
instrument	أداة - آلة	apply for a job	يقدم سيرة ذاتية لطلب
was tasked	أُمر - كُلف - سُلِّم	barber	محلات الحلاقة
compositional	مؤلفات (موسيقية)	messy hair	شعر الفوضى
radio	راديو	Page (99)	
time off	عطلة - إجازة	imaginary award	جائزة خيالية
audience	جمهور - المستمعين	convince	يقنع
appeal	جاذبية - لفتة	previous	سابق
earn a living	يكتسب لقمة	recipient	المستلم
Page (96)		gifted	موهوب
increase	يزداد - يزداد	dentist	طبيب أسنان
composer	مؤلف موسيقي	replacement	بديل - التعويض
complexed calculation	حسابات معقدة	metal jira	سلك معدني
remarkable	ممتاز - مدهش - رائع	school	مدرسة
		innovation	ابتكارات
		dentistry	علاج الأسنان
		recognition	التقدير - الاعتراف

Module 10	Achievements	Unit (12) Games	Page 91 to 103
institution	مؤسسة	marital	عائلي
conference	مؤتمرات	arithmetic	علم الحساب
accolades	جوائز - شارة - تكريم - شكر مآثر	pick	يختار - يفتقر
potential	إمكان	Page (102)	
institution	تعليمية	a billion debate	مناقشة في المليارات
Page (100)		sea - sick	مصاب بدوار البحر
prussian plan	خطة سافلي	persuade	يقتنع
reject	يرفض	hurricane	إعصار
escape tunnel	نفق الهروب	islanders	سكان الجزيرة
occlaim	يسرع	possessions	ممتلكات
attempt	محاولة - يحاول	slight injuries	إصابات خفيفة
scrubbed = sea bed	قاع البحر	economist	خادم اقتصادي
shipping	تجارة	realised	أدرك إشارة لا مملوكة أو (الاعية)
Page (101)		passengers	ركاب
marches	سوق البحر والمسارات الطويلة	rough (bad)	يهرع عالج
postgraduate student	طالب دراسات عليا	marine	بحري
exceptional	استثنائي	representative	ممثل - ممثل
exhaustion	إرهاق - تعب شديد	Page (103)	
support (n + v)	دعم - يدعم	diver	غواص
compute	يحسب	shipping	شحن / ملاحية
dramatic	يعجول طقس	short-term	على المدى القصير
heat	يفزر - يهيج	long-term	على المدى البعيد
hesitantly	يتألق - يتردد	vote (v)	يصوت
popular	شعب	make a speech	يلقي خطاباً أو كلمة
jazz	موسيقى الجاز	politician	سياسي - رجل سياسة
wherever	أينما - أينما		

1. Read the following text then do the tasks below:

● Magnus Carlsen from Norway is one of the best chess players in the world. He started playing chess with his father at the age of five and played his first tournament at the age of eight. In 2003, at the age of thirteen, he was awarded the title of Grandmaster. Chess became his passion and Magnus was allowed to take time off school to practice the game. He received coaching from Karpov, one of the greatest chess players and geniuses of all time. At the age of thirteen he was ranked number one in the world, becoming the youngest player to be awarded this title.

● Answer the following questions:

1. Where does Magnus Carlsen come from?
2. When did Magnus start playing chess?
3. Why was Magnus allowed to take time off school?
4. Who did Magnus receive coaching from?

● Find words in the text which mean the following:

5. a competition in which many players in turn play games against each other
6. given a prize
7. a very strong liking for or interest in sth
8. had or given a place in an order of importance

● Rewrite these sentences about the text to correct the information:

9. Magnus was given the title of Master at the age of thirteen.
10. He started playing football with his friends at the age of five.

● Wolfgang Amadeus Mozart was one of the greatest musical geniuses of all time. He was born in Salzburg, Austria, in 1756 and began writing music before he was four years old. As a child prodigy he toured Europe, playing his own compositions on the violin and other instruments to astonished audiences which often included kings and queens. In common with many other child prodigies, Mozart lost some of his appeal to audiences when he became an adult. Despite his genius, he had to work hard throughout his short life to earn a living, and died very poor, at the age of thirty-five.

● Answer the following questions:

1. Where was Wolfgang Amadeus Mozart born?
2. When did Mozart begin writing music?
3. When did Mozart lose some of his appeal to audiences?
4. Why did he have to work hard throughout his short life?

● Find words in the text which mean the following:

5. a person who is unusually good at sth
6. went on a journey during which he visited many places
7. causing sb to be very surprised
8. attraction or interest

● Rewrite these sentences about the text to correct the information:

9. Mozart was born in Salzburg, Austria, in 1765.
10. When he became adult his appeal to audiences increased.

● Child prodigies are children who demonstrate talents at a very young age. Mathematical geniuses are often able to do complicated calculations ~~in~~ their heads ~~in~~ just a few seconds. This is particularly remarkable when the numbers they are dealing with have been selected at random. Musical geniuses, like Mozart, are often able to play new pieces of music on a variety of instruments very quickly. Mozart was certainly the most talented composer of his time, but many people believe he was really a hard worker, not a genius. When he died in 1791, some people said that overwork was the cause of his death.

● Answer the following questions:

1. Define child prodigies.
2. How much time do geniuses need to do complicated calculations?
3. What are musical geniuses able to learn?
4. What did some people say about Mozart's death?

● Find words in the text which mean the following:

1. natural skills or abilities
2. difficult to understand
3. chosen by chance
4. the quality of ~~being~~ being the same

● Rewrite these sentences about the text to correct the information:

1. Mathematical geniuses ~~draw~~ do calculations in doing complicated calculations.
2. Few people think that Mozart was really a hard worker, not a genius.

● At the age of seven, my brother Amal played football for a local club. When he did this, he became the youngest professional player in Syria. A few years later, he joined the men's team and he scored three goals in his first match. At the end of his first season, he was the highest paid player in the team. He was earning as much as six players would earn. Soon afterwards, a newspaper began printing stories which accused Amal of spending too much money on his living. Amal denied these ~~accusations~~ accusations. He explained that he spent his money on his family and that he gave ~~some~~ some of it in charity. He continued to play for his team, trusted in the support of his family and refused to let the newspaper stories bother him.

● Answer the following questions:

1. When did Amal become the youngest professional player in Syria?
2. When was Amal the highest paid player in the team?
3. What did a newspaper accuse Amal of?
4. How did Amal spend his money?

● Find words in the text which mean the following:

1. of a particular place
2. doing a sport, etc. as a job or for money
3. said that sth has done wrong or makes the law
4. help that you give to a person

● Rewrite these sentences about the text to correct the information:

1. Amal ~~did~~ scored goals in his first basketball match.
2. Amal ~~did~~ made his money when he played football.

9. I am writing to you to suggest that you consider Dr Mohammed Imad Droubi for your new genius award. Dr Droubi is an incredibly gifted dentist and academic, who gives lectures to audiences all over the world. He is best known for inventing a replacement dental jaw, improving the quality of life of those with serious dental problems. His innovations in the field of dentistry have brought him international recognition. He has received numerous awards from international institutions, including first place at the Arab World Inventions conference in 2019. I believe that these accolades justify his nomination for the new Genius Award.

• **Answer the following questions:**

1. What is Imad Droubi's job?
2. What is he best known for?
3. What has brought him international recognition?
4. Where has he received numerous awards from?

• **Find words in the text which mean the following:**

5. either of the bones in your face that contain the teeth jaw
6. involving two or more countries international
7. prizes awards
8. strong praises accolades

• **Rewrite these sentences about the text to correct the information:**

9. Dr Droubi is famous for inventing a replacement plastic jaw. ~~metal~~
10. Dr Droubi had received few prizes from local institutions. ~~international~~

10. The Channel Tunnel, which links Britain and France, is over 50 kilometres long and was completed in 1994. There are actually two main tunnels, one from France to Britain and the other from Britain to France. Previous plans to build a tunnel had been rejected because of the high cost and because the people were worried about fires in the tunnel. To reduce people's worries about safety, a third tunnel had to be built as an escape tunnel in case of fire. For many years motorists had looked forward to driving between Britain and the mainland of Europe. However, they had not thought they would have to put their cars on train to 'drive' through the tunnel.

• **Answer the following questions:**

1. How long is the Channel Tunnel?
2. How many main tunnels are there?
3. Why had previous plans to build a tunnel been rejected?
4. What did they do to reduce people's worries about safety?

• **Find words in the text which mean the following:**

5. a passage under the ground or sea river, etc. tunnel
6. makes a connection between two things links
7. coming or happening before or earlier previous
8. to make less to be less

• **Rewrite these sentences about the text to correct the information:**

9. People were worried about ~~fires~~ in the tunnel. ~~view~~
10. Previous plans to build a tunnel had been accepted because of the ~~low~~ cost. ~~rejected~~ - high

B. Complete the following paragraphs by filling in the gaps

- (1) Mozart lost some of ... 1 ... appeal to audiences ... 2 ... he became ... 3 ... adult. Despite his genius, he had to work hard throughout his short life to earn a living ... 4 ... died very poor ... 5 ... the age of thirty-five.
- (2) Child prodigies are children ... 1 ... demonstrate talents at a very young age. Mathematical geniuses ... 2 ... often able to do complicated calculations ... 3 ... their heads in just a few seconds. This is particularly remarkable ... 4 ... the numbers they are dealing with have been selected ... 5 ... random.
- (3) Musical geniuses, like Mozart, ... 1 ... often able to learn to play new pieces of music ... 2 ... a variety of instruments very quickly. Mozart was certainly ... 3 ... most talented composer of his time ... 4 ... many people believe he ... 5 ... really a hard worker, not a genius.
- (4) At the age of seven, my brother Amar played football ... 1 ... a local club ... 2 ... he did this, he became the youngest professional player in Syria. A few years later, ... 3 ... joined the men's team ... 4 ... he scored three goals in ... 5 ... first match.
- (5) Some afterwards, a newspaper began printing stories ... 1 ... accused Amar ... 2 ... spending too ... 3 ... money on high living. Amar denied these accusations. He explained that he spent ... 4 ... money on his family and that he gave much of ... 5 ... to charity.
- (6) Dr Doudou is an incredibly gifted dentist ... 1 ... academic ... 2 ... gives lectures to audiences all over the world. He ... 3 ... best known ... 4 ... inventing replacement metal jaw, improving the quality of life of those ... 5 ... serious dental problems.
- (7) The Channel Tunnel ... 1 ... links Britain and France, is over 50 kilometres long and ... 2 ... completed in 1994. There ... 3 ... actually two main tunnels, one from France to Britain and the other from Britain to France. Previous plans to build a tunnel had ... 4 ... rejected because of the high cost and because the people were worried ... 5 ... Tunnels in the tunnel.
- (8) Burj Al-Arab ... 1 ... is one of ... 2 ... most expensive hotels in the world, stands in the sea ... 3 ... the coast of Dubai. Before it could be built, engineers had to make ... 4 ... artificial island. In order to do this, land had to be reclaimed ... 5 ... the sea.
- (9) The Panama Canal ... 1 ... joins the Atlantic and Pacific Oceans, opened to shipping in 1914. Before this, ships had to go round the bottom of South America ... 2 ... get from one ocean to the ... 3 ... This was one of the greatest and ... 4 ... difficult engineering jobs that had ever ... 5 ... attempted.
- (10) Ahmad had competed in six prestigious cycling competitions before ... 1 ... this was the first time he had dominated the race ... 2 ... he crossed the finish line beating all his rivals, he knew it ... 3 ... the start of an exceptional career. Whenever he participated, Ahmad risked injury ... 4 ... exhaustion, but his competitive nature helped ... 5 ... to succeed.
- (11) My younger sister ... 1 ... always had a talent for music. She started piano lessons at the age of three and ... 2 ... teacher was astonished by ... 3 ... quickly she learned to play well. "She is the most outstanding pupil I have ever taught," she said. "As well as playing the piano brilliantly she ... 4 ... understands the theory ... 5 ... music."
- (12) The island of Litterick has been almost destroyed ... 1 ... a hurricane. The islanders have lost ... 2 ... homes and all their possessions. Nobody has been killed ... 3 ... Many people have slight injuries. A group of four professional people have ... 4 ... arrived to help the islanders rebuild their community. These people are: a teacher, a doctor, an engineer ... 5 ... an economist.

2. A large passenger ship 50 kilometres out to sea is in trouble and 1 in need of help. The passengers are not in any immediate danger. 2 Some are sea-sick and 3 Some of them are very angry. The sea is rough and the weather is 4 bad to use a helicopter. A small boat with four specialists 5 is travelling towards the damaged ship.

III - Complete the following sentences using clauses:

- When he said he was leaving,
- Previous plans to build a tunnel had been rejected because
- When he finished the race,
- Before the last race,
- When he crossed the finish line beating all his rivals,
- Wherever I go on holiday,
- I'd like to be an archaeologist when
- Nobody has been killed in the accident, but

IV - Choose the correct words in brackets:

- My sister is a very (ability / able) student.
- To my (amusement / amazement) I got over 90% in the exam.
- Many children find young animals very (appealing / appeal).
- When she said she was leaving, we just stared at her in (astashment / astonishment).
- I've never been very good at (mathematical / mathematics).
- I enjoy listening to all kinds of (musical / music).
- Sport has increased greatly in (popular / popularity) in recent years.
- The more you practise, the more (skill / skilful) you will become.
- Child prodigies are children who demonstrate talents (in / at) a very young age.
- Mathematical geniuses are often able to do complicated calculations (at / in) their heads (in / at) just a few seconds.
- The numbers they are dealing with have been selected (in / at) random.
- Musical geniuses, like Mozart, are often able to learn to play new pieces of music (in / on) a variety of instruments very quickly.
- When he died (at / in) 1791, some people said that overwork was the cause (in / of) his death.
- He is now a PhD student in Bangalore (where / when) he is doing high-level research.
- To reduce people's worries about safety, a third tunnel (had to be built / had to build) as an escape tunnel in case of fire.
- However, they (had not thought / had not been thinking) they would have to put their cars on trains to 'drive' through the tunnels.
- My father is one of the most (skill / skilful) drivers I know.
- Traditional music has lost some of its (popular / popularity) among young people.
- Samir was a very (talented / talent) jazz trumpet player.
- He has an amazing (able / ability) to multiply large numbers in his head.
- Wherever I go on holiday, I like to visit places of (historical / history) interest.
- I'd like to be an (archaeology / archaeologist) when I leave university.
- The price of DVD players (came down / came round) by 50% last year.
- If you are good at mental arithmetic, it means you can do calculations (in your head / on your head) very quickly.
- After the storm there were a lot of (afraid / frightened) children and animals.
- I've lost my glasses - let me know if you (come across / come over) them.
- Over a thousand people sent in correct answers to the competition. A computer picked the names of the three winners (at random / from random).
- My sister and I look very (alike / alive) - people often think I'm her.

عالم الجميع

VII- Complete the following dialogues by writing suitable questions and answers:

1. A: *When was Mozart born?* B: *He was born in Salzburg, Austria, in 1756.*
 A: *What do you think was his job?* B: *He was a composer.*
 2. A: *When did he begin writing music?* B: *He began writing music before he was five years old.*
 3. A: *Why did he have to work hard to earn a living?* B: *He had to work hard to earn a living.*
 4. A: *What was the island almost destroyed by?* B: *The island has been almost destroyed by a hurricane.*
 5. A: *What happened to the islanders?* B: *The islanders have lost their homes and all their possessions.*
 6. A: *Who has been killed?* B: *Nobody has been killed, but many people have slight injuries.*
 7. A: *Who do you think will come to help them with their injuries?* B: *The doctors will come to help them.*

IX-

Composition

P. 95

Write a letter recommending a genius you know who deserves a national award

The following may help you:

- name
- place and date of birth
- some characteristics
- education
- career
- achievements

Dear _____,

I'm writing to suggest that you consider Dr. Douda for your Genius Award.

He was born in Damascus in 1980. He received his education in Damascus. He studied dentistry at the University of Damascus and graduated in 2002. Since then, he has been inventing wonderful buildings, such as the replacement dental jaw. His major hobby is to keep up with the latest inventions and researches on the Internet. He has participated in many conferences and has been honoured for his genius in dentistry.

For all these reasons, I recommend him for your Genius Award because he really deserves it.

Unit 10	Unit 11	Unit 12
10.1	11.1	12.1
<p>Questioner: How many years did Hinault's professional career last?</p> <p>Answer 1: Fifteen years (Unsure)</p> <p>Questioner: In which year did he win his first Tour de France?</p> <p>Answer 2: 1978 (Sure)</p> <p>Questioner: What was Hinault's nickname?</p> <p>Answer 3: The badger (Sure)</p> <p>Questioner: Who was his greatest competitive rival?</p> <p>Answer 4: Greg LeMond (Unsure)</p> <p>Questioner: In which year did Bernard Hinault retire?</p> <p>Answer 5: 1986 (Unsure)</p>	<p>This morning, my talk is about the Three Gorges Dam on the Yangtze River in China. When it is completed, it will be the largest hydroelectric dam in the world. I'll start by describing the dam itself. As I said, it is being constructed on the Yangtze, which is the third longest river in the world after the Amazon and the Nile. After years of planning and preparation, construction finally began in 1994. First of all, the people living in communities along the banks of the Yangtze were moved to other places because their homes were in an area that would be flooded when the reservoir behind the dam filled with water. In all, nearly two million people were forcibly moved by the authorities. In 1997, the river was diverted, so that work on the dam could be started. The dam itself, which was completed in 1998, is almost 1.5 kilometres wide while the reservoir behind the dam extends more than 500 kilometres upstream. In 2003, an enormous lock opened so that ships could continue to use the river below and above the lock. The original cost of the dam was estimated at \$25 billion, but by the time it is completed this will have risen to \$75 billion or more. In addition, many people are very angry about the human and environmental cost of the project. Many important cultural and archaeological sites have had to be destroyed and millions of people have had their lives disrupted because they have been forced to leave their homes.</p>	<p>A) I can do mental calculations really quickly. B) Can you? (Interested) A) Ali's very good at doing calculations in his head. B) Is he? (Not interested) A) I'm learning to play the violin. B) Great! (Not interested) A) My sister's competing in next year's Olympic Games. B) Brilliant! (Interested) A) I love traditional music. B) Do you? (Interested) A) I'm going to a concert tonight. B) Are you? (Not interested)</p>
10.2	11.2	12.2
<p>1) What's the colour of the jersey the race leaders wear?</p> <p>2) How many stages did Hinault win in the Tour de France?</p> <p>3) What does Hinault do today?</p> <p>4) Have you heard of any other professional cyclists?</p>	<p>The dam itself, which was completed in 1998, is almost 1.5 kilometres wide while the reservoir behind the dam extends more than 500 kilometres upstream. In 2003, an enormous lock opened so that ships could continue to use the river below and above the lock. The original cost of the dam was estimated at \$25 billion, but by the time it is completed this will have risen to \$75 billion or more. In addition, many people are very angry about the human and environmental cost of the project. Many important cultural and archaeological sites have had to be destroyed and millions of people have had their lives disrupted because they have been forced to leave their homes.</p>	<p>A) I can do mental calculations really quickly. A) Ali's very good at doing calculations in his head. A) I'm learning to play the violin. A) My sister's competing in next year's Olympic Games. A) I love traditional music. A) I'm going to a concert tonight.</p>

Module 4 Project

7-11

Chair: Welcome to this week's balloon debate. You know what the situation is, so I'll introduce the first speakers in turn. You will have to decide who should be allowed to reach the island of Literock. The first speaker is the teacher.

Teacher: Okay, let me tell you why I should be allowed to reach Literock. As far as we know, most of the islanders are homeless. They will need time to rebuild their houses and their communities, but they won't be able to do this if they have to take care of their children all the time. So, what they need most of all is a qualified teacher to look after their children during the day, and teach them some of the practical skills they will need in the future - like cooking, farming, building. Then, in the evenings, I could run classes for parents who need to learn new skills.

Chair: Next, we have the doctor.

Doctor: Let me tell you a little about myself. As a doctor, I have experience of dealing with the kind of situation the people of Literock are in. I spent nearly a year working in a village in Pakistan that had been hit by an earthquake. In situations like this, people need a qualified doctor to treat any physical and mental problems they have. We know there have been no deaths on the island, but we do not know how serious people's injuries are, or whether diseases are spreading among the population. Until people get fit and healthy again, they cannot get on with rebuilding their lives.

Engineer: The people of Literock need an engineer more than any other profession. From reports we know that all the buildings and other structures on the island have been destroyed or severely damaged by the hurricane. Power lines are down and will need replacing and the water supply system will have to be repaired. These are very basic problems which need to be dealt with before life can even begin to get back to normal.

Most of the islanders are farmers who have no engineering or building skills. They need an expert like me if they want to rebuild their lives on Literock.

Chair: Thank you. Our last speaker is the economist.

Economist: I was an economist who specialises in agriculture. Most of the agricultural land on Literock has been seriously damaged by the hurricane and this year's crops have all been lost. The people of the island are poor and cannot afford to import food from other countries - they depend on local farms for their food supply. If they do not have enough food, the people will have to leave the island or starve. I can offer practical agricultural and financial advice which will enable the islanders to stay on the island and get back on their feet.

Chair: Thank you very much. Now it's up to you, the audience, to decide who you think will be most useful to the people of Literock.



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Page (4)		Page (6)	
rules	قواعد - قواعد	to signify = mean	يعني - يثبت
The Geneva Convention	اتفاقية جنيف	football pitch	ميدان كرة القدم
hatchback	سيارة	graduation	التخرج (من الجامعة)
The Red Crescent	الهلال الأحمر	Page (7)	
injured	جرحى	suffer	تسوء - تتعثر - تعاني
wounded	جرحى - جرحى	impedely	يشكل عائقاً
due to = because of	بسبب	unscrutable	كثير الغموض
significantly	بشكل ملحوظ	such is the demand that	من أجل هذا الطلب
upstate	يخلف - يخلف	cloud (n)	السحب - الغيرة
neutral	محايد	leisure activities	أنشطة الترفيه (في أوقات الفراغ)
ambulances	سيارات الإسعاف	aware of	واعي - مدرك
symbol	رمز - علامة	launched a scheme	أطلق مشروعاً
will be used	سوف تستخدم	purchase = buy	يشترى
involved in	مشاركين - مشاركون في	ambuscade	يشتكي - يشن - يشن
conflict	صراع	benefit (v - n)	يفيد - فائدة
ignore	يتجاهل - يتجاهل	Page (8)	
under the convention	بموجب الاتفاقية	employees	موظفون - مستخدمون
court of law	محاكمة	sample = pattern	نموذج - عينة
religion	الدين	Page (9)	
gender	النوع - ذكر أو أنثى	northwards	نحو الشمال
nationality	جنسية	southwards	نحو الجنوب
political views	آراء سياسية	original home	الوطن الأصلي
next	بجانب - التالي	recurrent	متكرر (يشكل موجة)
prejudice (n)	تحيز - تحامل	evict children	يردوا أطفالاً
Page (5)		unusually	بشكل استثنائي
treaty = Convention	معاهدة - اتفاقية	rude	الرجز - سيئ
terms	شروط - شروط	forge	يشكل - يخلق - يخلق
attitude	وجهة نظر - موقف	extensive	واسعة - شاملة جداً
sign (v)	يوقع - يوقع	temperant	معتدل
case	قضية - حالة	Page (10)	
court	محاكمة - محكمة	occur = happen	يحدث
fine	غرامة - راق	bring up children = raise	يربوا الأطفال
mean	بقي - يعني	scare	يخيف (عن الامان - قلق) - يهمل
a trial is held	تجري محاكمة	unemployment	البطالة - البطالة
generous	كريم	permanent ≠ temporary	دائم - مؤقت

to double (v)	تضاعف	Page (15)	terma	عبارات - اصطلاحات
run an engineering firm	يدير مؤسسة هندسية	Page (16)	stagnant	ثابتة
attend school	يحضر أو يدرس في المدرسة	Page (17)	calm down	يهدأ
fit as	يتناسب - يتكافأ	Page (18)	trend	اتجاه - نزعة
locals	أهل البلد - السكان المحليون	Page (19)	maintain	يحافظ على
fall asleep	يغرق في نوم عميق	Page (20)	sign (n)	علامة - إشارة
at the wheel of his car	على مقود سيارته - يوجهان سيارته	Page (21)	pathosism	مخاض
Page (12)		Page (22)	campaign	حملة
ghamrad	تكملة - توكيد	Page (23)	to highlight	يركز على - يسلط الضوء على
crash	موت تدهيب	Page (24)	economic migrants	مهاجرين لأسباب اقتصادية
loop - leaps - leapt	يقفز	Page (25)	arrivals	الوافدون
stare	يحدق	Page (26)	low - paid jobs	أعمال ذات دخل منخفض
work out	يخرج حلاً - ينفذ	Page (27)	well - paid jobs	أعمال ذات دخل جيد
Page (14)		Page (28)	economy	اقتصاد
clerk	مكتب	Page (29)	wages	أجور
libre	تف - مائة ليرة	Page (30)	share	يشارك في
rot - decay	يتلفن - يتفسخ	Page (31)	accommodation	إقامة - سكن
sustainable	مستدامة - دائمة التحمل	Page (32)	Page (20)	
wood pulp	خشبنة الورق من الخشب	Page (33)	live at home	يسكن برأسه - يملكه في بيته أو يملكه
fabric	سحق - قماش	Page (34)	take up	يبدأ ممارسة (رياضة)
sugar cane	أعصا السكر	Page (35)	hump and (ab) = meet by chance	يقتطع أو يصادف بالشance
environmentalism	التعامل مع البيئة - أعمار البيئة	Page (36)	rule	القانون (الوجه)
ecotourism	السياحة البيئية	Page (37)	Page (21)	
conservation	حمايات - أحياء	Page (38)	give back	يعيد - يرجع
agency	وكالة - مكتوبة - ولايات	Page (39)	put up with	يتحمل
commercially	من الناحية التجارية	Page (40)	keep up with	يتتبع على اتلا على
long - term	الطويل الأمد	Page (41)	run out of	ينفد - لم يبق بوجه - ينفد من
proportion	نسبة - قسم - جزء	Page (42)	look forward to	يتطلع بفرح إلى
prisonhouse	بيت السجون - سجون	Page (43)	come up against	يواجه - يتقابل
dispute = an issue of	يثار فيه جدل	Page (44)		
in the interests of	لصالح - من أجل مصلحة	Page (45)		
as much of it as possible	أكبر قدر ممكن منه	Page (46)		

1. Read the following texts then do the tasks below:

● The Geneva Convention is a set of international laws that protect injured soldiers and civilians during war. The law makes sure that every person is treated well and with respect. The first treaty was written in 1864 but it is often changed to fit different types of war. It was significantly updated in 1949 after World War Two.

Syria is one of 200 countries in the world that agrees to follow the laws of the Geneva Convention. The agreement is important because during war a country might need help from neutral organisations to care for the wounded. The Red Crescent is one of the organisations that provides aid during times of war. It also helps injured people during negotiations, and you may have seen ambulances with the Red Crescent symbol in the street.

● Answer the following questions:

1. How does the Geneva Convention help the victims of war?
2. What is the Red Crescent?
3. Why is the first treaty often changed?
4. How many countries have signed the Geneva Convention?

● Find words in the text which mean the following:

5. used by a number of different countries: *international*
6. a formal agreement: *Convention, treaty*
7. people not in the army: *civilians*
8. help: *aid*

● Rewrite these sentences about the text to correct the information:

9. The Red Crescent is an organisation that provides aid during war only. *in a negotiation*
10. Syria refused to sign the Geneva Convention. *agreed*

● Countries who follow the laws of the Geneva Convention must not attack civilians, and they are not allowed to fight someone who is already hurt. It is illegal to ignore these rules, and a country found guilty of committing war crimes will be tried in a court of law and can be severely punished.

All soldiers, civilians and prisoners may receive medical help from doctors and nurses.

They can be taken to a hospital without being attacked. Food can also be given to people involved in a conflict. Under the Geneva Convention it does not matter what religion, gender or nationality a person is or what his political views are; if someone is sick he must be treated without prejudice.

● Answer the following questions:

1. What is forbidden under the rules of the Geneva Convention?
2. What happens to the countries who commit war crimes?
3. Who may receive medical help during the war?
4. What is given to people during war in addition to medical care?

● Find words in the text which mean the following:

5. negative attitude towards people who are different: *discriminate*
6. very harshly: *severely*
7. the place where a trial is held: *court*
8. the classification of people into two sexes: male and female: *gender*

● Rewrite these sentences about the text to correct the information:

9. If you are an injured soldier, you will be killed. *he will be treated*
10. To ignore the rules of the Geneva Convention is considered best. *illegal*

Today, more and more people in Syria are using computers for activities at home, at school or at work. Such is the demand that the government has introduced a scheme to allow Syrians to purchase them more easily. Many people are using computers for all sorts of things – writing letters, searching the Internet or just playing games. It is a great thing that Syria has embraced modern technology so successfully, but in this essay I am going to consider two disadvantages of computers.

In my opinion, the main disadvantage is that people may spend so much time on their computers that they are less of their friends and family. Children who spend too long playing computer games may become unsociable and forget how to communicate normally with other people.

Another result of people spending too much time at their computers is that their health suffers. Sitting for long periods of time can hurt your eyes, cause headaches, or damage your hands and arms. In some cases this means that people cannot do their jobs properly.

There is no doubt that computers are here to stay. Some jobs and many leisure activities would be impossible without them, but we should be aware of the possible dangers of spending too much time at our computers.

Answer the following questions:

- Where are Syrians using their computers? At home, at school or at work.
- What are the possible potential effects of spending too much time in computers?
- What is the main disadvantage of computers at children?
- In which other fields are computers used? In writing letters, searching the net or just playing games.

Find words in the text which mean the following:

- to buy Purchase
- the time when you don't have to work Leisure
- an official plan for doing something Scheme
- to harm something Hurt / damage

Rewrite these sentences about the text to correct the information:

- The number of Syrians using computers is decreasing. increasing
- The Syrian government doesn't believe in modern technology. has embraced

II. Complete the following paragraphs by filling in the gaps:

- Another result: 1. people spending too much time at their computers 2. that their health suffers. sitting 3. long periods of time can hurt your eyes, cause headaches, or damage your hands 4. arms. In some cases this means that people cannot 5. their jobs properly.
- In my opinion, the main disadvantage 1. that people may spend so much time 2. these computers that they are less of their friends and family. Children 3. spend too long playing computer games may become unsociable 4. forget how to communicate normally 5. other people.

III. Correct the verbs in brackets:

- He's just come out of the sea. He swims with his friends. has been swimming
- She's just come out of the library. She do research for a school project. has been doing
- He's just come out of the football pitch. He play football. has been playing
- They just have a family meal. They have been celebrating Samir's graduation. have just had
- They've just finished work. They work since 8 o'clock this morning. have been working
- What you / do since I last saw you? have you been doing
- I pass my driving test and I've been having interviews for a university place. have passed
- you / ever / learn to play a musical instrument? Have you ever learnt
- I start learning the guitar, but I've only been playing for a few weeks. have started
- you / have a holiday yet this year? Have you had

IV. Choose the correct words in brackets:

1. A (court / case) is a place where people play tennis.
2. A (court / case) is a container for carrying luggage or papers.
3. A (fine / price) is money paid as a punishment.
4. A (court / case) is the subject of a police investigation.
5. A (court / case) is the place where a trial is held.
6. The opposite of generous is (mean / mean).
7. I have been playing (since / for) a few hours.
8. He has been working (since / for) eight o'clock.

V. Complete the following sentences using (since):

1. I have been learning to play the violin since I was a child/boy.
2. For the last six years, I have been studying English.
3. I have passed my driving test, so I can borrow my friend's car. / I can now drive my car.
4. It sometimes ignores the terms of the Geneva Convention. They are secretly punished.

VI. Translation:

• Translate the following sentences into Arabic:

1. The fine weather made me feel very happy.
2. The police officer gave me a fine for driving too fast.
3. The law makes sure that every person is treated well and with respect.
4. The court heard that the crime had taken place on a public street.
5. Some people spend such a long time at their computers that their health suffers.

• Translate the following sentences into English:

1. حصل القاضي المسؤول عن القضية على وثائق في قضية جنسية مؤثرة.
2. يُلهم الهلال الأحمر مساهماته أثناء أوقات الحرب والسلام.

VII.

Composition

Activity Book P. 8

• Write a composition of no less than 80 words on the following topic:

Do you think companies should allow their employees to use work computers for their own purposes?

There is no doubt that computers have become very necessary at work, especially for large companies. Employees have to use work computers to do their jobs perfectly. But some employees use work computers for their own purposes, like chatting with friends, sending personal emails, playing games or searching the Internet.

In my opinion, companies shouldn't allow their employees to use work computers for their own purposes because employees will waste their time in personal things instead of doing their jobs for the company. In addition, they have no right to do this whatever their excuses might be. They receive their salaries from the company, therefore their full time should be spent only on the company's activities.

1- Read the following text then do the tasks below:

When we talk about animal migration we mean the movement of an animal from the place where it has been living to a different place and the return journey to that animal's original home. Most animal migrations are recurrent events which happen at certain times of the year. Animals usually migrate to find food or to raise their young.

Incredibly, most migrating animals follow the same route every year and from generation to generation. Land animals may cross mountains or surge through rivers, while birds and insects travel extensive distances, sometimes across continents and oceans. Fish and other sea creatures may migrate halfway round the world. For example, the grey whale can travel as much as 20,000 kilometres.

Many animals migrate to northern regions during the northern summer because the long summer days mean that there is always plenty of food. In the autumn, when the weather gets colder, many animals migrate south to find food and warmer weather (the southern summer). Some animals migrate every year, during the two journeys in one year, but others migrate only if they need to find food or for more temperate weather.

Answer the following questions:

1. Why do some animals migrate northwards in summer?
2. When and why do many animals migrate south?
3. How do most animals find their way when they migrate?
4. What do we mean by animal migration?

Find words in the text which mean the following:

5. very long: extensive
6. occurring often or repeatedly: recurrent
7. bring up children: raise
8. having mild temperatures: temperate

Rewrite these sentences about the text to correct the information:

9. Animals usually migrate only to find food. or to raise their young.
10. Most animals migrate northwards in the winter and southwards in the summer.

I had gone to bed just after midnight and I was only half-awake when the wind started blowing. Ten minutes later my bedroom window shattered with a terrible crash. Immediately I leapt out of bed and rushed to my brother's bedroom to check that Tariq and Hani were all right. When I went into their bedroom, I found Tariq staring out of the window watching the storm. Our younger brother Hani was sleeping peacefully. Luckily, he had not been woken by the noise of the wind and rain. Next, Tariq and I went to check that our parents were okay. We knocked on their bedroom door. There was no reply so we opened the door and went in. Our mother was still sleeping, but our father was already dressed and doing everything he could to protect our house from the storm.

Answer the following questions:

1. What was the weather like?
2. What happened to his bedroom window?
3. How was Hani sleeping?
4. Why did the children go to their parents' room?

Find words in the text which mean the following:

5. broke into very small pieces: shattered
6. at once, without delay: immediately
7. in answer: reply
8. to stop harm or damage: protect

Rewrite these sentences about the text to correct the information:

9. Their parents were still sleeping during the storm, mother but their father.
10. The storm started in the morning, (just) after midnight.

- II- Complete the following paragraphs by filling in the gaps:
1. In 1975 my family left England on ...1... aeroplane. Five hours later we arrived ...2... Damascus, Syria. My mother ...3... worried about the plane journey ...4... she is scared of flying. But there was no turbulence ...5... she slept through the trip.
2. In Syria my family lived ...1... a lovely apartment. ...2... was provided by my father's new job. My father helped to run ...3... engineering firm that built bridges. We went to an international school ...4... attended school ...5... children from all over the world.
3. At first, it was difficult getting used to being away from home. ...1... we all worked hard to fit in and the locals ...2... very friendly. In 1986, my family and I returned ...3... England, but I loved my time in Syria. I had learnt so much about ...4... interesting culture and ...5... so many good friends.

III- Complete the following sentences using clauses:

- When I went into the room, ...
- His mother was worried because ...
- They lived in an apartment which ...
- I went to the doctor's this morning because ...
- Many animals migrate because ...

IV- Choose the correct words in brackets:

- (Many / Much) animals migrate to northern regions during the summer.
- Some human activities are (destroying / destruction) the natural world.
- Unemployment is falling as more people find (permanent / permanently) work.
- Average (earn / earnings) are expected to double in the next ten years.
- It has been a (disaster / disasters) year for the tea industry.
- Storms caused the (destroyed / destruction) of most of the crops.

V- Correct the verbs in brackets:

- In 1975 my family (leave) England on an aeroplane. (Left)
- There (be) no turbulence and she slept through the trip. (was)
- My family (live) in a lovely apartment, which (be provided) by my father's job. (was provided)
- In 1986, my family and I (return) to England. (returned)
- My father (retire) last year. (retired)
- Last year, I (spend) two months there. (spent)
- Yesterday he (offer) two jobs. (was offered)
- I went to the doctor's this morning. I (feel) ill during the night. (had felt)
- I (dream) of visiting China for many years. Last year I spent two months there. (had dreamt)
- My sister and her husband moved into a new flat at the weekend. Before that they (live) with her husband's parents. (had lived)
- My father retired last year. He (work) for the same company all his life. (had worked)
- I wasn't surprised that he fell asleep at the wheel of his car. He (drive) nearly 1,000 kilometres without a break. (had driven)
- He (look for) work for only two weeks. Then yesterday he was offered two jobs. (had looked for)
- There was no reply, so we (open) the door. (opened)
- When I went into their bedroom, I (find) Tareq staring out of the window. (found)

VI- Translation:

• Translate the following sentences into Arabic:

1. Unemployment is falling as people find permanent work.
2. Some human activities are destroying the natural world.
3. Storms caused the destruction of most crops.

• Translate the following sentences into English:

1. تهاجر العشرات العائلات في نفس الوقت من كل عام.
2. تقوم الحيوانات بتدمير المحاصيل كما تفتك أمهاتها وأبناؤها.
3. كان هناك حربان عالميتان في القرن العشرين.
4. لقد كانت سعة كارتة بالنسبة لمدرسة الشبي في بعض البلاد في العام الماضي.
5. كانت أسي فلانة من رحلة التمازج لأنها تهاجر من الطريق.

at the same time

make

VII-

Composition

Activity Book P.13

Choose something that actually happened to you or use your imagination to make up a story:

A Stormy Night

- The following points may help you:

- where
- when
- people involved in the story
- what happened
- the end

When I was young, my family used to live in a small village. One day, I went to bed just after midnight and I was only half-asleep when the wind started blowing. Ten minutes later, my bedroom window was broken. Immediately, I jumped out of bed and went to my brother's bedroom to check that they were all right. I found them looking out of the window watching the storm. My brother Hani was still sleeping peacefully. Next, I went to check that my parents were okay. My mother was still sleeping but my father was doing everything he could to protect our house from the storm. It was a terrible night I will never forget.

1. Read the following text then do the tasks below:

● The first paper was made from cloth nearly two thousand years ago in China. Although paper can be made from all kinds of materials, such as cotton fibres, grass or sugar cane, these days wood pulp is the material most commonly used to make 'new paper' - that is, paper which contains an old or recycled paper.

The modern world uses so much paper that environmentalists have persuaded us that we should recycle old paper. There is an increasing awareness in Syria of the need to recycle both paper and other materials. Paper recycling containers can now be found in some parts of the country and some government agencies have begun paper recycling programmes. Also, there is greater education in schools about the need to take care of our environment.

Although we use wood pulp from trees to make new paper, it is not true that recycling paper saves trees. Trees are a commercially grown long-term crop, so that when they are cut down, new ones are planted. Also, papermakers use the parts of trees that cannot be used in other industries such as building and furniture making. Nearly all new paper is made from wood grown in sustainable forests.

● Answer the following questions:

1. Why do environmentalists persuade us to recycle old paper?
2. When are new trees planted?
3. Which parts of trees are used to make new paper?
4. What materials can paper be made from nowadays?

● Find words in the text which mean the following:

5. wood after it has been crushed: wood pulp
6. material or fabric used to make clothes: cloth
7. that can be used or reused without causing damage to the environment: sustainable
8. have or hold within itself: contain

● Rewrite these sentences about the text to correct the information:

9. Grass is the most common material used to make new paper.
10. People in Syria are not aware of the importance of recycling materials.

11. Complete the following paragraphs by filling in the gaps:

● Many new arrivals ... 1 ... economic migrants. Traditionally, many of these migrants to Britain used ... 2 ... come from Africa or Asia, but now growing numbers are ... 3 ... less developed countries in Eastern Europe. Many of them take low-paid jobs ... 4 ... British people don't want to do. A minority come to work in well-paid ... 5 ...

● Many migrants to Britain send some ... 1 ... their earnings home to their families. But even though they earn higher wages ... 2 ... they would in their own countries, most economic migrants ... 3 ... only afford to live a simple ... 4 ... Some share accommodation ... 5 ... another migrant family.

● Sofia arrived ... 1 ... England from Poland seven years ago. ... 2 ... then she has worked as a primary school teacher. ... 3 ... went back to Poland several times to see her family, but she never wanted to stay there. Two years ... 4 ... she got married to another teacher at her school, and the couple have recently ... 5 ... a baby.

● When Sofia first arrived in Britain, ... 1 ... didn't imagine she would settle here. For the first year she suffered ... 2 ... culture shock and wanted to go home. ... 3 ... she quickly learnt the language and made new friends. In the seven years Sofia ... 4 ... been in England, she has become so used to the way of life ... 5 ... she really feels at home there.

● I was walking through town the other day ... 1 ... suddenly I thought about my friend Tareq. I hadn't seen him ... 2 ... several weeks and I wondered when he ... 3 ... doing. I took out my mobile phone, when somebody bumped ... 4 ... me. "Sorry," I said. He was ... 5 ... friend Tareq.

● The authorities ... 1 ... just given the green light to the building of a new airport. The news has come ... 2 ... of the blue, and shocked many villagers. The thought of a new airport near their homes has made many of them see ... 3 ... Unfortunately, the plans have already ... 4 ... prepared - I have seen them in ... 5 ... and where.

III. Complete the following sentences using clauses.

1. Despite our increasing dependence on information stored on computers,
2. When Sofia first arrived in Britain,
3. I was walking through town the other day, when
4. I took out my mobile phone, when suddenly
5. I'm really tired this morning. I wish
6. It's harder to go out today. I wish
7. I can't remember where I left the newspaper. I wish
8. Her music is too loud for me. I wish
9. They have been working very hard recently, so
10. Everything was going very well until

IV. Choose the correct words in brackets.

1. A letter came this morning completely out of the (black / blue).
2. The government has given the (green / blue) light to the building of a new airport.
3. Something reminded me of being lazy and I just was (blue / red).
4. It's in the newspaper. Look - it's here in (black / red) and white.
5. I'm looking forward (up / to) the summer holidays in Syria.
6. Environmentalists are working hard to come up (to / with) new ways of saving energy.
7. If you want to improve your health, you should cut down (on / with) the amount of sugar and fat.
8. My journey to work gets worse every day. I don't think I can put up (on / with) it for much longer.
9. Economic migrants with less money in their home countries (than / from) in Britain.
10. More and more (immigrants / migrants) are arriving from Eastern Europe and Asia.
11. Most migrants (who / which) come to Britain do low-paid work.
12. The authorities have just given the (blue / green) light to the building of a new airport.
13. The new law came out of the (black / blue), and shocked many villagers.
14. The thought of a new airport near their houses has made many of them see (black / red).
15. Unfortunately, the plans have already been prepared - I've seen them in (black / white) and (black / white).
16. The car parks usually run out (of / with) spaces by 8 o'clock in the morning.
17. They've been working very hard recently, so they're really looking forward (of / to) their holidays.
18. They live very close to the airport, and they're finding it very difficult to put up (of / with) the noise.
19. Everything was going very well until they came up (with / against) an unexpected problem.

V- Correct the verbs in brackets:

- The first paper (be made) from cloth nearly two thousand years ago. *was made*
- My journey to work (get) worse every day. *gets*
- Sofia (arrive) in England from Poland seven years ago. *arrived*
- Since then she (work) as a primary school teacher. *has worked*
- Two years ago she (get married) to another teacher at her school. *Got married*
- When Sofia first (arrive) in Britain, she didn't imagine she would settle here. *arrived*
- She (become) so used to the way of life that she really feels at home there. *became*
- I (walk) through town the other day, when suddenly I thought about my friend. *was walking*
- I (take) out my mobile phone, when somebody bumped into me. *was taking / took*
- The person who (bump) into me was my friend Tariq. *bumped / had bumped*

سوف
 حصل
 إلى
 كان
 كان
 كان
 كان
 كان
 كان
 كان
 كان

VI- Rewrite the following sentences as required in brackets:

- You waste too much paper. (I wish... to express criticism) *I would stop wasting paper*
- My brother spends many hours talking on the phone. (I wish... to express annoyance) *I would stop spending time talking on the phone*
- I'm very shy about talking in public. (I wish...)
- Newspapers and magazines contain too many adverts. (I wish...)
- You eat too quickly. (I wish... to express criticism)
- I'm a very slow reader. (I wish...)
- We don't spend much time together. (I wish...)
- The city centre is really busy this morning. (I wish...)
- I'm not old enough to go to university. (I wish...)
- I'm not very good at maths. (I wish...)
- I can't speak French. (I wish...)
- Going to the theatre is expensive. (I wish...)
- Ham speaks really quickly. (I wish...)
- I can't sing very well. (I wish...)
- My friend won't give me my CD back. (I wish...)
- He has lost his keys. (I wish...)
- We have to start work very early tomorrow morning. (I wish...)
- You are always losing things. (I wish...)

لأستطيع
 أن أتحدث
 في الأماكن
 العامة
 أنا
 أريد
 أن أكون
 أقدر
 على
 التحدث
 في الأماكن
 العامة
 أنا
 أريد
 أن أكون
 أقدر
 على
 التحدث
 في الأماكن
 العامة

VII- Translation:

• Translate the following sentences into Arabic:

- If you want to improve your health, you should reduce the amount of sugar and fat you eat.
- Environmentalists are working hard to find new ways of saving energy.
- They live very close to the airport, and they are finding it very difficult to put up with the noise.
- You look very jolly. Are you feeling all right?
- I'm very shy about talking in public.
- Despite our increasing dependence on information stored on computers, there will always be a demand for paper.
- Recycling paper is less harmful to the environment than burying it in landfill sites.
- I'm so busy (that) I find it very hard to keep up with the latest news.
- Everything was going very well until they came up against an unexpected problem.

• Translate the following sentences into English:

- جميع الفيتامينات التي يحتاجها الجسم تأتي من الطعام.
- أتمنى لو أنه يستطيع أن يجر على مدارج الطائرة جالاً.
- إنها تعمل كمعلمة في مدرسة ابتدائية منذ عشرين عاماً.
- كنت أسير / أشتري قرب المحطة العامة عندما لاقيت صديقي أحمد.
- أشعر أنني كنت في البيت الآن.
- أتمنى أن أتوقف عن تناول الكافيين.

I wish he could find his last year's notes.

I wish you would stop wasting money.

ACCA Exam

Activity Book English for Starters 12

Module 11 World Issues Unit 11 Recycling Resources Page 11A & 11B

Composition

VIII

Very few tourists come to your town because they know nothing about it.

Write a letter to a local newspaper which might help to solve this problem.

The following may help you:

- describe the problem
- give recommendations to encourage tourism
- conclusion

Dear Editor,

Although Damascus is one of the oldest cities in the world, the number of tourists has decreased in the last few years. Here are some recommendations to increase the number of tourists.

The first thing is to promote tourism through videos, television, posters, newspapers and magazines. Tourists should know the brilliant history of Damascus throughout all ages.

The second thing is to provide good accommodation and facilities for tourists. We must also be kind to tourists and take care of them.

I hope this will create a positive image of Damascus and encourage more tourists to come to it.

Sincerely Yours,

There are very few public places in your town where people can go to keep fit.

The following may help you:

- Describe the problem.
- Make your main recommendation.
- Make a second recommendation.
- Conclude the letter by saying what you hope will happen next.

Dear editor,

Many people like to keep fit and want to find ways to get rid of extra fat so that they can stay healthy. However, there aren't enough public places in my town where people can go to keep fit.

My first recommendation is that the government should allocate jogging tracks in public parks where people can run slowly with their families and friends. Secondly, local businesses should help in building more sports facilities in the town.

I'm looking forward to the day when every area of the town will have a place where people can exercise and keep fit.

Yours faithfully,

Page (23)

at risk	في خطر
rainforests	غابات مطرية استوائية
Soya beans	فول الصويا
find - feel - fail	يجد - يشعر - يفشل
region	منطقة
surface	سطح
home to	موطنه
tribes	قبائل
deep in the forest	في أعماق الغابة
take in	يأخذ - يستوعب
environment	بيئة
location	موقع - مكان
vital part	جزء أساسي - مهم
release	يطلق
carbon dioxide	ثاني أكسيد الكربون
football pitches	ملاعب كرة القدم
destruction	دمار
diary	سجل - كتاب اليوميات
illegal	غير قانوني
grow	يرى - ينمو
export + import	يصدّر - يستورد
increasingly	بشكل متزايد
turned into	تحول إلى
consumption	استهلاك
vegetarian foods	أطعمة النباتية
are based on	تعتمد على
clear	يزيل
trucks	شاحنات
cattle	ماشية
loggers	المتخصصون في قطع الأشجار
valuable	قيّم - ذو قيمة
tropical	استوائي
hardwood	الأخشاب الصلبة
oil shortages	نقص النفط
improve	يحسّن

accuracy	دقة
at the expense of	على حساب
global	عالمي
in addition to	بالإضافة إلى
documentation	وثائق - سجلات
documenting	توثيق
native populations	سكان الأصليون
roads	طرق
modernise	تجدد - تحديث
abolish	يلغي

Page (24)

flour	طحين
reforestation	إعادة زراعة الغابة
extra farming land	أراضي زراعية إضافية
vegetables	الخضروات
as well as	بالإضافة إلى
seawater	مياه البحر
equipment	معدات
particular	خاص - محدد
dedicated	مخصص
against the law	عكس القانون
idea	فكرة
have had to + V	لزم أن + فعل
transportation	نقل
minerals	معادن
environment	بيئة
prohibit	يحظر - يمنع
reduce	يقلل - يخفف
consequently	لذلك - نتيجة لذلك
generally	بشكل عام - عموماً

Page (25)

regulations	لوائح - قواعد
results	نتائج
in order to	لأن - من أجل
in fact	في الحقيقة - على ما يبدو

Page (26)			
background	خلفية (الصورة)	surround	يحيط
wooden fence	سياج خشبي	abruptly	بشكل مفاجئ
row	صف	it looks like	يبدو كأنها
foreground	مقدمة (الصورة)	residential area	منطقة سكنية



الموقع التعليمي

1. Read the following texts then do the tasks below:

● The rainforest of the Amazon region of Brazil in South America covers five percent of the world's land surface and is home to at least 30 percent of the world's animals and plants. The area is also the home of 220,000 people from about 180 different tribes who live deep in the forest. The rainforest itself is an important environment but, because of its size and location, it also plays a vital part in controlling the world's climate. It does this by taking in carbon dioxide and releasing oxygen. Recently, however, large areas of the Amazon rainforest have been cut down to make more land for farmers. In the last three years, for example, 70,000 square kilometres have been destroyed - this is the same as six football pitches every minute. Much of the destruction, which leaves the land dry and dusty, is illegal.

● Answer the following questions:

1. How many different groups of people live in the South American rainforests? *180*
2. Why are the rainforests cut down? *to make more land for farmers*
3. How does the destruction of trees affect the land of the Amazon rainforest? *leaves the land dry and dusty*
4. Why does the rainforest play a vital part in controlling the world's climate?

● Find words in the text which mean the following:

5. a large area of land *large region*
6. the outside part of something *surface*
7. against the law *illegal*
8. very important or necessary *vital*

● Rewrite these sentences about the text to correct the information:

9. The rainforest in North America covers five percent of the world's land surface. *South - five*
10. The rainforest of the Amazon region has nothing to do with the world's climate. *vital part - control*

● Farmers use most of the new land to grow soya beans, which they export to other parts of the world to be used as animal food. Millions of chickens in western European countries are fed on South American soya beans. Increasingly, some soya beans are also being turned into food for human consumption. Many vegetarian foods are based on soya beans. Other areas of the rainforest are cleared by ranchers who use the land for the cattle. By loggers who sell the valuable tropical hardwood from the trees they cut down, or by oil companies who are trying to find more oil. These activities help to improve the economy of the region, but at the expense of the future of the global environment. In addition to destroying ancient forests and changing the world climate, deforestation is having a devastating effect on native populations who are dependent on the rainforest for everything they need, from food and tools to medicines and shelter.

● Answer the following questions:

1. What are most soya beans used for? *to feed chickens*
2. Why do ranchers clear the rainforest? *to make land for their cattle*
3. What does the rainforest provide the native populations with? *food*
4. What does 'they' in bold in the text refer to? *native populations*

● Find words in the text which mean the following:

5. to send something for sale in another country *export*
6. to make better *improve*
7. very destructive *devastating*
8. pieces of equipment for doing a particular job *tools*

● Rewrite these sentences about the text to correct the information:

9. Soya beans are a food used only to feed animals. *both animals and human beings*
10. Clearing the areas will be harmless to the global environment.

II- Complete the following paragraphs by filling in the gaps:

1. The rainforest of the Amazon region of Brazil in South America covers five percent of the world's land surface and ...1... home to at least 30 percent of the world's animals ...2... plants. The area is ...3... the home of 220,000 people ...4... about 180 different tribes ...5... live deep in the forest.
2. The rainforest itself is ...1... important environment but ...2... of its size and location, it also plays a vital part in controlling the world's climate ...3... does this by taking in carbon dioxide ...4... releasing oxygen. Recently, however, large areas of the Amazon rainforest have ...5... cut down to make more land for farmers.
3. Farmers use most of the new land to grow soya beans ...1... they export to other parts of the world to ...2... used as animal food. Millions of chickens in western European countries ...3... fed on South American soya beans. Increasingly, some soya beans are also being turned ...4... food for human consumption; many vegetarian foods are based ...5... soya beans.
4. Other areas of the rainforest are cleared by ranchers ...1... use the land for their cattle ...2... loggers who sell the valuable tropical hardwood from the trees they cut down or by oil companies who ...3... trying to find more oil. These activities help to improve the economy of the region ...4... at the expense ...5... the future of the global environment.
5. In addition to destroying ancient forests and changing the world's climate, deforestation ...1... having a devastating effect on native populations ...2... are dependent ...3... the rainforest for everything ...4... need from food and drink ...5... medicines and shelter.

III- Complete the following sentences using clauses:

1. You feel cold when the weather gets cold.
2. I did my homework too quickly, so I was in trouble.
3. If you misuse the equipment, you will damage it.
4. The Amazon rainforest has an important effect on the climate of the world because it is the largest.
5. Large areas of the forest have been cut down, with the result that the soil is now dry and dusty.
6. Farmers need more land so that they can grow more soya beans.
7. Fadia didn't go to school yesterday because she felt ill.
8. I went to the post office because I needed some stamps.
9. Ahmad went to the airport because he wanted to visit his friend.
10. People write things in their diaries so that they will not forget them.

IV- Choose the correct words in brackets:

1. A country where the sun always shines has a dry (climate / weather).
2. You feel cold when the temperature is (high / low).
3. When there is no wind, we say the weather is (calm / stormy).
4. Farmers listen to the (climate / weather) forecast to decide when to harvest their crops.
5. Large areas of the forest have been cut down, (with the result that / because) the soil is now dry and dusty.
6. The rainforest has been cut down (in order to / so that) make more farmland.
7. Farmers need more land (in order to / so that) they can grow more soya beans.
8. Loggers cut down trees (in order to / so that) sell the wood.
9. Fadia didn't go to school yesterday (so that / because) she felt ill.

V. Correct the verbs in brackets:

1. A country where the sun always (shine) has a dry climate. *shines*
2. I'm sorry, I (mishear) you. I (decide) you said you'd prefer tea. *wish he had*
3. I did my homework too quickly, so the teacher asked me to redo it. *did*
4. If you misuse the equipment, it (not work) properly. *will not work / doesn't work*
5. Fadia (not go) to school yesterday because she was feeling ill. *didn't go*
6. Omar's letter was difficult to read because he (write) it very quickly. *wrote*

VI. Translation:

• Translate the following sentences into Arabic:

1. Nearly a third of the world's animals and plants are found in the Amazon rainforest.
2. Farmers listen to the weather forecast to decide when to harvest their crops.
3. As we have some new employees, we will have to reorganize our office.
4. If you misuse the equipment, it will not work properly.

• Translate the following sentences into English:

1. نتمتع بالبيئة عندما تكون درجة الحرارة منخفضة.
2. عندما لا يكون هناك رياح / ريح غول باله الشمس غائبة.
3. الغاما المطربة في الأمازون لها تأثير هام على المناخ الأرض.
4. هبتت وتطهرت بسرعة كبيرة جدا لذلك طلب من المعلن أن أعيد كتابتها.

VII. Rewrite the following sentences as required in brackets:

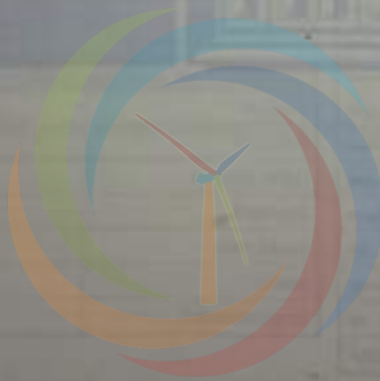
1. The soil is very dry and dusty. Large areas of the forest have been cut down. (Join with: with the result that).
2. Loggers cut down trees. They sell the wood. (Use: in order to).
3. Fadia was feeling ill. She didn't go to school. (Join with: because).
4. I went to the post office. I could buy stamps. (Join with: so that).
5. We need to protect some animals. They won't become extinct. (Use: in order not to).
6. We need more farming land. Farms are being cut down. (Use: because).
7. People move away from desert areas. They may find food and water. (Join by using: in order to).
8. Farmers can grow more crops better. They build more land. (Use: so that).
8. People write things in their diaries. They don't want to forget important things. (Use: in order not to).

2. Fadia didn't go to school because she was feeling ill.

Activity Book		English for Starters 12		Pages 28 to 32	
Module (2)		Natural World		Unit (3) A world of plants	
Page (28)		Page (29)		Page (30)	
send	بثرا	berries	شمار لبة فريفة (شمار الثوب)	kickball	جوس الباب
there	شوقا	ants	شمار	wave (+)	يوج بيده
mink	مفج - مفل الشبات الماسي	permanently	يشكل دائم	lights were on	كانت الانوار مشغلة
sharp	حاد	branches	الفصان - فروع	approach	تقرب
pointed	صليب	sticky	معلق - لزوج - لاصقة	modal verb	فعل ناقص
root	leg	gun	صديق	adverb	الصفة
stem	ساق الشبة	chestnut trees	الشجار التمشاة	neighbourhood	الجوار - الحي - المنطقة
coconuts	أعجاز	wet paint	دخان رطب		
attack	اجتاح	prevent	يمنع		
insects	حشرات	wings	أجنحة		
acacia	شجر الأكاسيا	get stuck	لتعلق - لتلتصق		
highchairs	عشيقا من الحصر - عبق الشبة				
large chestnut	ألمشاة الشجار				
noble	نبالة القجر أو القجر				
cactus	صبار				
in danger	في خطر - مفرقة لخطر				
damage	يضر - يهني - يخرق - يور				
roots	جذور				
fruits	شمار				
constant	دائم - مستمر				
mammals	شبابات				
protect lions	يحمي - يقي من				
stings	لسعات - لسعات				
stout	يخرق				
quantities	كميات				
inject	يحقن				
imitating	تقليد لصفة				
substances	مواد				
by means of	بواسطة				
poison	سم				
cases	حالات				

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disappointed	خامئ - مملول
Mediterranean	البحر المتوسط
species	نوع - النوع
spotted	رأى - لامة - القشيد
shipwreck	حطام السفينة
the wooden boat	القارب الخلف
to lay their eggs	تضع بيوضها
seamans	بحارون

wetlands	مناطق الرطبة من المياه
nesting sites	مواقع التعشيش
turtles	سلحفاة بحرية
disaster	كوارث
unfortunately	سوء الحظ
rare	نادر
experts	خبراء
contracted	تقلصت



الموقع التعليمي

علم الدمع

English for Starters 12 - Module 2 - Animal World Page 32

تم التحميل من موقع علوم للجميع

<https://www.3lom4all.com>

1. Read the following texts then do the tasks below:

It may seem very strange, but plants are always in danger from animals which want to feed on them. If this happens, the plant can be damaged or even killed. So, because their roots, trunks, leaves, flowers, fruits and seeds are under constant attack from mammals, insects or birds, plants have developed ways of protecting themselves from these enemies. Here are some of the ways plants stop animals from attacking and eating them. Some plants which grow in dry climates, for example cactuses, store large quantities of water in their stems. To protect themselves, they have sharp thorns. Animals will hurt themselves if they try to get in the water from these plants. Other plants, like stinging nettles, can 'inject' painful or irritating substances into their enemies by means of the sharp hairs on their leaves.

2. Answer the following questions:

1. Why do plants need to protect themselves from animals? *to get water*
2. Why have plants developed ways of protecting themselves from enemies? *to get water*
3. How do cactuses protect themselves from enemies? *by their sharp thorns*
4. Which part of a nettle can hurt enemies? *the hairs on its leaves*

3. Find words in the text which mean the following:

5. small, hard parts of a plant from which new plants can grow *seeds*
6. sharp pointed parts that grow on a plant, e.g. a rose *thorns*
7. the main parts *large stems of trees*
8. to put a drug into sb./sth with a needle *inject*

4. Rewrite these sentences about the text to correct the information:

9. Animals attack cactuses to get its leaves. *get to the water in its leaves*
10. Nettles protect themselves from their enemies by means of sharp thorns. *hairs on their leaves*

There are many plants which protect themselves by poisoning their enemies. In some cases the poison they contain is so powerful that it can kill any living thing which touches or eats them. The poison can be in the leaves, the seeds or ~~the~~ or in other parts of the plant. Some acacia trees in hot African countries are protected by ants which live permanently on their branches. If an animal starts to eat the tree's leaves, the ants attack it. Some plants, such as horse chestnut trees, are covered with a sticky substance, like wet paint, which can prevent insects from eating them. Sometimes this substance is so strong that insects' feet or wings get stuck and they cannot escape.

5. Answer the following questions:

1. Where can the poison be found in plants?
2. Which plant is protected by a kind of insect?
3. Why do plants need to protect themselves against insects?
4. How can horse chestnut trees prevent insects from eating them?

6. Find words in the text which mean the following:

5. to keep sb./sth safe *protect*
6. get away *escape*
7. to try to hurt or defeat sb./sth by using force *attack*
8. a substance that kills or harms you if you eat or drink it *poison*

7. Rewrite these sentences about the text to correct the information:

9. The poison is only found in the leaves of the plants. *can be in the leaves, the seeds or branches*
10. Some acacia trees in Africa are attacked by ants. *protected*

● We're really enjoying our holiday in Latakia. Yesterday we went swimming in the Mediterranean. It was the first time I had swum in the sea and it was really exciting! There are hundreds of species of fish and plants. We spotted some really colourful fish. We swam close to them and took photos with our underwater camera. This was the best moment of my trip. I'll show you the photos when I get home. Near Latakia there is a shipwreck. We swam over the wrecked boat and we saw many sea creatures swimming around it, it was one of the most interesting things I've ever seen! We wore wetsuits, which I found a little uncomfortable, although they meant we didn't feel the cold at all. We visited the nesting site of the green sea turtles that come to the shore in Latakia to lay their eggs. Turtles are very rare in this part of the world so we had to be really quiet so we didn't disturb them! Unfortunately the day was too short, and there was so much more to see. We're leaving tomorrow, but if we come to Syria again, I'm going to go back to Latakia.

● Answer the following questions:

1. What did he enjoy most about his visit? *Swimming with colour fish and taking photos.*
2. How did they take photos? *Underwater camera.*
3. Why do turtles come to the shore in Latakia? *To lay their eggs.*
4. Why was he disappointed at the end of the day? *Because the day was too short and there was so much more to see.*

● Find words in the text which mean the following:

1. a group of plants or animals that are very similar to each other: *Species*
2. saw or noticed something or somebody: *Spotted*
3. not found or seen very often: *Rare*
4. to annoy: *Discomfortable*

● Rewrite these sentences about the text to correct the information:

9. They saw only white and black fish. *They saw many different coloured fish.*
10. Turtles are very common in Latakia. *Turtles are very rare in Latakia.*

II. Complete the following paragraphs by filling in the gaps:

- There are many plants ... 1. ... protect themselves by poisoning their enemies. In some cases the poison they contain is so powerful that ... 2. ... can kill any living thing which touches or eats ... 3. ... The poison can ... 4. ... in the leaves, the seeds or berries, or in other parts ... 5. ... the plant.
- Some plants, such as holly chestnut trees, ... 1. ... covered with a sticky substance, like wet paint, ... 2. ... can prevent insects ... 3. ... eating them. Sometimes this substance is so strong ... 4. ... insects' feet or wings get stuck ... 5. ... they cannot escape.

III. Complete the following sentences using clauses:

1. If an animal starts to eat the leaves of an acacia tree, ... *the ants attack it.*
2. I've always been interested in plants and trees, but ... *I am not keen on insects.*
3. Tariq wants to be a teacher when ... *he finishes his first university year.*
4. I'll show you the photos when ... *I get home.*
5. If we come to Syria again, ... *I'll visit the Latakia area.*

IV. Choose the correct words in brackets:

1. Tea grows on (trees / bushes). *bushes*
2. Dates grow on (the ground / trees). *trees*
3. Potatoes grow (on / under) the ground. *under*
4. Cactuses depend (in / on) their thorns to protect them. *on*
5. The acacia tree is famous (with / for) being protected by ants. This makes it different (of / from) most ordinary plants. *for*
6. I've always been interested (in / on) plants and trees, but I'm not keen (in / on) insects. *in*
7. My Encyclopaedia of Nature is full (with / of) interesting facts about plants. *of*

Come - Come - Come get - got - got

Activity Book

English for Starters 12

الكتاب الأول

Module (2)

Natural World

Unit (5) A world of plants

Pages 28 to 32

V. Correct the verbs in brackets:

1. He usually (ring) me at this time. *يرن*
2. The phone (ring) - It's probably your brother. *د. يرنج*
3. The postman always (come) at this time. *يأتي*
4. She can't have (forget) to phone you. *نسي*
5. His car must have (break) down. *تفكك*
6. Tareq wants to be a teacher when he (graduate) from university. *يتخرج*
7. Yesterday, we (go) swimming in the Mediterranean. *ذهب*
8. (show) you the photos when I get home. *أعرض*

VI. Translation:

• Translate the following sentences into Arabic:

1. Cactuses depend on their thorns to protect them. *تتبع السواك من أشواكها للحماية*
2. I've always been interested in plants and trees, but I'm not keen on insects. *أنا مهتم دائماً بالنباتات والأشجار، لكنني لست مهتماً بالحشرات*

• Translate the following sentences into English:

1. كانت أشواك سيارة فيصل حارس طوال الليل. *The car's guard was all night long.*
2. يريد طارق أن يصبح مهندساً عندما يخرج من الجامعة. *Tariq wants to be an engineer when he graduates from the university.*
3. تتغذى بعض الحيوانات على الأشجار. *Feed on trees.*
4. نحس بعض النباتات أنها حساسة جداً حيال الشمس لأنها تحتاجها وتلكها. *We feel some plants are very sensitive to the sun because they need it and they die without it.*
5. لقد حصلت صودي على علامات جيدة في الامتحان. لا بد أنها درست بجد كبير. *Saudi got good marks in the exam. She must have studied hard.*

VII. Rewrite the following sentences as required in brackets:

1. The phone is ringing - it is probably your brother. He usually rings at this time. (Use: It might be.)
2. Someone is ringing your doorbell. You are sure it's the postman. He always comes at this time. (Use: It must...)
3. There is an important match tonight. The roads will probably be very busy. (Use: The roads might...)
4. Your friend said she would phone you, but she hasn't. You are sure she has not forgotten. (Use: She can't...)
5. Salwa has worked very hard. You feel sure that she has got good grades in her exams. (Use: She must...)
6. I'm sure bats aren't birds - they don't have feathers. (Use: can't be...)
7. Someone waves to you from a car. It looks like your friend's father's car. (It might...)
8. You hear a car approaching, but you know isn't your uncle's car because it doesn't sound the same. (It can't...)
9. A new building is going up in your neighbourhood. You think it is probably a school. (They might...)
10. Faisal's car lights were on all night. I'm sure he had forgotten to switch them off. (Faisal must...)
11. Ahmed is looking at the engine of his car. He thinks it has broken down. (It must...)
12. Khalid has a very good English accent. It is probable that he lived with an English family. (He might...)
13. He wants to be a teacher when he graduates from university. I'm sure he is interested in education. (He must...)
14. Ali has just drunk two litres of water. He was very thirsty. (He must...)

VIII.

Composition

P.32

Describe an interesting place you have visited.

ملاحظة: موضوع الإنشاء المطلوب في الكتاب الصفحة 32 موجود في وحدة 2 Students' Book الصفحة 12

Page (33)

habitat	موطن الحيوان الطبيعية
similar	مشابهة
terrain	منطقة - أرض
survive	تبقى على قيد الحياة
whales	حيتان
creatures	المخلوقات
lizards	سحالي
retic	الخطب الشمالي
food cut	يقتطع
adapted to	تكيف مع
particular	خاص
penguins	بطاريق
include	تشمل - تتضمن
hemisphere	نصف الكرة الأرضية
Antarctica	قارة القطب الجنوبي
impulse	دفع
icebergs	جبال جليدية
relatives	أقارب
wallabies	حيوانات أوبال (القائم مفلوج)
wombats	حيوان الومبات الأسترالي (من نوع الجراب شبيهة بالقط)
macropods	حيوانات جرابية
pouch	جراب - كيس - كيس
plains	سهول
rocky	صخري
zebras	فيلة - زرافة
gorillas	الغوريلا (حيوان بربري)
extremely	بشكل - للغاية
hug	يتعا - يقبل
reptenel animals	حيوانات لا دابة (تنشط في الليل فقط)

Page (34)

conditions	الظروف
civilization	حضارة - حضارة
populated	مأهولة بالسكان

landscape	منظر طبيعي
waited in	انتظار - انتظار
flat	مسطحة
black	أسود
float	تطفو
materials	مواد
repiles	إطارات - إطارات
bat	فيل - فيل
eagle	بومة
owl	فيل - فيل
vulture	فيل - فيل

Page (35)

scots	شعشع
bergs	جبال - الجبال صخرية
rafters	يشق
line	سلسلة
throughout	في جميع أنحاء (الكل) - عبر (الكل)
rucks	سلسلة
paths	مسارات - مسارات
far	بعيد - وبعيد
mining	استخراج المعادن من التاجيد
enthusiast	معال شغف
wildlife	الحياة البرية
organisation	منظمة

Page (36)

pins and pens	دباب ومنساج
rode	سافر - سافر
argument	مناقشة - نقاش
exile	سجن - سجن
snail	سلحفاة
in favour of	بإيداف
environmentalists	مخالفون على البيئة
endangered	معرض للانقراض
breed - bred - breed	ير (حيوانات أو نباتات) للتكاثر

Activity Book		English for Starters 12		Pages 33 to 41	
Module (2)	Natural World	Unit (6) Under Threat			
extinction	انقراض	authorities	السلطات		
giant	كبير جدا - عملاق	leading scientists	العلماء البارزين		
eventually	أخيرا - في النهاية	Page (39)			
set free = release	يطلق	sea levels	مستويات البحر		
educational	تعليمي - تربوي	polar ice	الجليد القطبي		
observe	يشاهد - يراقب - يلاحظ	rubbish	قمامة		
objection	اعتراض	structures	مباني		
captivity	أسر - حبس	burning	احتراق		
rages	الغضب	global warming	الاحتباس الحراري		
be located	يوجد	threat	تهديد		
country of origin	البلد الأصلي	Anti-Labrador	حسنة جمال لسان الثور		
curious	فضولي	occupy	يحتل - يشغل		
state	يحكم	destination	وجهة سفر		
to force	يجبر بالقوة	monuments	أبنية أثرية		
structure	بنية - بنية	passengers	الركاب - المسافرين		
consider	يراعي - يولي في المشاورة	variety	تنوع		
Page (37)		items	مواد - أصناف		
household pen	حيوانات اليفة منزلية	socks	أحذية		
outlining	توضيح - تلخيص	fabrics	القماش - نسيج		
conclusion	خاتمة	jewellery	مجوهرات		
Page (38)		Page (40)			
greenhouse	بيت زجاجي (البيوت الزجاجية) - دفيئة	display (n + v)	عرض - يعرض		
Mars	كوكب المريخ	permanently	دائم		
freezing	التجمد	temporary	مؤقت		
enormous	ضخم - هائل	scissors	مقص		
quarries	كحيات	bill	فاتورة		
fossil fuels	الوقود المستخرج من الأرض - الوقود الأحفوري	overcharge	يتقاضى سعر أكثر		
soil	تربة	undercharge	يتقاضى سعر أقل		
lead to	يؤدي إلى	short	فقر جديد للبيئة		
extreme	شديد	aware of	مدرك		
floods	فيضانات	Page (41)			
atmosphere	الغلاف الجوي	publicise	يرفع - يعلل دعائية		
melt	يتجمد	blogs	شعار		

1. Read the following text then do the tasks below.

Animals live everywhere on Earth, in every sort of land and in all climates. The place where an animal lives is called its habitat and most animals can only survive in one or two different habitats. For example, whales are sea creatures and cannot live in fresh water. Lizards live in hot climates and would die if they were moved to the Arctic. Some animals migrate between two habitats at different times of the year. In this section, you will find out about two animals which can live in different habitats, and one which has adapted to a particular environment.

There are seventeen different species of penguins, including the famous Emperor penguins and the common Chinstrap penguins. All of these live in the southern hemisphere - many in Antarctica around the South Pole. But some live in warmer places, for example on the coasts of South America, Africa, Australia, and the Galapagos Islands. Many of the 13 million Chinstrap penguins live on large icebergs in the open ocean.

• Answer the following questions:

1. What is a habitat? *the place where an animal lives*
2. What kind of climate do lizards live in? *hot climates*
3. How are penguins different from many other animals? *they can live in different habitats*
4. What do all penguins have in common? *All the penguins live in the southern hemisphere*

• Find words in the text which mean the following:

5. type of landscape *terrain*
6. changed to be better suited to a situation *adapted*
7. one half of the Earth - southern or northern *hemisphere*
8. large blocks of ice that float in the sea *icebergs*

• Rewrite these sentences about the text to correct the information:

9. Most animals live in many different habitats. *some animals*
10. Whales can live in fresh water. *not*

Kangaroos and their close relatives, wallabies, are only found naturally in Australia and Papua New Guinea. Like wombats and koala bears, kangaroos are marsupials, which means that when young are born they are carried on their mothers in a pouch. There are forty-five species of kangaroos and wallabies and they live in every kind of habitat, from open plains to forests and rocky deserts. Tree kangaroos live in forests and mountainous forest regions and have adapted to life in trees. Unlike other kangaroos, they cannot move very fast on the ground.

The jerboa lives all over Asia and northern Africa. This animal lives in hot desert climates and is common in the Syrian Desert. There are 23 different species of jerboa and they are specially adapted to live in extremely dry climates. They have very short front legs and long back legs which enable them to hop quickly over the ground to escape predators. They are nocturnal animals, which means they sleep during the day.

• Answer the following questions:

1. What is special about kangaroos and similar animals? *they are marsupials*
2. What kind of climate do jerboas live in? *hot desert climates*
3. In what ways have jerboas adapted to their environment? *they have very short front legs*
4. What is the natural habitat of tree kangaroos?

• Find words in the text which mean the following:

5. large areas of flat land, usually without trees *plains*
6. bag or pocket of skin *pouch*
7. far from civilisation or populated areas *remote*
8. the natural home of a plant or an animal *habitat*

• Rewrite these sentences about the text to correct the information:

9. Young Marsupials are carried on their mothers' shoulders after they are born. *pouch*
10. Jerboas have very long front legs and short back legs. *short & long*

Tree kangaroos, which are found only in the rainforests of Australia and West Papua, are in danger of becoming extinct for two main reasons. Firstly, they are hunted for their meat and fur, and secondly their natural habitat has been destroyed by human activities such as mining and farming. For several years, the Tree Kangaroo Conservation Programme has worked hard to protect a particular species, Matschie's tree kangaroo, which lives only on the northeast coast of Papua New Guinea. As part of their work, special protected wildlife areas have been created by the organisation, and the people who live here have been taught how to protect tree kangaroos and other rare animals in their region.

Answer the following questions:

1. Why are tree kangaroos in danger of becoming extinct? because they are hunted for their meat and fur and their habitat is destroyed.
2. What are the human activities that threaten tree kangaroos? mining & farming
3. What does "they" in line two refer to? Tree Kangaroos
4. What has the organisation taught people? How to protect

Find words in the text which mean the following:

5. no longer existing extinct
6. digging in the ground for coal, gold etc mining
7. to keep something safe protect
8. a part of the country in the world region

Rewrite these sentences about the text to correct the information:

9. Tree kangaroos are hunted for their feathers and eggs. meat and fur
10. We can find tree kangaroos in the rainforests of all continents. only in the rainforests of Australia and West Papua

Zoo exist all over the world because people want to see animals that they cannot see in their own country. They have always been popular, especially with children. However, some people believe that they are unnatural habitats and that keeping animals in zoos is artificial. In this essay, I will discuss some of the arguments for and against zoos. I will start by considering two arguments in favour of zoos. First of all, many people, including environmentalists, believe that zoos help to protect animals which are endangered. In zoos all around the world rare animals are bred so they increase in number and are saved from extinction. In China, numbers of the endangered giant panda have begun to increase following successful breeding in zoos. Eventually animals can be set free to live in the wild again. Secondly, zoos are educational. People who visit zoos can observe unusual animals up close and learn about their behaviour. I will now move on to the arguments against zoos. The main objection to zoos is that it is unnatural for wild animals to be kept in captivity. They often have to live in small cages where they cannot move about freely. Another argument against zoos is that they may be located in places where the climate is very different from the climate of the animal's country of origin. Personally, I do not have strong feelings about zoos. I believe that they can help to protect and preserve endangered species, but also think that it is wrong to force animals to live in unnatural conditions simply so that curious human beings can stare at them.

Answer the following questions:

1. Why do zoos exist all over the world? because people want to see animals that they cannot see in their own country
2. Who believes that zoos help to protect animals which are endangered? many people including environmentalists
3. Why are zoos considered educational? educational
4. What is the objection to zoos concerning their location? they may be located in places where the climate is very different from the climate of the animal's country of origin

Find words in the text which mean the following:

5. examining and discussing considering
6. see, watch stare
7. argument against objection
8. placed, situated located

Rewrite these sentences about the text to correct the information:

9. Rare animals are tend to decrease their number. increase
10. Zoos are natural habitats for animals. unnatural

● We usually think that greenhouse gases are harmful, but without these gases the climate of the Earth would be like the climate of Mars: too cold for human beings to survive. Greenhouse gases, which include carbon dioxide and methane, keep the heat of the sun in and prevent our planet from freezing. However, for the last 200 years people have been using enormous quantities of fossil fuels like coal, gas and oil. When these fuels are burnt, they produce large amounts of carbon dioxide and this keeps more of the sun's heat in. The result is that the temperature of the Earth is rising year by year. This is leading to more extreme weather: high winds and heavy rain, which produce storms and floods. The problem is made worse by the fact that we are destroying the world's rainforests. Trees naturally consume carbon dioxide, but because there are fewer trees, more carbon dioxide is released into the atmosphere. Because of the increase in the Earth's temperature, the ice at the north and south poles is melting, and this is causing sea levels to rise. Eventually, many areas of land which are now on the coast will be flooded. Leading scientists are warning that if the authorities don't introduce new laws to reduce greenhouse gas increases now, the results could be disastrous for life on Earth.

● Answer the following questions:

1. What are the benefits of greenhouse gases?
2. How long have people been using enormous quantities of fossil fuels?
3. Why is ice at the north and south poles melting?
4. What should the authorities do?

● Find words in the text which mean the following:

5. causing injury or damage: *harmful*
6. to continue to live or exist: *survive*
7. very large or very great: *enormous*
8. the mixture of gases that surrounds the earth: *atmosphere*
9. Reword these sentences about the text to correct the information:
 - a. The temperature of the Earth is increasing because the sun is getting hotter.
 10. Trees and forests produce greenhouse gases like carbon dioxide.

● Complete the following paragraphs by filling in the gaps:

- Animals live everywhere ... 1. Earth, in every terrain ... 2. in all climates. The place ... 3. an animal lives is called its habitat and most animals can only survive in one ... 4. two different habitats. For example, whales ... 5. sea creatures and cannot live in fresh water; lizards live in hot climates and would die ... 6. they were moved to the Arctic.
- There are 23 different species of jerboa and they are specially adapted ... 1. live in extremely dry climates. They ... 2. very short front legs ... 3. long back legs which enable ... 4. to hop quickly over the ground to escape predators. They are nocturnal animals ... 5. means they sleep during the day.
- Tree kangaroos ... 1. are found only in the rainforests of Australia and West Papua, ... 2. in danger of becoming extinct for two main reasons. Firstly, they are hunted ... 3. their meat and fur, and secondly their natural habitat ... 4. been destroyed by human activities such as mining ... 5. farming.
- We usually think that greenhouse gases are harmful ... 1. without these gases the climate of the Earth would ... 2. be like the climate of Mars: too cold for human beings to survive. Greenhouse gases, ... 3. include carbon dioxide ... 4. methane, keep the heat of the sun in and prevent our planet ... 5. freezing.
- Damascus is located ... 1. the south-west of Syria, near the Anti-Lebanon Mountains. The city ... 2. a long history and was occupied by many peoples ... 3. becoming the Syrian capital. Damascus ... 4. a popular tourist destination; many thousands of people visit the city to see historical monuments ... 5. different periods of history.

in a laboratory is from

Complete the following sentences using clauses:

1. Birds' nests are often built at the top of trees where they can be safe.
2. If the nests of rare birds are damaged, they will be extinct.
3. Elephants make paths through the areas where
4. Zoos exist all over the world because people want to see animals.
5. Animals have to live in small cages where
6. It's wrong to force animals to live in unnatural conditions so that
7. When fuels are burnt,
8. The problem of global warming is made worse by the fact that
9. In the future, sea levels will rise because
10. Scientists are trying to produce new fuels so that
11. Scientists are worried about climate change because
12. I've tried to call Aïla but
13. If you are very lucky,
14. Some plants grow well here even though
15. Sea levels will rise if the ice at the poles melts.

IV. Choose the correct words in brackets:

1. In the future, sea levels will rise (in order to / because) the polar ice is melting.
2. People are cutting down forests (in order to / so that) have more land for growing food.
3. Many people recycle their rubbish (so that / in order not to) use up the world's resources.
4. Scientists are trying to produce new fuels (in order to / so that) people can continue to use their cars without damaging the environment.
5. Some people are moving out of their homes on the coast (in order to / so that) escape future floods.
6. We should stop burning coal and oil (in order not to / so that) cause more global warming.
7. Scientists are worried about climate change (in order to / because) it is a threat to life on Earth.
8. He ~~(can't have phoned)~~ / must have phoned me this morning. I was at home and I would have heard his telephone.
9. I ~~(may be)~~ / must be coming next month. If I do, I'll let you know.
10. Don't worry if it's not here: you ~~(can't have posted)~~ / must have posted it.
11. You ~~(might be)~~ / must be exhausted. You've been working very hard recently.
12. If you are very lucky, you may see the giant panda in its natural (display / habitat).
13. Most of Africa has a very hot, dry (climate / weather).
14. Some plants grow well here even though the (soil / soil) is poor and it hardly ever rains.
15. Ali doesn't want a (permanent / temporary) job: he wants a serious career as an engineer.
16. We must do something about climate change to ~~(protect)~~ / improve our way of life.
17. We thought the restaurant bill was too high. We were right: the waiter had ~~(overcharged)~~ / undercharged us.
18. I'm not going to throw my mobile phone away. I'm going to send it to another country where it can't be ~~(misused)~~ / reused.
19. Some people are not aware (of / for) the difference between a fruit and a vegetable.
20. I'm really interested (at / in) the history of my family.
21. Apples and bananas are dependent for their survival (on / in) greenhouse gases.
22. Modern Damascus is built ~~(on)~~ / in the site of many ancient civilisations.
23. Damascus is famous (with / for) its historical monuments.

V. Correct the verbs in brackets.

1. Birds' nests (be often built) at the top of trees where the eggs will be safe.
2. Many nests (be made) from grass, twigs or feathers.
3. In some countries, the nests of rare birds are (protect) by law.
4. If the nests of rare birds (be damaged), or their eggs (steal), the people who do the damage have to pay a large fine.
 → eggs stolen
5. Throughout history, people (hunt) elephants for their tusks. *→ have hunted*
6. Throughout history, elephants (be hunted) for their tusks. *→ have been hunted*
7. Tree kangaroos (be found) only in the rainforests of Australia and West Papua.
8. Damascus (be located) in the south west of Syria, near the Anti-Lebanon Mountains.
9. The city has a long history and (be occupied) by many peoples before becoming the Syrian capital. *→ has been occupied*
10. The famous Hama train station (transport) passengers to Amman, Jordan. *→ transports*
11. A huge variety of items (be sold) in the souks of Damascus, including fabrics, metal goods and jewellery. *→ are sold*
12. In recent years, many companies (build) their offices in the new part of the city. *→ have built*

VI. Translation:

• Translate the following sentences into Arabic:

1. Throughout history, elephants have been hunted for their tusks.
2. People have turned animals' natural habitats into farmland or building land.
3. Without greenhouse gases, human beings couldn't live on Earth.
4. People are cutting down forests in order to have more land for growing food.
5. We should stop burning coal and oil in order not to cause more global warming.
6. Scientists are worried about climate change because it is a threat to life on Earth.

• Translate the following sentences into English:

1. مترفع مستويات البحر عندما يلوث جليد القطب.
2. يجب أن نعمل شيئا ما حول تغير المناخ لحكي طريقة حياتنا.
3. أنا متأكد منهم بتاريخ عائلي.
4. دمشق مشهورة بتاريخها التاريخية.
5. يزور الناس حديقة الحيوان لمشاهدة الحيوانات الغير مألوفة.

VII. Rewrite the following sentences as required in brackets:

1. Throughout history, people have hunted elephants for their tusks. (Change into passive).
2. People have turned elephants' habitats into farmlands. (Change into passive).
3. Elephants make paths through forests. (Change into passive).
4. Elephants have changed the natural environment. (Passive voice).
5. Human activities are destroying the natural habitats of some animals. (Passive voice).
6. They teach people how to protect tree kangaroos. (Passive voice).
7. Farmers produce many salad crops in the area around the city at Al Ain. (Passive voice).
8. People hunt kangaroos for their meat and fur. (Passive voice).
9. Many peoples occupied Damascus before becoming the Syrian Capital. (Passive voice).

The arguments for and against protecting wild animals in zoos

The following may help you:

- introduction
- arguments for (pro)
- arguments against (con)
- conclusion, including your opinion

In this essay, I intend to discuss the problem of protecting wild animals in zoos.

On the one hand, many people believe that zoos help to protect wild animals which are endangered. In zoos, wild animals are bred, so they increase in number and are saved from extinction. Eventually, they can be set free in the wild again.

On the other hand, it is unnatural for wild animals to be kept in small cages in zoos where they can't move freely. Simply to save them and let people enjoy staring at them.

In my opinion, if we don't protect wild animals in zoos, the future generations will be blind.

The problem of climate change

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ملاحظة: هذا الموضوع موجود في نوتة Students' Book في Unit 6 صفحة 34

Activity Book		English for Starters 12		Unit (7) Healthy life		Pages 42 to 46
Module C3		Lifestyle		Unit (7) Healthy life		
lifestyle	نمط حياة	active	نشيط			
excuses	اعتذار	gym	قاعة ألعاب رياضية			
diet	نظام غذائي	take up	يبدأ بممارسة (رياضة)			
frequently	مراراً - بشكل متكرر - كثيراً	fit	سليم - دهن			
factors	عوامل	portion	الجزء - أحييات			
brame	علاوة	quizzes	مسابقات - اختبارات معلومات			
old age	من الشيخوخة	balance	توازن			



الموقع التعليمي

علوم الجميع

1. Read the following text then do the tasks below:

How much sleep do you need each night? Do you usually get this amount? Can you catch up on sleep you have missed at night by sleeping at other times, or do you find it difficult to sleep during the day? The rest of this article will give you some useful information and advice. The amount of sleep human beings need varies from individual to individual. We know that most adults need about 8 hours of sleep a day, but this number can vary greatly. 'Short sleepers' may need only 5 hours, whereas 'long sleepers' may need 9 to 10 hours. Babies need about 16 hours a day while many teenagers need an average of 9 hours. As people get older, they need less sleep, some elderly people wake up early in the morning and cannot sleep for more than five or six hours. Exactly how much we need depends on several factors, including our age, our daily routine, the quality of our sleep and our genetic make-up.

2. Answer the following questions:

1. What does 'they' in bold refer to? **people**
2. How many hours of sleep do babies need a day? **they need about 16 hours a day**
3. What happens to people's sleep when they get older? **they tend to need less sleep**
4. What are the factors which identify how much sleep we need each night? **our age, our daily routine, the quality of our sleep and our genetic make-up**

3. Find words in the text which mean the following:

5. quantity **amount**
6. people who are between 13 and 19 years old **teenagers**
7. having as a part **including**
8. the fixed and usual way of doing things **routine**

4. Rewrite these sentences about the text to correct the information:

9. Babies need less sleep than teenagers. **more**
10. Our age doesn't affect the amount of sleep we need. **affects**

How do we know if we are getting enough sleep? In general, if you feel drowsy during the day, you need more sleep. You may think that you are sleeping for long enough, but there are some of the signs that you may need more: you cannot concentrate at school or at work; you find it difficult to get up in the morning; you are moody or irritable; you have memory problems. So why is it important that we get enough sleep? Sleep provides our bodies with a chance to switch off. This allows us to recharge our mental and physical batteries and be ready for each new day. If we have slept well, we should wake up in the morning feeling alert and rested. People who have been deprived of sleep find it difficult to perform the simplest activities. For example, motorists who fall asleep at the wheel are responsible for thousands of traffic accidents every year. How we sleep also affects us. When we fall asleep, our sleep can be deep and restful or light and shallow. Shallow sleepers wake up still feeling tired, while deep sleepers wake up refreshed.

5. Answer the following questions:

1. How do we know we may need more sleep? **if we feel drowsy during the day**
2. Who is responsible for thousands of traffic accidents every year? **motorists who fall asleep at the wheel**
3. How do we feel in the morning if we have slept well? **we feel alert and rested**
4. How do deep sleepers feel when they wake up? **they wake up refreshed**

6. Find words in the text which mean the following:

5. clear-headed; awake **alert**
6. give all your attention to a subject **concentrate**
7. easily annoyed or irritable **moody**
8. not deep **shallow**

7. Rewrite these sentences about the text to correct the information:

9. When we sleep well, we get up in the morning feeling drowsy and tired. **alert and rested**
10. Shallow sleepers wake up feeling refreshed. **tired**

II- Complete the following paragraphs by filling in the gaps:

- ① Sleep provides our bodies ... ① ... a chance to switch off. This allows us to recharge our mental and physical batteries and ... ② ... ready for each new day. If we have slept well, we should wake up in the morning feeling alert ... ③ ... rested. People ... ④ ... have been deprived ... ⑤ ... sleep find it difficult to perform the simplest activities.
- ② Motorists ... ① ... fall asleep at the wheel are responsible ... ② ... thousands of traffic accidents every year. How we sleep also affects us. When we fall asleep, our sleep can ... ③ ... deep and restful ... ④ ... light and shallow. Shallow sleepers wake ... ⑤ ... still feeling tired, while deep sleepers wake up refreshed.
- ③ Most people these days agree that regular exercise is ... ① ... important part of a healthy lifestyle, especially for people ... ② ... spend most of their time at work sitting in offices. Some people find exercise boring ... ③ ... they make excuses to avoid doing it, but in this article I am going ... ④ ... suggest a few types of exercise ... ⑤ ... everyone will find enjoyable.
- ④ In the modern world, experts frequently tell us that what ... ① ... eat affects how healthy we ... ② ... and how long we live. But most people like food and want ... ③ ... eat the things they enjoy. In this article I am going to suggest ... ④ ... you can eat the food you enjoy ... ⑤ ... still have a healthy diet.
- ⑤ One of the factors ... ① ... affect how long people live and how much they enjoy their old age is 'brain activity'. Scientists ... ② ... shown that people ... ③ ... keep their brains busy tend to live long, happy lives compared ... ④ ... those who do not. In this article, I am going to suggest some interesting and enjoyable ways ... ⑤ ... which you can keep your brain active.

III- Complete the following sentences using clauses:

- Short sleepers may need only 7 hours of sleep a day, whereas ...
- As people get older, ...
- If we have slept well, ...
- When we fall asleep, our sleep can be deep and restful.
- You should think carefully before ...
- If I made a mistake now, ...
- I haven't seen my brother since ...
- Hani asked his mother if ...
- He said that he did not ...

IV- Choose the correct words in brackets:

- Could I (make / do) a suggestion?
- You should think carefully before you (do / make) your decision.
- If I (made / did) a mistake now, I could (make / do) a lot of damage to a lot of people.
- I'm (making / doing) research into sleep deprivation.
- I have to (make / do) experiments on people who have had little or no sleep.
- Where do you (do / make) your shopping?
- You shouldn't try to (do away with / do without) sleep. You need at least eight hours a night.
- He said everything was okay, but that was just a story he (made out / made up) to stop me from worrying.
- You'd better (do out / do up) your boots tightly to stop the sand getting in.

V- Correct the verbs in brackets:

- I (sleep) for ten hours the previous night. → slept
- If I (make) a mistake now, I would do a lot of damage to a lot of people. → made
- "Did you enjoy your holiday?" Hani asked Fadia if she (enjoy) her holiday. → had enjoyed
- "I'm enjoying my new job". Hiba said she (enjoy) her new job. → was enjoying
- "I slept for ten hours last night". He said he (sleep) for ten hours the previous night. → had slept

English for Starters 12

Activity Book Module 3 Lifestyle Unit (7) Healthy life Pages 42 to 46

VII. Translation:

• Translate the following sentences into Arabic:

1. Can you catch up on sleep you have missed at night by sleeping at other times?
2. People who do not get enough sleep may find it difficult to concentrate at school or work.
3. Scientists have shown that people who keep their brains busy tend to live long.
4. Some people find exercise boring so they make excuses to avoid doing it.

• Translate the following sentences into English:

1. يحتاج الدكتور إلى النوم ليلاً ليتمكن من العمل.
2. يجد الناس من لا ينامون بكمية كافية من النوم صعوبة في التركيز في المدرسة أو العمل.
3. أظهرت الدراسات أن الأشخاص الذين يشغلون أدمغهم يميلون إلى العيش لفترة أطول.
4. يجد بعض الناس التمارين مملة، لذلك يجدون الأعذار لتجنب ممارستها.

VIII. Complete the following dialogue by writing suitable questions and answers:

1. A: ~~Where are you going?~~ B: I'm going to visit my cousin in Homs. A: where are you going?
2. A: ~~When do you have to be there?~~ B: I have to be there tomorrow at 10 a.m. A: when do you have to be there?
3. A: ~~How are you going to travel?~~ B: I am going by train, by bus. A: how are you going to travel?
4. A: ~~How far is your destination?~~ B: Homs is 110 km. far from Damascus. A: How far is your destination?
5. A: ~~How long does it take you?~~ B: It takes me about two hours. A: How long does it take you?
6. A: ~~When do you intend to come back?~~ B: I intend to come back next week. A: When do you intend to come back?
7. A: ~~Will you bring me some sweets?~~ B: Yes, I'll bring you some sweets. A: Will you bring me some sweets?

VIII. Rewrite the following sentences as required in brackets:

1. What are you doing at the weekend? (Change into reported speech: Deema asked Ruba).
2. I am going out with my parents. (Report it starting with: Ruba said).
3. Where are you going? (Report it: She asked him).
4. Can you take me to the airport? (Report it: She asked him).
5. What time do you have to be there? (Report: He asked her).
6. I have to be there at four o'clock. (Start: She said).
7. Did you enjoy your holiday? (Start: She asked Fadia).
8. When did you get back? (Report: She asked her).
9. Have you seen ~~him~~ breakfast? (Start with: Hani asked Amer).
10. I brought it home from work yesterday, but I haven't seen it since. (Report: He said that).
11. When do you start and finish work? (Start: I asked her).
12. I left my village because I wanted to find work. (Report it with: He said to me).
13. I'm working for a large travel agency. (Report it with: He said).
14. I start work at seven in the morning. (Report it with: He said).
15. When did you get back home yesterday? (Report question with: She asked Fadia).
16. Have you got the time? (Report question with: She asked me).
17. Can I go out with my friends? (Report question with: He asked her).
18. What's your name? (Report question with: He asked me).
19. Where do you live? (Report question with: He asked).
20. When did you live ~~last year~~? (She asked him).
21. Did you enjoy living in the village? (Report question with: She asked him).
22. What is your job? (Report question with: He asked me).
23. Do you work in a college? (Report question with: He asked him).
24. What subject do you teach? (Report question with: He asked him).

English for Starters 12 - Module 3 - Lifestyle Page 408

Composition

P.41

18.

Enjoy your food and stay healthy.

The following may help you:

- the importance of food we eat
- healthy life
- some advice and tips:
 - take 3 meals a day
 - eat a different fruit and vegetable every day
 - eat less sugar and fat
 - drink more water
- conclusion

In the modern world, experts frequently tell us that what we eat affects how healthy we are and how long we live. But most people like food and want to eat the things they enjoy. In this article, I'm going to suggest how you can eat the food you enjoy and still have a healthy diet.

First of all, don't eat too much. Take five light meals instead of three. You have to keep a balance of fruit, meat and vegetables. Try to eat a different fruit and vegetable every day. Eat less sugar and fat. White meat is healthier than red meat. You have to drink more water, milk and fruit juice. Avoid drinking too much coffee or tea.

I think if you follow this diet, you will enjoy your food and live a long healthy life.

Thinking is good for you to live long and enjoy your old age.

The following may help you:

- the importance of thinking
- brain activity
- some advice and tips:
 - read books
 - do puzzles or quizzes
 - study a subject on the Internet
 - recite some poetry
- conclusion

One of the factors which affect how long people live and how much they enjoy their old age is "brain activity". Scientists have shown that people who keep their brains busy tend to live long, happy lives compared with those who do not. In this article, I am going to suggest some interesting and enjoyable ways in which you can keep your brain active.

First of all, try to read different kinds of books. After you read a book, write a summary of it in a few pages. In your leisure time, do puzzles or quizzes. You can study a subject you like via the Internet. Try to recite some poetry.

I think if you do that, you will keep your brain active and you will enjoy your old age.

Activity Book		English for Starters 12		Pages 47 to 51	
Module (A)	Lifestyle	Unit (8) Urban and rural life			
Page (47)					
urban life	الحياة في المدينة	foreign	أجنبي		
rural life	الحياة في الريف	parliament	البرلمان - المجلس النيابي		
characteristic of	مميز بـ	hang	عزبة قوية - يتربط بقوة		
capital cities	عواصم	clock	ساعة - ساعة يمشي		
administrative	إداري	drip	قطرة ماء من حنفية		
infossuses	مشارف	roar	هوي - صراخ - يهتف		
financial centre	مركز مالية	arrows	يصرخ - يصرخ - يصرخ - زعيم		
national	وطني - قومي	glash	طرحشة - تحيط في الماء		
international	دولي	tack	شق (المسكة) / دقة - ثقب		
institutions	مؤسسات - هيئات	whistle	صفارة - يصفير		
in this respect	في هذا الخصوص	tap	حنفية - صنوبر		
small	صغير / قليل	swimming pool	مسبح		
economic	اقتصادي	terrified of	خائف من		
cultural	ثقافي	spiders	عنكبوت		
continually	بمستمر	digital	رقمي		
infuse	يسكب - يملأ	Page (49)			
communal	تبادلي	for and wine	أماكن بعيدة ومتنوعة - من كل مكان		
ancient walls	أسوار قديمة	hustle and bustle	ازدحام والانشغال / الضجيج والمصباح		
political party	حزبي	nearest and dearest	الأقرب والأحب		
tiny fraction	جزء صغير	odds and ends	مجموعة أشياء متنوعة		
in house (v)	في - يسكن	pick and choose	يستقي ويختار		
planners	المخططون	graduates	الخريجون (من الجامعة)		
strictly	بشكل صارم	rolled	رشيما		
regulate	ينظم	exhibition	معرض		
layout	التخطيط - تسييد	celebration	احتفال		
divide	يقسم	instead of	عوضاً عن - بدلاً من		
sectors	قطاعات	in comparison with	مقارنة مع		
zones	مناطق	whitens	بيضاء		
industry	صناعة	prominence	التفوق		
residential areas	مناطق سكنية	Page (50)			
Page (48)		architect	مهندس معماري		
specific	محدد	hub	محور		
supervise	يشرف على - يراقب	architect-designed	مصمم من قبل مهندس معماري		
representative	يمثل عن - مندوب	stairys = scours	سلالم		
		skil tool	سكين مكنو بالأجر (الفرميد)		

Activity Book		English for Starters 12		الصفحة 51
Module 3		Unit 20 Urban and rural life		Pages 47 to 51
body	مبنى	outskirts	خارجي	
surrounded by	محاطا بـ	medium-sized	متوسطة الحجم	
property	عقار / ملكية خاصة	town	بلد - مزرع	
overlook	ينظر على	shrubs	شجيرات	
historian	فيلسوف	bridges	جسور	



الموقع التعليمي
علوم للجميع

English for Starters 12 - Module 3 - Lifestyle Page 111

تم التحميل من موقع علوم للجميع

<https://www.3lom4all.com>

1- Read the following texts then do the tasks below!

① The capital city of a country is very often its greatest city, with the largest population and the most important administrative buildings. Capital cities house government offices, as well as embassies from other countries. They are also financial centres, containing national and international banks and other financial institutions. Damascus is no different from other capital cities in this respect-it is the seat of government and the economic and cultural centre of Syria. With a population of around 5 million people, Damascus is the biggest city in Syria. The city has a rich history, and is considered the oldest city in the world. It has been continually inhabited for thousands of years. The commercial and administrative centre of the city is located in the modern part of the city, outside the ancient walls.

• Answer the following questions:

1. What buildings are characteristic of capital cities? *Government offices, embassies, financial centres*
2. What is the population of Damascus? *5 million*
3. How long has Damascus been inhabited? *For thousands of years*
4. Where is the commercial and administrative centre located? *In the modern part of the city*

• Find words in the text which mean the following:

- ① the offices of the representative of a foreign country *embassies*
- ② organisations with an important role in the country *financial centres*
- ③ involving two or more centuries *thousands of years*
- ④ connected with buying and selling goods *commercial*

• Rewrite these sentences about the text to correct the information:

9. Damascus is the most modern city in the world. *oldest*
10. The commercial and administrative centre of Damascus is located inside the ancient walls. *outside*

② Brasília, the capital city of Brazil, is both similar to and different from Damascus. Like Damascus, it is an administrative centre and contains the key political buildings and institutions. However, unlike Damascus, Brasília is not the major cultural or economic centre of Brazil. The population of Brasília is only around 2.5 million people, which is a tiny fraction of the huge Brazilian population. Built in the late 1950s, it is a new city and has only been the capital of Brazil since 1960. It took over from Rio de Janeiro, which remains a major economic and cultural centre, as well as having a population of many millions more. Brasília is a very modern city and because it is so new, planners were able to strictly regulate its layout. It is divided into sectors, with specific zones for business, industry, government and residential areas.

• Answer the following questions:

1. What is the similarity between Damascus and Brasília? *Both the administrative centres*
2. What is the difference between Damascus and Brasília as regards their history? *Brasília is a new city*
3. What is the population of Brasília? *around 2.5 million*
4. Why were planners able to regulate its layout? *Because it is a very old city*

• Find words in the text which mean the following:

5. supervise or control *regulate*
6. parts of the business activities of a country *sectors*
7. clearly defined *specific*
8. a small amount of something *fraction*

• Rewrite these sentences about the text to correct the information:

9. A great number of the Brazilian population live in Brasília. *few*
10. Brasília is a major economic and cultural centre. *Rio de Janeiro*

تكملة من الوحدة 1 : English for Starters 12

Activity Book English for Starters 12

Module 3 Lifestyle Unit 16 Urban and rural life Pages 47 to 51

II. Complete the following paragraphs by filling in the gaps:

1. This architect-designed house ... 1. two storeys and is located ... 2. a village two kilometres from the sea. It has a tiled roof ... 3. provides shady areas on both the ground floor ... 4. first floor. The house is surrounded by a colourful garden which has ... 5. well looked after. The property overlooks a luxurious swimming pool. *في قرية على بعد كلمتين من البحر، بيت من طابقين، سقف مغطى بالطين، تظليل على كلا الطابقين، الحديقة الملونة، صيانة جيدة، تطل على مسبح فاخر.*

2. This two-storey modern house is situated ... 1. the outskirts of a medium-sized town. It is surrounded ... 2. a large garden with a lawn, trees, shrubs ... 3. hedges. It ... 4. a flat roof and there are balconies outside the first floor windows. It is painted white and there ... 5. no other houses nearby. *في أطراف بلدة متوسطة الحجم، بيت حديث من طابقين، محاط بحدائق كبيرة مع عشب، أشجار، شجيرات، سياج، سقف مسطح، شرفات خارجة للطابق الأول، مطلقة بيضاء، لا توجد بيوت أخرى قريبة.*

3. This two-storey modern building is located ... 1. a residential area in the suburbs of a large city. ... 2. has a small garden with recently planted trees ... 3. shrubs. The property is surrounded by a low wall ... 4. separates it from a quiet street. The house ... 5. a flat roof ... *في منطقة سكنية في ضواحي مدينة كبيرة، البيت حديث من طابقين، به حديقة صغيرة مع أشجار جديدة وزعت، شجيرات، الممتلكات محاطة بجدار منخفض يفصلها عن شارع هادئ، البيت به سقف مسطح.*

III. Complete the following sentences using classes:

1. In Brazil, if you wanted to build a factory, you would build it in an *industrial sector*.
2. Everyone heard the splash when he *fell in* the swimming pool.
3. A friend of mine is terrified of spiders and screams if *she sees one*.
4. We're having a big celebration next week, so *everybody is invited*.

IV. Choose the correct words in brackets:

1. The *trunk* / *servant* of a phone woke me up in the night.
2. Can you hear that *replanning* / *dripping* noise? Someone must have left a tap on in the bathroom.
3. Everyone heard the *explode* / *bang* when he jumped into the swimming pool.
4. Digital clocks don't *click* / *tick* like old-fashioned clocks used to.
5. The *economic* / *residential* area is where people live.
6. Graduates with first class degrees can often *hustle and bustle* / *pick and choose* the jobs they want.
7. I visited my office and found all kinds of *odds and ends* / *hustle and bustle* on my desk.
8. The country is too quiet for me, I would miss the *hustle and bustle* / *odds and ends* of the city.
9. We are having a big celebration next week, so we are *inviting all our* / *odds and ends* / *nearest and dearest*.
10. Chinese grammar is not so difficult *but* / *in comparison with* the pronunciation will be very hard for me.

V. Correct the verbs in brackets:

1. Can you hear that (drip) noise? *dripping*
2. Everyone heard the splash when he (jump) into the swimming pool. *jumped*
3. The two-storey building (be located) in a residential area in the suburbs. *is located*

VI. Translation:

1. Translate the following sentences into Arabic:

1. Damascus has been continuously inhabited for thousands of years.
2. Capital cities contain key government buildings such as the parliament.
3. Banking and other financial institutions are usually based in the capital city.
4. Damascus is the cultural and economic hub of Syria.
5. People came from far and wide to see the exhibition.

2. Translate the following sentences into English:

1. تطورت دمشق طبيعياً عبر آلاف السنين.
2. دمشق مدينة قديمة جداً، ولكن يوجد فيها مناطق حديثة مع كثير من الأبنية الحديثة.
3. شجنت دواليها من قبل مهندسين معماريين في القرون العشرين.

VII- Rewrite the following sentences as required in brackets:

1. Seoul has a population of over 10 million people. Paris only has 2 million. (Use: whereas)
2. Seoul is a very large city. Paris is quite small. (Use: in comparison with)
3. Brasilia is a very modern city. Damascus is a very old city, there are modern areas with many new buildings. (Use: and although)
4. Brasilia was designed by an architect in the 20th century. Damascus has developed naturally over thousands of years. (Use: while)
5. Damascus is the largest city in Syria. Brasilia is small. (Use: but)
6. It is expensive to live in the city. Living in the country is quite cheap. (Use: in comparison with)

VIII- Complete the following dialogue by writing suitable questions and answers:

1. Salem: ...What would you prefer to live in?
 Hazem: I would prefer to live in the city.
2. Salem: ...Why do you like it in the city?
 Hazem: I like it in the city because there are more public services.
3. Salem: ...Are there any problems in the city?
 Hazem: Yes, there are some problems in the city such as pollution.
4. Salem: How long have you been in the city?
 Hazem: I have been in the city for ten years.

IX-

Composition

P. 51

Describe a building you know well.

It could be the building you live in or any other building.

The following points may help you:

- The location of the building
- The appearance of the outside of the building
- Information about any special features near the building

I live in an apartment of a three-storey building which is located in a modern quiet part of Damascus. Our white stone building is surrounded by a beautiful garden with a low wall that separates it from the street and other buildings. There is also an underground car park. We have central heating and air conditioning.

There is a supermarket about 2 miles away and it is very easy to reach the mainway. There are also schools and some administrative buildings in the next street.

Activity Book		English for Starters 12		Pages 52 to 60	
Module (3)		Lifestyle		Unit (9) New ways and old	
Page (52)		Page (53)		Page (54)	
artifact	عمل من صنع الإنسان	union	اتحاد	repair	يصلح
artisan	حرفي	revive	يحيي - يعيد الاهتمام به - يعش	experts	خبراء
The Bronze Age	العصر البرونزي	establishment	تأسيس	reconstruction	إعادة البناء
ceramic	مخروط	promoting	الترويج	bridges	الجسور
bronze	نحاس	regional	منطقة - محلية		
handicraft	يشكل معك	hardhat	مرتبطة به - مشتركة بها		
landmarks	أشياء - معالم	involved in	إنتاج		
prehistory	قبل التاريخ	production	إنتاج		
tools	أدوات	collage	لحام		
talent	موهبة	sculpting	نحت		
crafts	حرف	ornamentation	تزيين		
copper	نحاس	currently	حاليا		
preserve	يحفظ - يحافظ على				
it has undergone	مرت به	millennia	آلاف السنين		
modernisation	التحديث	craftsmanship	مهارة يدوية - جودة العمل		
transportation	النقل	remarkable	رائع - مثير للاعجاب		
remain	تبقى	evidence	دليل - برهان		
involvement	إشراك - مشاركة	support	دعم		
interaction	تفاعل - تواصل	blow	يلقي		
crucial	هام	the percussion is a	الآلة النقر		
emissions	تفادى طرق - تفادى طرق	pluck	يقر أو تارة موسيقية		
trading routes	الطرق التجارية	drum	يضرب أو تارة التورية بالاسم		
global	عالمية	minors	مصفحات		
globalisation	عولمة	blow his own trumpet	يتفاخر بنفسه		
strive	يسعى جاهدا	change his tune	يغير رأيه		
mass-produced goods	بضائع مستعدة بالجملة	drum something into someone	يلقى بالشكر		
support	يدعم	face the music	يتحمل العواقب		
dedicated to	مكرس لـ - مخصص لـ	eventually	أخيرا		
emerge	يظهر	stand	يتحمل		
conish	خائض - تتلاشى	big headed	مفرد		
date to	يعود تاريخها إلى				
identified	حدد - تعرف على				
weaponry	سلاح الأسلحة - الأسلحة				
ornaments	زخارف - قطع تزيينية				
interact	يتفاعل - يتفاعل مع الآخرين				

Activity Book		English for Starters 12		Pages 52 to 60	
Module 3		Lifestyle		Unit 10 New ways and old	
Y	شباب	varied	متنوع		
ding dresses	الثوب الزفاف	stressful	مجهد		
alist	المختص	obviously	بشكل واضح		
makers	خياطون	Page (58)			
essionally	باعتبار	lecture	محاضرة		
ist	طبيب أطفال	college	علم الاقتصاد		
ding	إصلاح	economics	تقاسم أجور		
ecism	الجماعي بالنظرات	charge	ريانة		
light	بعض	customers	نفس الناس		
id	البصر	as tasty as	أشرا		
	خلف غامق	escrimet			
Page (55)		Page (59)			
rief biography	سيرة حياة مختصرة	take out	يقتلع		
alligrapher	خطاط	aerial	الهوائي		
arts faculty	كلية الفنون الجميلة	do up	جهد - يرمم		
umour (v)	يقرع	do without	يستغني عن		
festivals	مهرجانات	make up	يخترع قصة أو شعر		
aim to	يهدف إلى	do away with	يستغني عن - يتخلص من - يزيل		
popularize	يروج - يرفع الناس على	hang	ورقة قوية		
promote	يشجع - يروج - يعلل	splash	ومشقة - تخبط في الماء		
calligraphy	فن الخط الجميل	peace and quiet	لام وضوء		
Page (57)		changed his tune	ورأيه		
nowhere	مكان مجهول	far and wide	كل مكان		
open-air life	حياتة في الهواء الطلق	hustle and bustle	حامد والنشاط الباطح - المصطب		
challenging	شاق - صعب - متحدى				

الموقع التعليمي
علوم الحاسوب

1. Read the following text then do the tasks below.

Syria's historical importance and its crucial location at the crossroads of several ancient trading routes mean that a wide variety of crafts have developed. However, the fast pace of globalization is threatening the skilled local artisans who make to preserve these wonderful traditions. As cheaper, mass-produced goods are imported from abroad, it is important that people are made aware of these traditional crafts and those who practice them. In the city of Aleppo there is a market dedicated to promoting hand-made copper goods, to ensure that this ancient craft does not vanish. Copper artefacts have been discovered all over the region. Some of these artefacts date to the Bronze Age, around 3000 BCE. They give us information about the way ancient people lived and interacted.

The Aleppo Craftsmen Union is trying to revive this industry by establishing a training centre and promoting the local and regional trade of copper products. Certainly, only a small handful of artisans continue to practise this craft. However, local people are being encouraged to learn the skills needed to make ornate copper items which will be suitable for commercial sale.

Answer the following questions:

1. Why is there such a variety of historical crafts in Syria? *because of Syria's crucial location*
2. How are these traditional crafts being threatened? *the fast pace of globalization*
3. What information do ancient copper artefacts give us? *they give us information about the way*

Find words in the text which mean the following:

4. a period of history when weapons and tools were commonly made of bronze *Bronze Age*
5. intricately decorated with complex patterns or constructions *ornate*
6. having a special ability or talent *skilled*

Rewrite these sentences about the text to correct the information:

7. The Aleppo Craftsmen Union established a training centre to stop the industry of copper goods. *revive*
8. Nowadays, a lot of artisans practise copper craft. *only a small handful*

I was born in the country, and for the first eighteen years of my life I lived there. My family's farm was in the middle of nowhere, five kilometres from our nearest neighbour and ten from the nearest school, shops and post office. As a child, I enjoyed the open-air life, but when I was eighteen I went to university and couldn't believe how incredibly city life was. In comparison with my life on the farm, my new life was exciting, challenging and very varied. I got to know a lot of new people and I went to many places. Of course everything moves much more quickly in the city, and that can sometimes be stressful, but at least you know you're alive. In the country, you sometimes forget! Obviously, city life has its disadvantages, like the noise, the traffic and the crowds of people, but these things don't worry me too much. I don't drive, so traffic problems and parking difficulties don't affect me. It only takes ten minutes to get to the supermarket by taxi, whereas in the old days in the country, a shopping trip used to take half a day. Maybe I'll want to go back to the peace and quiet of the country one day, but for now I'm enjoying the hustle and bustle of city life.

Answer the following questions:

1. Where did the writer live as a child? *in the middle of nowhere*
2. How far did he have to travel to go to school? *ten kilometres*
3. Why did he first move to the city? *to go to university*
4. Why isn't the writer worried by traffic conditions in the city? *because he doesn't drive*

Find words in the text which mean the following:

5. forcing you to make a lot of effort *challenging*
6. as can easily be seen or understood, clearly *obviously*
7. large numbers of people in one place *crowds*
8. leaving a car somewhere for a time *parking*

Rewrite these sentences about the text to correct the information:

9. He doesn't prefer shopping in supermarkets because it takes a lot of time. *only ten minutes*
10. His life wasn't different when he moved to the city. *His new life was exciting, challenging and very varied when he moved to the city*

II- Complete the following paragraphs by filling in the gaps:

1. I was born in the country, and for the first eighteen years of 1 life I lived there. My family's farm was in the middle of nowhere, five kilometres 2 our nearest neighbours and ten from the nearest school, shop and post office. As a child, I enjoyed the open-air life, but 3 I was eighteen I went 4 university and couldn't believe how incredible city life 5 my from the to was.
2. In comparison with my life 1 the farm, my new life was exciting, challenging and very varied. I 2 know a lot of new people and I went to many places. 3 course everything moves much more quickly in the city, and that 4 sometimes be stressful, but at least you know you 5 can live in the city.
3. Obviously, city life 1 its disadvantages, like the noise, the traffic and the crowds of people. 2 the things don't worry 3 too much. I don't drive. 4 traffic problems and parking difficulties don't affect me. It only takes ten minutes to get to the supermarkets by taxi, whereas in the old days in the country a shopping trip 5 to take half a day.

III- Complete the following sentences using clauses:

1. He was against the idea of a holiday in Greece, but he changed his mind when he was in Greece.
2. She tried mending her glasses, but she couldn't see the hole that she needed to repair.
3. In comparison with my life in the farm, city life is much more exciting.
4. City life has its disadvantages, but it also has many advantages.
5. Big supermarkets sell everyday goods cheaply, whereas small shops are more expensive.
6. In comparison with supermarkets, small shops are more expensive.
7. Whereas some older people enjoy a quiet life in the country, others enjoy a quiet life in the country.
8. Before we can sell the flat, we have to find a buyer.
9. If everyone uses online banking, there will be no need for cash any more.

IV- Choose the correct words in brackets:

1. Before we can sell the flat, we'll have to (do it up / do without it).
2. The students had to (make up / make up) a story about their recent holiday.
3. If everyone uses online banking, they'll (do away with / do without) banks.
4. Are you happy with the decision you (did / made) yesterday?
5. Was that (bang / splash) the sound of someone jumping (in) the swimming pool?
6. We usually (do / make) the shopping at the weekend.
7. Can you hear someone (blowing / strumming) a guitar?
8. Let's turn the television off and have some peace and (hustle / quiet) for a change.
9. He said he didn't want to swim, but he changed his (music / tune) when he saw the pool.
10. People came from far and (long / wide) to see the exhibition.
11. He's been telling lies to so many people. Eventually they will find out and he will have to (blow his own trumpet / face the music).
12. I can't stand the kind of big-headed person who (blows his own trumpet / faces the music).
13. The difference between right and wrong is usually (drummed into / drummed out of) children by their parents.
14. It is expensive to (live in the city / live in the country) (whereas / in comparison with) the country.

V. Correct the verbs in brackets:

1. Syria (undergo) a period of modernization in the last few years. *has undergone*
2. I couldn't repair my computer myself. I had to have it (repair) by computer experts. *repaired*
3. We didn't build our own house. We had it (build) by a local construction company. *built*
4. Doctors rarely make their own wedding dresses. They have them (make) by specialist dressmakers. *made*
5. People don't service their cars themselves; they have them (service) professionally two or three times a year. *serviced*
6. I've got a really bad toothache, so I'm going to the dentist this afternoon. I might have to have a tooth (take) out. *taken*
7. She had mending her glasses, but she couldn't. She had to have them (mend) by the optician she had. *mended*
8. Do you like this photograph of our family? We had it (take) by a local photographer. *taken*

VI. Rewrite the following sentences as required in brackets:

1. We didn't build our own house. (Use: causative verb) *we had it built*
2. People don't service their cars themselves. (Use: causative verb) *they have them serviced*
3. She mended her glasses herself. (Use: causative verb) *she had them mended / she didn't mend them*
4. We didn't repair our flat ourselves. (Use: causative verb) *we had it repaired*
5. They didn't plant the trees in their garden themselves. (Use: causative verb) *they had them planted*
6. I'm not going to service my car myself. (Use: causative verb) *I am going to have it serviced*
7. Hassan didn't take his own tooth out. (Use: causative verb) *he had it taken out*
8. I didn't put that TV aerial up myself. (Use: causative verb) *I had it put up*
9. I won't cut down those trees myself. (Use: causative verb) *I will have them cut down*
10. Are you going to service your own car? (No, I'm going to use: causative have) *have it serviced*
11. Did Rana take those photos herself? (No, she use: causative have) *had them taken*
12. I couldn't repair my computer myself. (Use: causative verb) *I had it repaired*
13. Doctors rarely make their own wedding dresses. (Use: causative verb) *they have them made*
14. Will you be able to test your own eyesight? (No, I'll have use: causative have) *it tested*

VII. Complete the following dialogue by writing suitable questions and answers:

1. A: *Where were you born?*
B: I was born in the country.
2. A: *How long did you live there?*
B: I lived there for the first eighteen years of my life.
A: When did you go to continue your study after finishing school?
3. B: *I went to UK to study at University (the University)*
A: What did you study at the university? How long did it take you?
4. B: *I studied Maths for eight years.*

VIII- Translation:

• Translate the following sentences into Arabic:

1. Syria has been an important centre of trade for several millennia.
2. Craftsmen must be taught special skills to create remarkable copper items.
3. The craft of making ornate copper goods has been totally destroyed by the modern world.
4. Several organisations are now helping to support the preservation of traditional crafts.
5. Copper artefacts are used by historians as evidence of past civilisations.

• Translate the following sentences into English:

1. مرت سورية فترة لتعديت في السنوات القليلة الأخيرة
2. من السكفد أن تعبد في المدينة مقارنة مع الريف.
3. قبل أن نستطيع أن نتبع التتبع عليها أن نرسمها.
4. كان على الثلاث أن يخرعوا قصة عن عظمهم الأخيرة
5. هل أنت سعيد بالقرار الذي اتخذته ؟
6. يأتي الناس إلى مدينة دمشق لمشاهدة المتاحف الأثرية

C. 44

IX-

Composition

P. 55

• Use the notes below to write:

A brief biography of the Syrian calligrapher Mohammad Abdullah Ghannoun

Name: Mohammad Abdullah Ghannoun

Place / Date of Birth: Damascus, 1949

Profession: Calligrapher

Education: Fine Arts Faculty at the University of Damascus

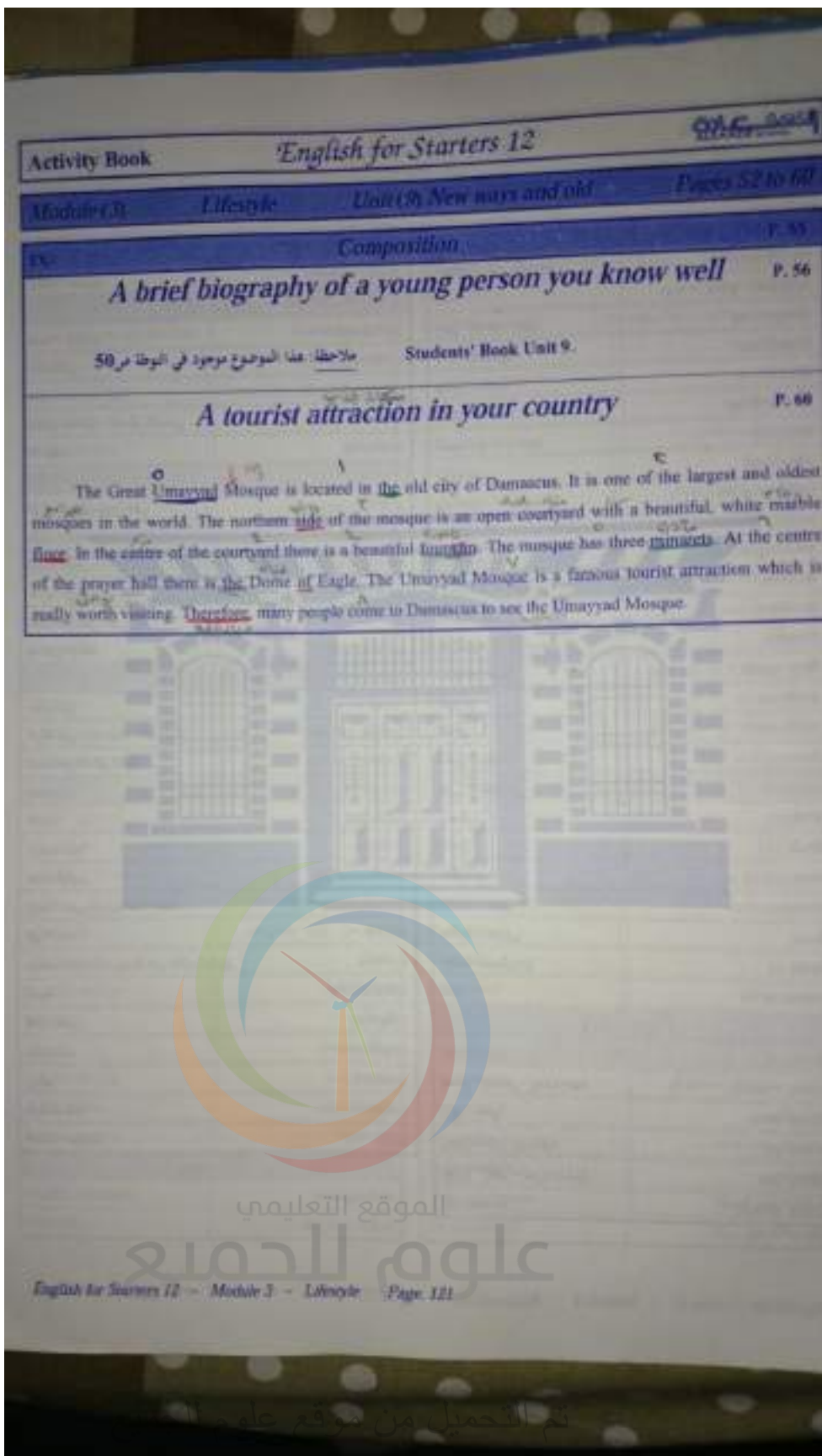
Exhibitions: Kuwait, Doha, Cairo, Beirut, London, Berlin, Madrid.

Achievements: Honoured at a number of international festivals including Kuwait and UAE.

A member of the union union CAP. Took part in the International Exhibition of Calligraphy, which aims to popularise and promote the ancient art of calligraphy.

Mohammad Abdullah Ghannoun was born in Damascus in 1949. He graduated from the Fine Arts Faculty at the University of Damascus. He has been taking an active part in international festivals and exhibitions of art and calligraphy in Kuwait, Doha, Cairo, Beirut, London, Berlin and Madrid. He has been honoured at a number of international festivals including Kuwait and UAE. He took part in the international Exhibition of Calligraphy, which aims to popularise and promote the ancient art of calligraphy. Mohammad is now a teacher at the Faculty of Fine Arts at the University of Damascus.

الموقع التعليمي



Page (61)

second breakers	معلمو الأرقام الرئيسية
summit = peak = top	قمة
companion	رفيق - صاحبه - زميل
expedition	رحلة استكشافية
attempt	بعضل - محاولة
set out from	يبدأ من
disappearing	تختفي الموقد أو القوار
overcome	يتغلب على
extreme cold	برد شديد
podium	حصانين
freezing point	درجة التجمد
frustrate	تجهد الأمر (الأسابيع)
sophisticated	متطورة / متفصلا
altitude	الارتفاع من سطح البحر
they made it to the top	وصلوا إلى القمة
attribute to	يعزو إلى
recognition	تقدير
recognition	تقدير / المراتب
evanesce	يختفي - يتغير
a series	سلسلة
scale (v)	يتسلق
committed to	ملتزم بـ
communities	مجتمعات / مجتمعات
trial	محاكمة / اختبار
links to	العلاقة / اتصال مع
completes	يتم

Page (62)

a charity	جمعية خيرية
come round	يصلو - يلتفتون - يسمرون ويخبرون
come over	يأتون - يأتون
come up	يحدثون / يظهرون / يبرزون
come out	يخرجون - يظهر - تخرج - تخرج
come across	يصادف بالصدفة

align = lining

alike = similar

Page (63)

by the time

underwent

thorough health checks

have a nap

non-stop

Page (64)

it is not long till

obviously

sleeping bags

first aid kit

gas cooker

give a ring

Page (65)

massively

flight traffic

claustrophobia

concrete

headless

vehicles

psychologists

monument

ahead

lay back

vacation

efficient

respond to

monitor

control room

halls

شاملة

شابه - متشابه

تدريجاً - قبل أن

تخضعوا إلى

فحوصات صحية دقيقة

تستريح - التمسك - التمسك بالأماسي

لا توقف

و بعضي وقت طويل حتى

شكل واضح

الحايس النوم

تقنية الإسعاف الأولى

مجاز طليق على الغاز

تصل بالهاتف

شكل كبير

حركة مرور الشاحنات / الشاحنات

الخوف من الأماكن المغلقة

الخرسانات

الذهب

مركبات اليد

علماء النفس

التيهية - على وتيرة واحدة - ممتدة

إلى الأمام

تواظف استراحة للسيارات على جانب الطريق

تفوية

فعال / كفء

يستجيب لـ

يراقب

غرفة مراقبة

القاعات - صالات

Page (67)			
inception	بداية - انطلاق	impressive	مؤثر - ملح للإعجاب
operational	جاري لتدوير والعمل	arithmetic	علم الحساب
a governmental spokesman	نائب رئيس الحكومة	authority	مراجع موثوق - سلطة
block	مجموعة - كتلة لبنية	comprehensible to	مفهوم لـ - قابل الفهم لـ - يمكن فهمه لـ
extend	يوسع - يزد	fractions	الكسور - الكسرية
low-flying	المنخفضة	decimal system	النظام العشري
archaeologist	عالم آثار	sevigesimal system	النظام السبعيني
work against the clock	يسابقون الزمن	concise	موجز - مختصر - مختصر
defence	دفاع	Persian	اللغة الفارسية
schemes	مشروع	analytical solutions	إيجاد الحلول بالتحليل المباشر
Page (68)		encompassed	استشمل - شامع لـ
it caught fire	اشتعل	quadratic equations	معادلات الدرجة الثانية
put out	يطفى	geometry	علم الهندسة
knag fire	حريق مسارعي	geometrical	هندسية
pay attention to	بالقوة لـ	algebra	الجبر
fit with	يتناسب	algebraic	جبرية
ventilate	يلوي - يبدد الهواء لـ - يبدد الهواء	linear equations	معادلات خطية - من الدرجة الأولى
appropriate	مناسبة	differentiate	يتميز
Page (69)		Page (72)	
in the light of	في ضوء	sold	يبيع
minimise	يقلل	extract	يخرج
impact - effect	تأثير	multiply	يضرب
occur	يحدث - يقع - يحصل	divide	يقسم
chemise	يشغف من - يراى - يقتل على	branches	فروع
the flow	التدفق	tailored	مخصص
overall safety	السلامة الكلية	composers	مؤلفين - مؤلفين
chance	فرصة	progress	التقدم
assent	يرافق - يوافق	Page (73)	
multi-vehicle	متعدد المركبات	involved in	والق في - شغول في - مشغول في
dimensions	الأبعاد الثلاثة	square root	الجذر التربيعي
escape routes	طرق الهروب	tricycle	دراجة على عجلة واحدة
Page (74)		balanced on	متوازنة على
mathematicians	علماء الرياضيات	motionlessness	الساكن - عدم الحركة
grasses	عشب - أعشاب	he stood still	وقف ساكناً (دون حركة)

apologise

يعذر

Page (74)

a set

مجموعة

instructions

تعليمات

wide-brimmed hat

قبعة ذات حافة عريضة

detach

يفصل

a pair of scissors

مقص

a roll of sticky tape

مترار شريط لاصق

tabs

أوراق على شكل لسان

fold

يغطي

tape measure

رول القياس

(congratulate)

تبرئ

Page (76)

solo climb

صقل وحيدا

take the advice

تأخذ النصيحة - يستمع لها

Page (78)

slim

رفيق

fit

جسديا

ignore warnings

أهمل التحذيرات

1. Read the following texts then do the tasks below:

● In 1953, Edmund Hillary became the first person to reach the summit of Mount Everest, the highest mountain in the world at 8,848m. Hillary, from New Zealand, and his Nepalese climbing companion, Tenzing Norgay were part of the 9th British expedition to attempt to reach the summit. Over 150 people took part in the expedition that set out from Kathmandu in April 1953. There were Sherpas, doctors, cooks, porters and many others. There were eleven climbers in total and they climbed in groups of two. Hillary and Norgay left the camp to climb to the summit on May 28th, and for much of the climb they had to overcome extreme cold, strong winds, dizzying heights and dangerously low levels of oxygen. Temperatures were below freezing point and they were at constant risk of getting frostbite. The two men did not have the same sophisticated equipment that is used today, and the extremely high altitude could have caused serious medical problems.

● Answer the following questions:

1. How high is Mount Everest? 8,848 m.
2. How many people took part in the 9th British expedition to Everest? over 150 people
3. What bad conditions did Hillary and Norgay have to overcome? extreme cold, strong winds, dizziness
4. What could have caused serious medical problems? the extremely high altitude

● Find words in the text which mean the following:

5. height altitude
6. very great or severe extreme
7. the gas we need to breathe oxygen
8. staying the same / not changing constant

● Rewrite these sentences about the text to correct the information:

9. Hillary was the last person to reach the summit of Mount Everest. In 1953, he was the first.
10. No one accompanied the climbers. There were over 150 people on the expedition.

● They made it to the top where they took the photograph that proved they had reached the highest point on earth. Hillary was a modest man and attributed his success to the whole team who supported him throughout the attempt. News reached the United Kingdom just before the coronation of Queen Elizabeth II and the team of climbers received special medals and international recognition. Hillary was a born explorer and conquering Everest was the first in a series of achievements. He led an expedition to the South Pole and scaled several other peaks in the Himalayas. He later established the Himalayan Trust, an organisation committed to helping the Nepalese Sherpa communities. The trust has helped to build hospitals and schools and has improved communication and transport links to the area.

● Answer the following questions:

1. How did they prove that they had reached the summit? They took a photograph.
2. What was Hillary like? Modest.
3. What did the team of climbers receive? Special medals and international recognition.
4. What has the Himalayan Trust done to the area? It has helped to build hospitals and schools.

● Find words in the text which mean the following:

5. Himalayan people famous for their skill as mountaineers Sherpas
6. a ceremony in which a king or queen is crowned Coronation
7. a group of people who work together Team
8. a long journey for a special purpose Expedition

● Rewrite these sentences about the text to correct the information:

9. The climbers attended the coronation of Queen Elizabeth II. They didn't attend.
10. Hillary set up a charity to teach people how to climb Everest. Help the Nepalese Sherpa community.

II- Complete the following paragraphs by filling in the gaps:

1. I know we've already agreed ... 1 ... the essential things, like the tent, sleeping bags ... 2 ... first-aid kit, but there are other things we may or may not need. Do you think we should take ... 3 ... own cooking equipment? I expect we'll buy food mostly ... 4 ... it might be a good idea to take a small gas cooker ... 5 ... that we can prepare our own food. *on the one hand, but on the other*
2. How about a large water container? If we don't take plenty of water with us ... 1 ... might run out. That's ... 2 ... awful if it gets very hot. ... 3 ... there anything else we should take? Let me know what you think. I'm really looking forward ... 4 ... this break. I ... 5 ... give you a ring tomorrow morning. *the other way round*

III- Complete the following sentences using clauses:

- When my brother came round after his operation,
- It was cloudy all morning, but in the afternoon
- We were driving home on the motorway yesterday evening when
- Hillary and Tenzing underwent thorough health checks when
- Hillary and Tenzing raised a flag when
- It might be a good idea to take a small gas cooker so that
- If we don't take plenty of water with us,

IV- Choose the correct words in brackets:

- When my brother came (round / up) after his operation, he felt fine.
- Why don't you come (across / over) after school? We could visit my grandparents.
- It was cloudy all morning, but in the afternoon the sun came (across / over).
- I've lost my watch. Can you let me know if you come (across / over) it?

V- Correct the verbs in brackets:

- Omar passed all his exams. He (revise) revised for a month.
- They finished making Laila's dress a week before the wedding. They (make) it for over a month.
- I (go) to see Ali in hospital. He (break) his leg during a football match.
- Everyone enjoyed the family celebration. Reem and her sons (make) all the food themselves.
- My uncle finally passed his driving test. He (take) the test three times already.
- I received a letter from Hiba yesterday. She (promise) to write since last year.

VI- Translation:

1- Translate the following sentences into Arabic:

- Before Hillary, no one had managed to reach the summit of Mount Everest.
- We were driving home on the motorway yesterday evening when we came across a burning car.

2- Translate the following sentences into English:

- عبدالله استعد أخي وعيد بعد عطلته الحرجية. شعر أنه يغير.
- كان الطقس غائماً طوال الصباح ولكن طلع الشمس بعد الظهر.
- لا بد أن يكون هذا الطالب تونسي. لأنه كان يردون متابعين جداً.

ساعة
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VII- Complete the following dialogue by writing suitable questions and answers.

1. A: How high is Mount Everest?
B: Mount Everest is 8,848m high.
2. A: ~~How did they reach the camp to climb to the summit?~~ *Why did Hillary and Norgay leave the camp to climb to the summit?*
B: Hillary and Norgay left the camp to climb to the summit.
3. A: ~~What could the extremely high altitude have caused?~~ *Why did Hillary and Norgay leave the camp?*
B: The extremely high altitude could have caused serious medical problems.
- A: Where is Mount Everest?
B: Mount Everest is in the Himalayas.

VIII- Rewrite the following sentences as required in brackets:

1. By the time they reached the top, they were exhausted.
(Give background information using: climb / for many days)
2. They raised a flag when they made it to the summit.
(Give background information using: reach / the highest point on Earth)
3. Omar passed all his exams. (Express your opinion why)
4. I went to see Ali in hospital. (Give background information using: break / his leg / during a football match)
5. My uncle finally passed his driving test.
(Give background information using: take / the test / 3 times before)
6. Everyone enjoyed the family celebration.
(Give background information using: make / all the food themselves)
7. I received a letter from Hiba yesterday.
(Give background information using: promise / write / since last year)
8. He climbed Mount Everest in 1953. (Give background information using: attempt / several times before)

IX

Composition

P.8

Write to a friend whose family you are going on holiday with.
(A holiday you are going to spend with your friend's family)

- Decide on three essential things to take with you.
- Suggest two or three other things that you might find useful.

Hi,

Thanks for inviting me to go with you for your holiday. I've decided what clothes and other personal things to take. I know we've already agreed on the essential things, like the tent, sleeping bags and first-aid, but there are other things we may need. I expect we'll buy food mostly, but it might be a good idea to take a small gas cooker so that we can prepare our own food. And how about a large water container? If we don't have plenty of water with us, we might run out. I'm really looking forward to going on this holiday with you.

See you soon.

الموقع التعليمي

علوم للجميع

1. Read the following texts then do the tasks below:

● Road tunnels, through mountains or under rivers and seas, make our journeys shorter and faster. Some of the long tunnels, like those through the Alps, were incredible engineering achievements when they were first built. For example, the 11-kilometre-long Mont Blanc Tunnel between France and Italy, which was opened in 1965, successfully reduced journey times between the two countries. But in recent years, with the increase in freight traffic using tunnels, there have been some terrible accidents. So when planners were designing the 24.5-kilometre Lærdal Tunnel in Norway, safety was one of their main concerns. People have known for some time that the main factors which cause accidents in long tunnels are tiredness and claustrophobia – a fear of being in small spaces. Drivers can easily fall asleep in tunnels because the view never changes – there is nothing to keep them awake. This can lead to accidents caused by vehicles driving into the sides of the tunnel.

● Answer the following questions:

1. Why were the designers of Lærdal Tunnel especially worried about safety? *because there had been terrible accidents in other tunnels*
2. How long is the Lærdal Tunnel? *It is 24.5 kilometres*
3. Why can drivers easily fall asleep in tunnels? *because the view never changes*
4. What does 'their' in bold in the text refer to? *the planners*

● Find words in the text which mean the following:

1. cut down, shortened *shortened*
2. unbelievable *incredible*
3. what you can see from a place *view*
4. a passage under the ground or sea, river, etc. *tunnel*

● Rewrite these sentences about the text to correct the information:

9. Building tunnels makes journeys longer and slower. *shorter and faster*
10. Claustrophobia is a fear of being alone. *of being in a small space*

● Experts, including psychologists, did research to find out how they could make the 20-minute journey through the Lærdal Tunnel less monotonous. After experiments, they decided to build the tunnel in four sections with 'halls' between them. The halls are wider and higher than the main tunnel and have special lighting similar to a sunrise. The idea is that drivers will feel refreshed as they drive through the halls. The halls have two other purposes related to safety: if there is an accident on the road ahead, drivers can turn round in the halls and return the way they came. There are also lay-bys in the halls where drivers can stop and rest. The Lærdal Tunnel also has an efficient ventilation system which responds to the amount of traffic in the tunnel. Air pollution is removed by fans in a central room.

● Answer the following questions:

1. How long does it take to drive through the Lærdal Tunnel? *20 minutes*
2. How is the Lærdal Tunnel different from other long tunnels? *it has halls*
3. How are the halls different from the main part of the tunnel? *they are wider + higher + have special lighting*
4. What is the main purpose of the halls? *to turn round and return the way they came*

● Find words in the text which mean the following:

5. boring and uninteresting because it doesn't change *monotonous*
6. reasons for doing or making something *aims*
7. allowing air to move freely in and out of a room or building *ventilation*
8. the group of people who work for a particular organization *staff*

● Rewrite these sentences about the text to correct the information:

9. The halls in the tunnel are dark. *have special lighting similar to a sunrise*
10. Drivers can't move if there is an accident in the tunnel. *they can turn round and return the way they came*



● In the light of a number of serious accidents and fires in tunnels in recent years, this report makes a number of recommendations which will reduce the risk of accidents and fires and minimise the impact of any that occur. It is essential that drivers and their passengers are able to get out of a tunnel if there is an accident or fire. We have two recommendations which will help make this possible. Firstly, tunnels should be made wide enough in places to allow vehicles to turn round and go back the way they came. Secondly, there should be separate tunnels for pedestrians in case people need to walk to safety. It may be impossible to eliminate accidents altogether, but we have several recommendations which will reduce this risk. Firstly, all road tunnels over 10 kilometres long should be divided into sections, with rest areas between the sections. Secondly, the decoration of each section should be different. This "change of view" will make the journey less monotonous for drivers and help to prevent them from falling asleep. Lastly, tunnels should be well ventilated. Finally, the flow of traffic through tunnels should be regulated. This will improve overall safety. We believe that if only one vehicle is allowed into a tunnel every five seconds, there is less chance of a multi-vehicle accident. We also recommend that heavy lorries should be escorted by special safety vehicles. If these recommendations are accepted, we believe that the accident rate in tunnels could be reduced by over 75%.

● Answer the following questions:

1. What has happened in recent years in tunnels?
2. Why should tunnels be made wide enough?
3. Why should the decoration of each section be different?
4. What is the recommendation about heavy lorries?

● Find words in the text which mean the following:

5. to make something into: *tunnel*
6. an effect: *effect*
7. apart, not joined together: *separate*
8. to remove something that is not wanted or needed: *eliminate*

● Rewrite these sentences about the text to correct the information:

9. Tunnels should be made wide enough in places to allow vehicles to carry goods.
10. It is recommended that heavy lorries should be banned from entering the tunnel.

II- Complete the following paragraphs by filling in the gaps:

- Road tunnels, through mountains or under rivers, 1. ..., make car journeys shorter and faster. Some of the long tunnels, like those through 2. ..., Alps, were incredible engineering achievements. 3. ... they were first built. For example, the 31.4-kilometre-long Mont Blanc Tunnel between France and Italy, 4. ... was opened in 1965, massively reduced journey times. 5. ... the two countries.
- Some of the most important historical sites in the world will 1. ... destroyed if sea levels rise as expected in the next 100 years. The destruction will be particularly serious in low-lying cities, such as Venice. 2. ... Italy. Some of the buildings have already 3. ... damaged by the floods. 4. ... regularly hit the city. In some places archaeologists 5. ... working against the clock to excavate sites before they are lost beneath the water forever.
- It is essential that drivers and their passengers 1. ... able to get out of a tunnel if there is 2. ... accident. 3. ... fire. We have two recommendations 4. ... will help make this possible. Firstly, tunnels should be made wide enough in places to allow vehicles to turn round. 5. ... go back the way they came. Secondly, there should be separate tunnels for pedestrians in case people need to walk to safety.

III- Complete the following sentences using *changes*:

1. Drivers can easily fall asleep in tunnels because 1. *The View may change*.
2. If there is an accident on the road ahead, ...
3. The driver stopped after ...
4. It was more than two days before ...
5. They believed that if they could sustain the tunnel before, ...

Activity Book

English for Starters 12

OLC

Module 4

Achievements

Unit 11 Future Project

Pages 66 to 71

IV- Choose the correct words in brackets:

1. What a waste of time! I've spent the entire / whole afternoon fixing my computer.
2. Since its inception / beginning, this organisation has been at the forefront of research.
3. A government spokesman said that the new airport would not be fully operational / ready to use until early in the new year.
4. I'll ring you back in a few minutes - I'm just completing / finishing my lunch.
5. Have you looked out of the windows? They've started constructing / building the new block.
6. The organisation hopes to be able to attract tourists to visit the many historical sites / places in the south-east of the country.
7. Next year the college plans to extend / stretch the number of subjects it offers by 50%.
8. Some of the most important history / historical sites in the world will be destroyed if sea levels rise as expected in the next 100 years.
9. The destroy / destruction will be particularly serious in low-lying cities, such as Venice in Italy.
10. Some of the build / buildings have already been damaged by the floods which regularly hit the city.
11. In some places archaeology / archaeologists are working against the clock to explore sites before they are lost beneath water forever.
12. Cities like London are planning the construction / construct of new flood defence schemes.

V- Correct the verbs in brackets:

1. The original Mont Blanc Tunnel was (complete) in 1965. Completed
2. The tunnel was designed to carry 450,000 vehicles a year. By 1997 it was (use) by over a million. being used
3. Thirty-nine people (be killed) in the tunnel fire which was started when a lorry caught fire. were killed
4. The driver stopped after smoke (be seen) coming out of the lorry's engine. was seen
5. It was more than two days before the fire (be put out) by fire fighters. was put out

VI- Translation:

● Translate the following sentences into Arabic:

1. Thirty-nine people were killed in the tunnel fire when a lorry caught fire.
2. They made the bays wider than the rest of the tunnel and technicians fitted them with special lights.
3. A government spokesman said that the new airport would not be fully operational until early in the new year.

● Translate the following sentences into English:

1. توقف السائق بعد أن شوهد الدخان يخرج من محرك الشاحنة.
2. حتى أكثر من يومين قبل أن يتكافأ الحريق من قبل رجال الإطفاء.

VII- Complete the following dialogue by writing suitable questions and answers:

1. A: When was the Mont Blanc Tunnel opened? It was opened in 1965.
2. A: How long is the Laerdal Tunnel? It is 24.5 kilometres long.
3. A: Where is the Laerdal Tunnel? It is in Norway.
4. A: What do tiredness and claustrophobia cause road accidents in long tunnels? what causes road accidents in long tunnels?

الموقع التعليمي

3lom4all

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VIII- Rewrite the following sentences as required in brackets:

1. Fire fighters had put out the fire before it spread. (change into passive)
2. When they build tunnels, they should pay more attention to safety. (change into passive)
3. The designers decided that they would divide the tunnel into four sections. (change into passive)
4. They made the halls wider. (change into passive)
5. The Laerdal Tunnel was being planned by skilled engineers. (change into active)
6. They had rejected previous plans to build the Channel Tunnel. (Passive voice)
7. They had to build a third tunnel as an escape tunnel in case of fire. (Passive voice)
8. They had to reclaim land from the sea to make an artificial island. (Passive voice)
9. They completed the Mont Blanc Tunnel in 1965. (Passive voice)
10. The engineers designed the tunnel to carry 450,000 vehicles a year. (Passive voice)
11. The driver saw smoke coming out of the engine. (Passive voice) *سبح*
12. They should pay much attention to safety. (Passive voice)
13. They could construct large halls between the sections of the tunnel. (Passive voice)
14. Technicians fitted the halls with special lights. (Passive voice) *بواسطة*
15. They would ventilate the tunnel. (Passive voice)

IX-

Composition:

P. 70

Make recommendations which will improve road safety in your town or city.

The following may help you:

- introduction
- recommendations:
 - obeying the traffic laws
 - checking the state of cars
 - traffic lights
 - punishing dangerous drivers
- conclusion

It may be impossible to eliminate accidents altogether, but we have several recommendations which will reduce this risk.

It is very important for motorists and pedestrians to obey the laws of traffic. You have also to make sure that your vehicle is in a good state. For example, you have to check the tyres, brakes and lights to know if the work properly. Pedestrians must also be careful when they cross streets. They shouldn't walk on roads; it is safer to walk on pavements.

I think that the government should build wide streets provided with traffic lights. Dangerous drivers should be fined or barred from driving.

If these recommendations are accepted, I believe that road safety will be improved in our city.

1. Read the following text then do the tasks below:

In ancient times, Arab mathematicians led the world in their subject. This article looks at the origins of two branches of mathematics: arithmetic and algebra. Muḥammad al-Khwarizmi from Khawarizm, who lived from 780 to 850 CE, was one of the world's greatest mathematicians. He wrote the earliest Islamic works on arithmetic and algebra, which were the main authority on the subject for many years. He made Greek and Hindu mathematical knowledge comprehensible to people of his time and supported the use of Hindu numerals. He is particularly famous for being the author of the oldest Arabic work on arithmetic known as *Kitāb al-Jamr wa'l-Ḥisāb*. Another mathematician, Al-Nasawi, wrote *Al-Mughni fī Ḥisāb al-Ḥindī* in which he explained fractions and other complex ideas in a modern way. He also introduced the decimal system in place of the sexagesimal system, which was based on the number sixty, rather than the number ten. A third scholar, Nasir-al-din Toosi, wrote many valuable books, including *Al-mutawassat*, a concise explanation of arithmetic in Arabic and Persian. Arabic numerals were the greatest contribution made by Arab thinkers to mathematics. The most important of these numerals was zero, which was used in the Arab world at least 250 years before it was known in the West. Before the invention of zero it was necessary to arrange all figures in columns to differentiate between tens, hundreds, thousands, etc. The word algebra comes from the Arabic *al-jabr*. Al-Khwarizmi was the author of *Ḥisāb al-Jabr wa'l-Muqābalah*, an exceptional work on algebra which includes analytical solutions to linear and quadratic equations. This work, which was translated into Latin in 1145, introduced algebra into Europe. Better known as a poet and philosopher, Omar Khayyam, who lived from 1045 to 1133 CE, was also an astronomer and mathematician who wrote an excellent book on algebra. His work dealt mainly with geometric and algebraic solutions to equations.

2. Answer the following questions:

1. Who helped people to understand Greek and Hindu mathematics?
2. What did Al-Nasawi explain in his book?
3. What is the difference between the decimal system and the sexagesimal system?
4. What did Omar Khayyam's work deal with?

3. Find words in the text which mean the following:

5. to show the difference between
6. possible to understand
7. the answer to a problem
8. short and clear

4. Rewrite these sentences about the text to correct the information:

9. Omar Khayyam was only a poet and philosopher.
10. Algebra was introduced to the Europeans through the writings of Omar Khayyam.

9. I left the office at midday, planning to meet my friend Maren for lunch. I arrived at our usual meeting place and waited, expecting my friend to arrive at any minute. After about half an hour I began to worry, thinking that Maren might have been involved in an accident. I tried ringing him several times, eventually leaving a message on his answering machine. After waiting for nearly an hour, I decided that Maren was not going to come, so I went back to work. I sat down at my desk, feeling very hungry because I hadn't had any lunch. Then my phone rang. It was Maren, apologising for having missed lunch. My fears were correct. He had had a car accident and he was phoning from the hospital.

• **Answer the following questions:**

1. When did he leave the office? *he left the office at midday*
2. Where was Maren phoning from? *he was phoning from hospital*
3. Why did he feel hungry? *because he hadn't had any lunch*
4. Why didn't Maren come to the meeting? *because he had had a car accident*

• **Find words in the text which mean the following:**

5. in the end, at last *eventually*
6. believing that something will happen *expecting*
7. the feelings that you have when something frightening might happen *fears*
8. saying that you are sorry *apologising*

• **Rewrite these sentences about the text to correct the information:**

9. He waited for Maren half an hour before he left his work. *he had already left his work before Maren had waited*
10. Maren phoned to tell him that he was running soon. *he phoned to tell him that he was in hospital*

10. Until 1953, nobody had climbed Mount Everest, the highest mountain in the world. Then in 1953, the mountaineers Edmund Hillary and the Nepalese Tenzing Norgay succeeded in reaching the summit. In the next thirty years there were other Everest 'firsts', including the first solo climb and the first climb by a woman. All these people had taken bottles of oxygen to help them climb, but many mountaineers wanted to climb using their natural ability, without oxygen. Two of these were Reinhold Messner and Peter Habeler. In 1975, they attracted people by climbing Gasherbrum, the 11th highest mountain in the world, without oxygen. When Messner and Habeler started planning to climb Everest without oxygen, other climbers called them foolish. They warned them that the oxygen levels at the top of Everest were so low that breathing would be difficult, and that the men would risk brain damage if they did this. However, Messner and Habeler did not listen and made their first attempts in April 1978. After two failures, they nearly gave up but decided to make a final attempt. At these very high altitudes, with so little oxygen in the air, everything the men did took much longer than normal. Every few metres, they fell down exhausted and had to rest. Eventually, at about 2 pm on May 8th 1978, Messner and Habeler became the first men to reach the summit of Everest without oxygen.

• **Answer the following questions:**

1. How many people had climbed Mount Everest before 1953?
2. When did Messner and Habeler climb Gasherbrum?
3. How many times did Messner and Habeler fail before they climbed Mount Everest?
4. Who climbed Mount Everest without oxygen?

• **Find words in the text which mean the following:**

5. the top of a mountain *summit*
6. usual; ordinary *normal*
7. silly; not sensible *foolish*
8. very tired *exhausted*

• **Rewrite these sentences about the text to correct the information:**

9. Hillary and Tenzing succeeded in reaching the summit without bottles of oxygen. *with*
10. Messner and Habeler climbed Everest from the first time. *after two failures*

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Book: Unit (12) Geniuses Pages 71 to 79

III. Complete the following paragraphs by filling in the gaps:

1. The word *algebra* comes 1. the Arabic *Al-Jabr*. *Al-Khawarizmi* 2. the author of *Hisab Al-Jabr Wal-Muqabala*. 3. exceptional work on algebra which includes analytical solutions to linear 4. quadratic equations. This work 5. was translated into Latin in 1145, introduced algebra into Europe.

2. *Musa al-Khawarizmi* from *Khawarizm*, 1. lived from 780 to 850 CE. 2. one of the world's greatest mathematicians. 3. wrote the earliest Islamic works on arithmetic 4. algebra. 5. were the main authority on the subject for many years.

3. My brother is talented in many different ways. 1. is a mathematical genius but also 2. great musical ability. The whole family 3. astonished 4. he won the first prize in a competition. 5. young composers.

4. My sister 1. never able to do paint 2. draw well until a new and very skillful teacher arrived 3. the school. Since then, my sister's progress 4. been amazing. 5. art has grown in popularity throughout the school.

5. I left the office 1. midday, planning to meet my friend Mazen for lunch. I arrived at our usual meeting place 2. waited, expecting my friend to arrive at any minute. After about half 3. hour I began to worry, thinking that Mazen might have 4. involved in an accident. I tried ringing 5. several times, eventually leaving a message on his answering machine.

6. After waiting for nearly an hour, I decided that Mazen was not going to come. 1. I went back to work. I sat down at my desk, feeling very hungry. 2. I hadn't had any lunch. Then my phone rang. It was Mazen, apologizing for having missed lunch. My first 3. contact. He 4. had a car accident 5. he was phoning from the hospital.

II. Complete the following sentences using classes:

1. The whole family was astonished when .

2. I'm quite good at maths, but .

3. Just before they reached the summit, .

IV. Choose the correct words in brackets:

1. My brother is (talented / talent) in many different ways.

2. He is a (mathematics / mathematical) genius.

3. He has great (musical / music) ability.

4. The whole family was (astonished / astonish) when he won the first prize.

5. My sister was never (able / ability) to do paint or draw.

6. A very (skill / skillful) teacher arrived at the school.

7. My sister's progress has been (amazing / amaze).

8. Art has grown in (popularity / popular) throughout the school.

9. Are you good (at / for) maths?

10. I'm quite good, but I can't do calculations (in / on) my head very quickly.

11. Omar Khayyam lived (at / from) 1048 to 1131.

12. He showed musical ability (at / in) a very early age.

13. He learnt to play complicated music (at / on) the piano.

14. My brother is a very (talent / talented) football player.

15. Only certain kinds of people have (mathematical / mathematics) brains.

16. The earthquake caused terrible (destroy / destruction) across the country.

17. Water sports are increasing in (popularity / popular) every year.

18. Many important (history / historical) events have taken place in the last 500 years.

19. She is very (skillful / skill) at drawing.

20. We haven't seen you for ages. You must (come over / come across) and see us at the weekend.

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21. Animals consume only as (much / many) food as they need.
 22. Mobile phones are (raining over / running down) in price very quickly.
 23. That was a terrible accident. The driver is lucky to be (live / alive).

V. Correct the verbs in brackets:

1. I left the office at midday, (plan) to meet my friend Maren for lunch. planning
 2. I arrived at our usual meeting place and waited, (expect) my friend to arrive at any minute. expecting
 3. After (wait) for nearly an hour, I decided that Maren was not going to come, so I went back to work. waiting
 4. I sat down at my desk, (feel) very hungry. felt
 5. Before 1953, people (try) to reach the summit of Everest for many years. had been trying
 6. Before Messner and Habeler, no one (attempt) to climb Everest without oxygen. had attempted
 7. Messner and Habeler ignored the warnings that other climbers (give) them. had given
 8. In May 1978, Messner and Habeler (already make) two unsuccessful attempts to reach the summit. had made
 9. Just before they reached the summit, they (fall down) every few metres. had been falling down
 10. Three years earlier, they (successfully climb) Gasherbrum without oxygen. had successfully climbed

VI. Translation:

• Translate the following sentences into Arabic:

1. Arithmetic and algebra are two different branches of mathematics.
 2. Only certain kinds of people have mathematical brains. فقط
 3. The earthquake caused terrible destruction across the country.
 4. Many important historical events have taken place here in the last 500 years.
 5. In the wild, animals consume only as much food as they need.

• Translate the following sentences into English:

1. كتاب حقاً حول نظام العددي وإتقان العلوم الصغرى فقط.
 2. نهر في يوم السيلان بركة كبيرة ونهر في الساعات السابعة صباحاً. on the day of the rain the last spring
 3. رواد شعبة الرحلات السابعة كل عام. expedition
 4. كان ذلك حادثاً فظيماً ولكن الركاب كانوا محظوظين لأنهم نجوا جميعاً.

VII. Complete the following dialogue by writing suitable questions and answers:

1. A: ما هو الخطر في التسلق في الجبال العالية؟
 B: Mountaineers take bottles of oxygen because oxygen levels are so low at the top of high mountains.
 2. A: لماذا يحتاج المتسلقون إلى زجاجات الأكسجين؟
 B: People will risk brain damage if they don't take bottles of oxygen.
 3. A: ماذا يحدث إذا لم يتنفسوا بأكسجين كافٍ؟
 B: Mountaineers fall down exhausted when they don't breathe enough oxygen.
 A: What is the highest mountain in the world?
 4. B: It is Mount Everest.

5555

stand → stood

English for Starters 12

Activity Book

Unit (12) Games

Pages 71 to 79

VIII- Rewrite the following sentences as requested in brackets:

(Write the following as single sentences, using a verb in the -ing form)

1. I left the office at midday. I planned to meet my friend Mazen.
2. I arrived at our usual meeting place and waited. I expected Mazen to arrive at any minute.
3. I began to worry. I thought that Mazen might have been involved in an accident.
4. A young British man broke the record for the most books balanced on the head. ~~For this~~ he used skills he had developed as a builder.
5. He actually succeeded in carrying 62 books. The books weighed 98kg.
6. An Indian man broke the world record for monotonousness. He stood still for 20 hours.
7. He was careful about his diet, and ate only healthy food. → stand 1 hr 10 min
8. He managed to get plenty of rest. He slept for 8 hours every night.
9. He felt very confident of success and got up at six in the morning.
10. In his first marathon race he did very well. He finished in 20th place. (Use the -ing form of the verb).

① Hei agreed to run the marathon in December. He told his friends he wanted to collect money for a children's charity. → I telling

IX- Composition

P. 79

What do you think about people who risk their lives climbing mountains ?

The following may help you:

- What's mountaineering ?
- Give some different opinions about mountaineering the ideas of mountaineers, themselves and of non- mountaineers
- Why do people risk their lives climbing mountains ?
- conclusion: your opinion

The sport of climbing mountains is known as mountaineering and people have different opinions about it. Some people, especially mountaineers, consider it a very interesting sport, even though they sometimes risk their lives to achieve their goals.

On the other hand, some people believe it is stupid to risk their lives climbing mountains. It may cause serious injuries or even death.

In my opinion, people are free to choose the sport they like to practise. But I myself don't see any point in risking my life.

الموقع التعليمي علوم الاحمر

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Complete the following dialogue by writing suitable questions and answers. Write at least three words for each question.

حدد التشكيل لسؤال على جواب في الحوار بلاحظ ما يلي:

1. حدد فائدة كل من الجواب مسبقاً معلومة موضوع الحوار.
2. حدد أن يتطابق السؤال مع الجواب في: الزمن والمكان.
3. يجب أن يوجد في كل سؤال فعل مساعد يتناسب مع زمن الفعل (المضارع، التاميز، من الماضي).
4. يوجد بعض من الأسئلة:
 - وهو السؤال الذي يبدأ بفعل مساعد ويكون جوابه: yes - no.
 - وهو السؤال الذي يبدأ بكلمة استفهام: a question word.
 - 5. حدد التشكيل (Yes - No) question يبحث في الجواب عن أحد الأفعال المساعدة التالية:

- am - is - are - was - were
- (don't - doesn't - didn't) + infinitive
- (have - has - had) + past participle
- (will - would - shall - should - can - could - may - might - must - might to) + infinitive

have he
has he
had he

1. إذا أخذ في الاعتبار أن هذه الأفعال المساعدة السابقة فإن بعد كل الفعل فيشكل إجابة السؤال.

- Answer: Yes, he is coming soon. = الجواب =
- Question: Is he coming soon? = يكون السؤال عنه =
- A: No, I don't know him. = الجواب =
- Q: Do you know him? = يكون السؤال عنه =

2. أما إذا كان يكون الجواب في الجواب فعل مساعد فإن الفعل في الجواب يكون جدياً (Present Simple) أو (Past Simple) في الجواب.

Present Simple → Do / Does + subject + infinitive + ... ?
Past Simple → Did

ملاحظة: زمن الجواب (am - is - are - was - were) لا يتطابق مع زمن السؤال (do - does - did).

- A: Yes, I speak English. = الجواب =
- Q: Do you speak English? = يكون السؤال عنه =
- A: Yes, she knows me. = الجواب =
- Q: Does she know you? = يكون السؤال عنه =
- A: Yes, she bought a shirt. = الجواب =
- Q: Did she buy a shirt? = يكون السؤال عنه =

ملاحظة: يجب مراعاة (أمر الضمائر حسب نوع) (وضع الفعل) استفهام (السؤال)

6. عند تشكيل (wh) question مع خطوات مشابهة:

أ) نبحث عن كلمة أو كلمات في الجواب لكي نسأل عنها.

ب) نحدد هذه الكلمات (أو أكل لا نكتبها في السؤال).

ج) نبدأ السؤال بكلمة استفهام question word نأخذ من كلمة أو الكلمات المحددة.

د) نحول صيغة الجواب إلى صيغة سؤال وذلك بأن نبحث في الجواب عن فعل مناسب. إذا لم نجد فإننا نضع قبل الفاعل بعد كلمة الاستفهام فتشكيل بقية السؤال.

- A: He is going to school by bus.

- الجواب =

- Q: 1- How is he going to school ?

يكون السؤال عنه =

Or Q: 2- Where is he going by bus ?

- الجواب =

- A: I have been studying English for 10 years.

- Q: 1- How long have you been studying English ?

يكون السؤال عنه =

Or Q: 2- What have you been doing for 10 years ?

هـ) إذا لم يكن يوجد فعل مساعد في الجواب. فإن الفعل حينها يكون Present Simple أو Past Simple في حالة الإثبات، ونستخدم به

أفعال الفعل المساعد (do/does/did) بعد كلمة الاستفهام وفي الفاعل والفعل قبل الفعل الأصلي في الجواب. أي = infinitive without (to)

question word	do	subject	verb	_____ ?
	does		infinitive without (to)	
	did			

- A: She gets up at 6 a.m.

- الجواب =

- Q: What time does she get up ?

يكون السؤال عنه =

Or - Q: When _____ ?

- A: I borrowed Ali's book.

- الجواب =

- Q: Whose book did you borrow ?

يكون السؤال عنه =

(في الجواب يفتقر الضمير حسب نوعي الذي يتطابق السؤال مع الجواب)

(في الجواب نبدأ استفهام نهاية السؤال)

بعض الحالات الخاصة

أ. للسؤال عن الفاعل: وهو أول كلمة في الجواب. نضع مكانه who الماعن أو what الماعن. ونترك الفعل على حاله.

أي: لا يوجد ضرورة أن نحول الجواب إلى صيغة سؤال.

- A: My sister visited me yesterday.

- الجواب =

فاعل

- Q: Who visited you yesterday ?

يكون السؤال عنه =

فاعل

معام

ولكن: يجب ملاحظة أن الفعل دائما يكون في صيغة الفاعل المناسب.

- A: My friends visit me every week. - الجواب =
 يكون السؤال عنه =

- Q: Who visits you every week? - الجواب =
 S V

- A: Ali and Dana are coming to the party. - الجواب =
 يكون السؤال عنه =

- Q: Who is coming to the party? - الجواب =
 S V

2. للسؤال عن العمل أو الوظيفة:

- A: My father is a doctor. - الجواب =

- Q: What does your father do? - الجواب =

Or - Q: What is your father's job? - الجواب =

3. للسؤال عن أحوال الطقس:

- A: It is cold and rainy. - الجواب =

- Q: What is the weather like? - الجواب =

4. للسؤال عن أوصاف الإنسان الشخصية:

- A: Ali is kind and hardworking. - الجواب =

- Q: What is Ali like? - الجواب =

5. للسؤال عن أوصاف الإنسان أو الأشياء العامة - العامة:

- A: Ali is tall and has dark hair. - الجواب =

- Q: What does Ali look like? - الجواب =

- A: Our city is very big and crowded. - الجواب =

- Q: What does your city look like? - الجواب =

6. للسؤال عن الطفل:

- A: He has been sleeping. - الجواب =

- Q: What has he been doing? - الجواب =

- A: She plays tennis every Friday. - الجواب =

- Q: What does she do every Friday? - الجواب =

7. للسؤال عن الألوان:

- A: His eyes are green. - الجواب =

- Q: What colour are his eyes? - الجواب =

8. للسؤال عن التفضية:

- A: He likes classical music. - الجواب =

- Q: What kind of music does he like? - الجواب =

Grammar

Question Making (Challenges)

Worksheets

١٠ السؤال من الخيار واحد من مجموعة:

- A: I want the red pen.

- Q: Which pen do you want?

١١ السؤال من تقديم خدمة لزيور في محل:

- A: Yes, please. I want a blue shirt.

- Q: Can I help you?

ملاحظة: حول الفعل (have - has - had)
هذا كان زمن الفعل في لغوي.

- Present Perfect = (have - has) + P.P.

- Present Perfect continuous = (have - has) + been + V + ing

- Past Perfect = had + P.P.

مثال: كيف كان ينام؟ (have - has - had) كان ينام.

- A: He has been sleeping for 8 hours.

- Q: How long has he been sleeping?

أما إذا كان الفعل الماضي في لغوي (have - has - had) كان:

مثال: كيف كان ينام؟ (have - has - had) كان ينام.

- A: He has two brothers.

- Q: How many brothers does he have?

- A: He had an accident yesterday.

- Q: When did he have his accident?

Question Words

كلمات الاستفهام هي:

1. Where... ?	أين المكان؟	12. How often... ?	كم مرة كل شيء؟
2. When... ?	متى الزمان؟	13. How old... ?	كم العمر؟
3. What time... ?	في أي ساعة؟	14. How far... ?	كم البعد؟
4. Why... ?	لماذا؟	15. How fast... ?	كم السرعة؟
5. Who... ?	من الشخص؟	16. How long... ?	متى؟
6. Whom... ?	من الشخص؟	17. What... ?	ماذا؟
7. What... ?	ما الشيء؟	18. What colour... ?	ما اللون؟
8. How... ?	كيف؟	19. What kind of + Noun... ?	ما نوع؟
9. How many + plural noun... ?	كم العدد؟	20. What countries... ?	ما البلدان؟
10. How much + uncountable noun... ?	كم الكمية؟	21. Which + Noun... ?	أي الخيار واحد من مجموعة؟
11. How much + V... ?	كم السعر؟		

Complete the following dialogue by writing suitable questions or answers. Write at least three words for each question.

1. A. Where do sand gazelles live?
B. Sand gazelles live across the Arabian Gulf and North Africa.
2. A. How long did they run?
B. They ran about 100km per hour.
3. A. What do they eat?
B. They eat.
4. A. How much does a sand gazelle weigh?
B. A sand gazelle weighs about 20 kg.

1. A. What do S. G. do in the hottest summer? and why?
B. In the hottest season, sand gazelles dig shallow pits to lie on the cooler soil.
2. A. What are the two main threats to the sand gazelles?
B.
3. A.
B. Some countries breed them for release into the wild.
4. A.
B. Yes, there have been some successes.

1. A. Where is Al Ain located?
B. Al Ain is located 160km east of Abu Dhabi City.
2. A.
B. It is linked to the capital by fast motorways.
3. A. How long does it take to drive between the two cities?
B.
4. A. When was its airport opened?
B.

Activity Book P. 23

1. A. How many tribes live in South American rainforests?
B. 180 different tribes live in South American rainforests.
2. A. Why does the Amazon rainforest play a vital part in controlling the world's climate because of its size and location?
B. The Amazon rainforest plays a vital part in controlling the world's climate because of its size and location.
3. A. How does this rainforest control the world's climate?
B. It takes in carbon dioxide and releases oxygen.
4. A. What do farmers plant after they destroy the rainforest?
B. They plant soybeans.

English for Starters 12

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Grammar

Question Making (Dialogue)

Worksheets

1. A. Why do plants need to protect themselves?
B. Plants need to protect themselves because animals might damage or eat them.
2. A. Which part of a rattlesnake can hurt the animal?
B. The fangs in a rattlesnake's mouth can hurt the animal.
A. Which plant is protected by a kind of insect?
3. B. Some potatoes grow in the ground. Where do they grow?
A. Do potatoes grow in the ground? Where do they grow?
4. B. No, they don't. They grow under the ground.
1. A. When did you go to Latakia?
B. We went to Latakia last summer.
A. Where did you swim?
2. B. I swam in the sea.
3. A. What did you see?
B. We spotted some colourful fish.
A. What was the weather like?
4. B. It was hot and sunny.
1. A. Why do zoos exist all over the world?
B. Zoos exist all over the world because people want to see animals that they can't see in their own country.
2. A. What do some people believe?
B. Some people believe that zoos are unnatural habitats.
A. Where are animals usually put in zoos?
3. B. They are usually put in cages.
A. Is it right to force animals live in unnatural conditions? Why?
4. B. No, it isn't.
1. A. What would happen if greenhouse gases disappeared?
B. Without greenhouse gases, the climate of the Earth would be too cold.
2. A. What do greenhouse gases include?
B. Greenhouse gases include carbon dioxide and methane.
A. Why is the temperature of the Earth rising?
3. B. Because carbon dioxide is increasing in the air.
A. What should we do to stop global warming?
4. B. We should reduce our greenhouse gas emissions.
1. A. Latakia is located in Syria.
B. Damascus is located in the south-west of Syria.
2. A. What was it occupied by?
B. It was occupied by many peoples.
A. Why do many tourists visit Damascus?
3. B. Because it is the oldest city in the world.
A. What is said to happen in the streets of Damascus?
4. B. Many different things.