

ENGLISH FOR IRAQ 2026 نسخة

3rd Intermediate

كل مايتعلق بمادة اللغة الانكليزية

للفف الثالث المتوسط

قواعد | مفردات | قطع الكتاب
حل اسئلة الكتاب والنشاط



Let's learn English



Telegram : alieng93



علي يحيى مدرس انكليزي



علي يحيى مدرس انكليزي



insta : alieng93

إعداد الاستاذ : علي يحيى قاسم
مدرس اللغة الانكليزية

العنوان: نينوى | الموصل



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

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

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

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

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

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ملاحظات قواعدية مهمة

إضافة (ed) للفعل

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

إضافة (ing) للفعل

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

ملاحظات قواعدية مهمة

إضافة (s) الشخص الثالث للفعل

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

إضافة (s) الجمع للاسماء

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

UNIT ONE / الوحدة الاولى

U1: Lesson 1 (SB) P. 4 - 5 (At the mall) في مركز التسوق

Describing places وصف الاماكن

1. (there is) وتعني هناك وتستخدم مع المفرد ويأتي بعدها (a/an) ويأتي بعدها الاسم كما في القاعدة التالية. (حالة الاثبات)

There is + (a/an) + اسم مفرد

Ex: There is an apple in the fridge.

Ex: There is a mall in this city.

2. في حالة النفي نضع (not) فقط بعد الفعل المساعد (is) كما في القاعدة التالية:

There is + not + (a/an) + اسم مفرد

Ex: There is an apple in the fridge. (Negative) حول الى نفي

- There is not an apple in the fridge.

3. في حالة الاستفهام نقدم (is) الى بداية الجملة ونضع علامة استفهام في نهاية الجملة كما في القاعدة التالية:

Is there + (a/an) + اسم مفرد + ?

Ex: There is a clock on the wall. (Question) حول الى سؤال

- Is there a clock on the wall?

4. (there are) وتعني هناك وتستخدم مع الجمع ويأتي بعدها (some/many/lots of) ثم الاسم الجمع كما في القاعدة التالية. (حالة الاثبات)

There are + (some/many/lots of) + اسم جمع

Ex: There are many books in the school.

Ex: There are lots of clothes in the shop.

5. في حالة النفي نضع (not) بعد الفعل المساعد (are) ونضع كلمة (any) بدلا من (some/many/lots of) كما في القاعدة التالية:

There are + not + any + اسم جمع

Ex: There are lots of books in the school. (Negative) حول الى نفي

- There aren't any books in the school.



6. في حالة الاستفهام نقدم الفعل المساعد (are) الى بداية الجملة وايضا نضع كلمة (any) بدلا من (some/many/lots of) وبعدها علامة استفهام كما في القاعدة التالية:

Are there + any + اسم جمع + ?

Ex: There are many clothes in the shop. (Question) حول الى سؤال

- **Are there** any clothes in the shop?

7. كذلك يمكن وصف الاماكن باستخدام فعل التملك (has).

Ex: The mall **has** a big car park.

Ex: It **has** lots of clothes shops.

8. عند النفي نضع (doesn't have) بدلا من (has).

Ex: The mall has a big car park. (Negative) حول الى نفي

- The mall **doesn't have** a big car park.

9. عند الاستفهام نستخدم (Does it have) بدلا من (has) ونضعها في بداية الجملة ونضع في نهاية الجملة علامة استفهام.

Ex: The mall has a big car park. (Question) حول الى سؤال

- **Does it have** a big car park?

10. امثلة وزارية:

Ex: There is an escalator in the mall. (Question) وزاري دور 2019/1

- **Is there** an escalator in the mall?

Ex: are many new and exciting shops. (Their / **There** / They're) وزاري دور 2021/1

Ex: The mall a swimming pool. (having / **doesn't have** / have) وزاري دور 2021/1

Ex: Are there sweet shops near your house? (some / a lot of / **any**) وزاري دور 2019/3

(AB) P. 5 (Cevahir Mall) مول جواهر

Cevahir Mall is located in Istanbul, Turkey and it is one of the largest shopping malls in Europe. It opened in 2005 and it has more than 400 shops on six floors. However, it isn't just for shopping! It has lots of exhibitions, restaurants, a cinema, an amusement park for children and a mosque. There isn't a bank, but there are plenty of cash machines, and all the shops accept cashless payments. There aren't any stairs in this mall, but everyone can access the shops because it is wheelchair-friendly and it has lifts and escalators.

For more details, contact the information office between 10 a.m. and 10 p.m.



Cevahir Mall مول جواهر

قطعة الوحدة الاولى 1

- Where is Cevahir Mall? أين يقع مول شيفاهير
- It's in Istanbul, Turkey. في مدينة اسطنبول ، تركيا.
- When did Cevahir Mall open? متى تم افتتاحه
- It opened in 2005. في عام 2005 تم افتتاح المول.
- How many floors does Cevahir Mall have? كم عدد طوابق المول
- It has six floors. ستة طوابق.
- Can you pray at Cevahir Mall? هل يمكنك الصلاة في المول
- Yes. There is a mosque at the mall. نعم ، هنالك مسجد في المول.
- Can I contact the office at 9 a.m.? هل تستطيع التواصل مع المكتب في الساعة التاسعة صباحا
- No. It doesn't open until 10 a.m. كلا ، لأن المول يُفتح في الساعة العاشرة صباحا.

Lesson 1 (AB) P. 4 - 5

1.p4/ Match to make sentences.

طابق لتكوين جمل

- | | | |
|-----------------|---|--------------------------|
| a. It | 2 | 1. have a swimming pool. |
| b. There's an | 4 | 2. has a supermarket. |
| c. There isn't | 6 | 3. any cars. |
| d. There are | 5 | 4. escalator. |
| e. There aren't | 3 | 5. lots of plants. |
| f. It doesn't | 1 | 6. an information desk. |

3.p5/ Complete the texts with the words in the boxes.

اكمل النصوص من الكلمات في الصندوق

eyes / has / is / name / young

A young boy is missing in the mall. He is six years old. His name is Jamal. He has short brown hair and brown eyes.

a / and / has / his / wearing

He is wearing a white T-shirt and jeans. The jeans are very old and his T-shirt has *Iraq* on it. He is also wearing a red baseball cap. He has white shoes and blue socks.

تمرين (4) ص5. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة



U1: Lesson 2 (SB) P. 6 (Hurry up! It's time to go!) اسرع حان وقت الذهاب

Telling the time الاخبار عن الوقت

• هنالك عدة طرق للأخبار عن الوقت:

1. الطريقة الاولى هي ان نذكر **الساعة** أولاً ثم **الدقائق** كما في الامثلة التالية.

Ex: 3:20 (Tell the time) اخبر عن الوقت

- It is **three twenty**.

Ex: 12:10 (Tell the time)

- It's **twelve ten**.

2. الطريقة الثانية هي قراءة **الدقائق** وبعدها **الساعات** وهنا نستخدم (past) وتعني (و) اذا كانت الدقائق في **النصف الاول** من الساعة ونستخدم (to) وتعني (الا) اذا كانت الدقائق في **النصف الثاني** من الساعة.

Ex: 7:11 (Tell the time)

- It is **eleven past seven**.

Ex: It's ten past three. **وزاري دور 2023/2**

- (3:15 / **3:10** / 3:20)

3. اذا كانت الساعة تقرأ (**وربع**) نُضيف كلمة (**quarter past**) وبعدها نذكر **الساعة الحالية**.

Ex: 2:15 (Tell the time)

- It is **quarter past two**.

Ex: 1:15 (Tell the time)

- It's **quarter past one**.

4. اذا كانت الساعة تقرأ (**النصف**) نُضيف كلمة (**half**) وبعدها نذكر **الساعة الحالية**.

Ex: 9:30 (Tell the time)

- It is **half past nine**.

Ex: 4:30 (Tell the time)

- It's **half past four**.

5. اذا كانت الساعة تقرأ (**الرابع**) نُضيف كلمة (**quarter to**) وبعدها نذكر **الساعة المقبلة**.

Ex: 7:45 (Tell the time)

- It is **quarter to eight**.

Ex: 9:45 (Tell the time)

- It's **quarter to ten**.

6. اذا كانت الساعة **لاحتوي على دقائق (00)** نكتب الساعة وبعدها نذكر كلمة (**o'clock**).

Ex: 9:00 (Tell the time)

- It is **nine o'clock**.

Ex: 11:00 (Tell the time)

- It's **eleven o'clock**.

7. اذا كانت الساعات تشير الى رقم **اكبر من (12)** عند ذلك **نطرح (12)** من الرقم الموجود كما في الامثلة التالية.

Ex: 15:20 (Tell the time)

- It is **three twenty**.

Ex: 18:30 (Tell the time)

- It's **six thirty**.

Ex: 23:40 (Tell the time)

- It's **eleven forty**.



المضارع المستمر Present continuous

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

(he/she/it) + **is** + فعل + **ing**
 (you/we/they) + **are** + فعل + **ing**
 (I) + **am** + فعل + **ing**

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

Ex: The students English at this moment. 2019/1 وزاري دور
 (**are reading** / will read / were reading)

Ex: Look! The ducks (cross) the road. (Correct) صحح الجملة
 - Look! The ducks **are crossing** the road.

Ex: Keep quiet! The baby (sleep) now. (Present continuous)
 - Keep quiet! The baby **is sleeping** now.

3. قاعدة المضارع المستمر في حالة النفي هي:

(he/she/it) + **is** + **not** + فعل + **ing**
 (you/we/they) + **are** + **not** + فعل + **ing**
 (I) + **am** + **not** + فعل + **ing**

Ex: My brother is playing tennis at the moment. (Negative) حول الى نفي
 - My brother **is not playing** tennis at the moment.

Ex: They are not (clean / cleaned / **cleaning**) the office now.

Ex: I Math today. (is not studying / **am not studying** / are not studying)

4. قاعدة المضارع المستمر في حالة الاستفهام هي:

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

Ex: What (you/do) at the moment. (Question) حول الى سؤال
 - What **are you doing** at the moment?

Ex: Listen! Who (make) that terrible noise? (Question)
 - Listen! Who **is making** that terrible noise?

Ex: I am studying Math today. (Question)
 - **Am I studying** Math today? / **Are you studying** Math today?



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

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

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

- **Yes, she is.**
- **No, she isn't.**

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

- **Yes, they are.**
- **No, they aren't.**

6. امثلة اضافية:

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

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

- At the moment, we **are learning** English.

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

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

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

- Ali **is eating** his sandwich right now.

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

- They **are not watching** TV at the moment.

Ex: What (you / do) right now?

- What **are you doing** right now?

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

- **What is she cooking now?**

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

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

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

- **Is Nadia watering** the flowers at the moment?



الماضي المستمر Past continuous

1. الماضي المستمر هو زمن يستخدم للتعبير عن حدث وقع في الماضي وبقي مستمراً لفترة معينة.
2. ملاحظات املانية حول اضافة (ing).
 - نحذف حرف (e) من نهاية الكلمة عند اضافة (ing) مثل: have ; **having** / make ; **making**
 - نكرر الحرف الصحيح الاخير اذا جاء قبله حرف علة واحد ثم نضيف (ing) مثل: swim ; **swimming** / get ; **getting**
 - نقلب الحرفين (ie) في نهاية الكلمة الى الحرف (y) ثم نضيف (ing) مثل: tie ; **tying** / lie ; **lying** / die ; **dying**
 - الفعل الذي لا تنطبق عليه الملاحظات السابقة نضيف له (ing) دون اي تغيير مثل: look ; **looking** / clean ; **cleaning**
3. قاعدة الماضي المستمر في حالة الاثبات هي:

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

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

- The boy **was playing** football.

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

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

4. قاعدة الماضي المستمر في حالة النفي هي:

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

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

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

Ex: They were cleaning the house. (Negative)

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

Ex: People were shouting at the arts team. (Negative) وزارتي دور 2021/1

- People **were not** shouting at the arts team.

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

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

5. قاعدة الماضي المستمر في حالة الاستفهام هي:

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

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

- **Was** the cat eating?

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

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

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

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



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

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

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

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

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

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

Lesson 2 (AB) P. 6 - 7

1.p6/ Listen again. Complete the sentences.

اصغ مجدداً واكمل الجمل التالية

doing / in / no / queue / queuing

- a. What are you? **doing**
- b. See you a minute. **in**
- c. I'm in a **queue**
- d. What are you for? **queuing**
- e. There's time for chat. Come back right now. **no**

3.p6/ What were the children doing at five past one? Complete the sentences using the verbs in the box.

ماذا كان يفعل الاولاد في الساعة الواحدة وخمس دقائق؟ اكمل الجمل التالية مستخدماً الافعال في الصندوق

come (x2) يأتي / drink يشرب / eat يأكل / wait (x2) ينتظر

- a. Jassim a burger. **was eating**
- b. Fahad a cola. **was drinking**
- c. Salwa in a queue. **was waiting**
- d. Ibrahim down in the lift. **was coming**
- e. Hasan down the stairs. **was coming**
- f. The children's mother at the information desk. **was waiting**



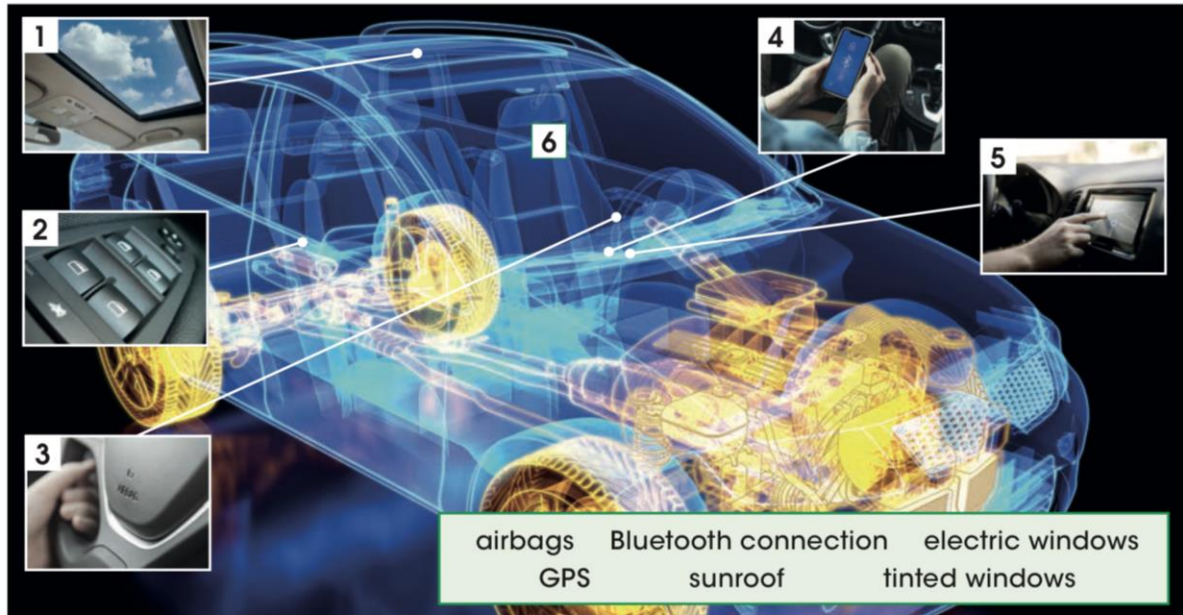
U1: Lesson 3 (SB) P. 7 (Car of the year!) سيارة العام

AB 8-9

Unit
1

Lesson 3: Car of the Year!

A Match the numbered car features with the words in the box.



B Read the newspaper article.

1 Does the writer like the Panther 3.0D? How do you know?

CAR OF THE YEAR AT ONE OF BAGHDAD'S MOTOR SHOWS!

I'm here at one of Baghdad's motor shows, and the car everyone is talking about is the Panther 3.0D. The new Panther is Car of the Year, and it's really fantastic. Some people just stand and gaze at its beautiful shape. Some young men want to sit in the driver's seat and dream. However, this car is not just good-looking; it is also a hybrid car. With its combination of an electric motor and petrol engine, this fuel-saving car is good for the planet, and good for your pocket, too! The Panther is self-charging, so you don't need to worry about finding charging points. You just drive like you always do.

It is not only the driver who will be impressed by the Panther 3.0D. Inside, children can sit in the back and try the electric seats and windows while their older brothers and sisters play with the built-in video-game player. These are standard

for all models. Extra features include: GPS, the sunroof, tinted windows and an excellent Bluetooth connection.

Switch on the engine and it runs so quietly. All of the features are really fun to try. But there's more! There's loads of space inside. The Panther 3.0D has seats for eight people – two in the front, three in the middle and three in the back. And there's space for all of their bags.

It looks very expensive, but the Panther 3.0D is actually quite cheap. And you don't need a lot of money to run this car. It does 12 kilometres to the litre and has a four-year warranty.

But there's something even more important. This is a really safe car. You don't have to worry in an accident. There are airbags for the driver and passengers and many other safety features. The Panther 3.0D really is the Car of the Year!



سيارة العام Car of the year

قطعة الوحدة الاولى 2

1. What is the car of the year? ماهي سيارة العام
- It is the Panther 3.0D. سيارة النمر
2. How many seats are there in the Panther 3.0D? كم عدد المقاعد في السيارة
- There are eight seats. 8 مقاعد
3. What do the young men want? ماذا يريد الشباب
- Some young men want to sit in the driver's seat and dream. بعض الشباب يريدون الجلوس في مقعد السائق والحلم
4. How many years does this car have a warranty? كم سنة تملك هذه السيارة ضماناً
- It has a warranty for four years. تملك ضمان يصل لاربعة سنوات
5. What are the extra features in the Panther? ماهي المزايا الاضافية لسيارة البانثر
- It has a GPS, the sunroof, tinted windows and an excellent Bluetooth connection. تملك نظام تحديد الموقع و فتحة سقفية ونوافذ مظلمة و اتصال بلوتوث ممتاز
6. What are the safety features in the Panther? ماهي خصائص الامان لسيارة البانثر
- It has airbags for the driver and the passengers. تملك وسائد هوائية للسائق والركاب
7. Not all passengers can feel safe inside the Panther. (True / False)
ليس كل الركاب يستطيعون الشعور بالامان داخل سيارة البانثر
8. You don't need to think about charging points when you own a Panther. (True / False)
لا تحتاج للتفكير بنقاط الشحن عندما تملك البانثر
9. Only the front of the car has electric seats and windows. (True / False)
فقط مقدمة السيارة تحتوي على مقاعد ونوافذ كهربائية
10. The Panther takes care of your pocket and the planet. (True / False)
البانثر سيارة اقتصادية وصديقة للبيئة
11. The car everyone is talking about and the car of the year is called Panther 3.0D. (True / False)
السيارة التي يتحدث عنها الجميع وسيارة العام تدعى البانثر (النمر)
12. Some young men are not interested in the engine. (True / False)
بعض الشباب غير مهتمين بالمحرك
13. The Panther 3.0D has no standard features. (True / False)
البانثر لا تملك معايير متميزة
14. There is loads of space inside the Panther. (True / False)
هنالك مساحات واسعة داخل البانثر
15. The Panther 3.0D is actually very expensive. (True / False)
البانثر غالية جداً
16. The Panther 3.0D is a really safe car. (True / False)
البانثر سيارة آمنة
17. The Panther 3.0D is a really dangerous car. (True / False)
البانثر سيارة خطيرة
18. The Panther 3.0D does 12 kilometers to the litre. (True / False)
تقطع البانثر 12 كيلومتر للتر الواحد



الى حد ما , حقا quite and really

1. نستخدم هذه الكلمات لجعل الصفات اقل قوة او اكثر قوة.

2. (quite) وتعني (الى حد ما) وتأتي قبل الصفة وتجعل الصفة اقل قوة.

Ex: The film was quite good. الفيلم كان الى حد ما جيد

3. (really) وتعني (حقا) وتأتي قبل الصفة وتجعل الصفة اكثر قوة.

Ex: The film was really good. الفيلم كان حقاً جيد

4. تأتي (quiet) قبل (a/an).

Ex: It was quite a good film.

5. تأتي (really) بعد (a).

Ex: It was a really good film.

6. امثلة امتحانية:

Ex: I think this is a cheap car. (quite / really)

Ex: We bought a fast car. (quite / really)

Lesson 3 (AB) P. 8 - 9

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

2.p8/ Find the following words in the text and write the line number.

جد الكلمات التالية في قطعة البانثر واكتب رقم السطر

Line number	رقم السطر
a. gaze	يُحدق 5
b. dream	يحلم 6
c. built-in	مُدمج 18
d. warranty	ضمان 31

تمرين (3) ص8. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

4.p9/ Look at the text in the Student's Book. Find the adjectives and the nouns they describe and write them in the table.

انظر الى النص الموجود في كتاب الطالب. جد الاسماء والصفات التي تصفها واكتبهم في الجدول التالي

Line	السطر	Adjective	الصفة	Noun	الاسم	Opposite	الكلمة المعاكسة للصفة
4		fantastic	رائع	car	سيارة	terrible	فظيع
5		beautiful	جميل	shape	شكل	ugly	قبيح
20		excellent	ممتاز	Bluetooth	بلوتوث	awful	شنيع
23		fun	ممتع	feature	خصائص	boring	ممل
28		expensive	غالي	car	سيارة	cheap	رخيص
32		important	مهم	something	شيء	unimportant	غير مهم
33		safe	آمن	car	سيارة	dangerous	خطير



6.p9/ Complete the sentences with *quite* or *really*.

اكمل الجمل التالية مستخدماً *quite* او *really*

- a. The Panther is fast. You have to be careful! **really**
 b. It has a beautiful shape. You'll love it. **really**
 c. I think this is a cheap bike. What do you think? **quite**
 d. The exam was difficult, but not like the one last year. **quite**
 e. I think safety is important. It's the only thing I look for! **really**
 f. I bought my phone three years ago, so it's old now. My dad's is seven years old! **quite**

U1: Lesson 4 (SB) P. 8 (Buying and selling) البيع والشرء

الكلمات المركبة Compound words

- الكلمات في اللغة الانكليزية تكون في بعض الاحيان مكونة من اسمين.
- مثال على ذلك كلمة (wind) ومعناها (الرياح) ، وكلمة (proof) ومعناها (مصد) واذا تم جمع الكلمتين مع بعض تصبح (windproof) وتعني (مصد للرياح).
- كذلك كلمة (disc) وتعني (قرص) ، وكلمة (brakes) وتعني (فرامل) واذا تم جمع الكلمتين مع بعض تصبح (disc brakes) وتعني (فرامل قرصية).
- يأتي هذا الموضوع في الامتحان على شكل ربط الكلمات مع بعض كما سيتم توضيحهم في التمارين الموجودة في كتاب النشاط.

اعطاء الاسباب Giving reasons

- نستخدم هذا الاسلوب للربط بين جملتين لاعطاء سبب معين بأستخدام احد الادوات التالية وحسب القاعدة:

جملة السبب (التي بين قوسين) + **so you (can/can't)** + الجملة الاولى
 جملة السبب (التي بين قوسين) + **so you (will/won't)** + الجملة الاولى
 جملة السبب (التي بين قوسين) + **to help you** + الجملة الاولى

Ex: Cars have GPS (get lost). (Give reason: so) اعطي سبب

- Cars have GPS **so you can't** get lost.

Ex: Cars have air conditioning (keep cool). (Give reason: to help)

- Cars have air conditioning **to help you** keep cool.

Ex: Cars have air conditioning to help you (listen to music / **keep cool**). تمهيدي 2018

Ex: There are disc brakes in every car (because / so / **to**) help you stop quickly. وزارتي دور 2018/3

Ex: Cars have air conditioning help you keep cool. (**to** / because / so) تمهيدي 2019



Lesson 4 (AB) P. 10 - 11

1.p10/ Match the words to make compound words.

طابق الكلمات لتكوين كلمات مركبة

a. sweet 5	1. bag	sweet shop	محل حلويات
b. car 11	2. proof	car park	موقف سيارات
c. information 9	3. game	information desk	الاستعلامات
d. disc 7	4. assistant	disc brakes	فرامل قرصية
e. insect 2	5. shop	insect prove	مصد للحشرات
f. air 1	6. bin	airbag	وسادة هوائية
g. swimming 10	7. brakes	swimming pool	مسبح
h. video 3	8. roof	video game	لعبة فيديو
i. sun 8	9. desk	sunroof	فتحة السقف
j. litter 6	10. pool	litter bin	سلة قمامة
k. shop 4	11. park	shop assistant	مساعد المحل

2.p10/ What are they for? Use so you can/can't.

من اجل ماذا هذه الاشياء؟ استخدم so you can / can't

- a. airbags (be safe in a crash)
- Cars have airbags so you can be safe in a crash.
- b. Bluetooth connection (listen to music)
- There is a Bluetooth connection so you can listen to music.
- c. GPS (get lost)
- It has a GPS so you can't get lost.
- d. electric windows (open the windows easily)
- There are electric windows so you can open the windows easily.
- f. sunroof (let sunlight into the car)
- There is a sunroof so you can let sunlight into the car.
- g. tinted windows (see into the car easily)
- There are tinted windows so you can't see into the car easily.

3.p11/ Read the sofa advert. Circle eight adjectives.

اقرأ اعلان الاركة وجد ثمانية صفات

BRING NEW LIFE INTO YOUR ROOM!	new	جديد
COMFORTABLE THREE-SEATER	comfortable	مريح
SOFT CUSHIONS	soft	ناعم
COMES IN FIVE COLOURS		
RECYCLED MATERIALS	recycled	قابلة لإعادة التدوير
STYLISH THREE-SEATER	stylish	عصري
SLIM DESIGN	slim	خفيف
REMOVABLE COVERS	removable	قابل للتحويل (النقل)
ELEGANT WOODEN LEGS WITH WHEELS	elegant (wooden)	انيق (خشبي)



4.p10/ Match to make sentences.

اربط لتكوين جمل

a. Five colours 3

b. Slim design 5

c. Recycled materials 4

d. Super-soft cushions 6

e. Legs with wheels 2

f. Removable covers 1

1. so you can wash them.

2. so you can move it easily.

3. to fit in with your room design.

4. so you won't harm the planet.

5. so it can fit in a small room.

6. to help you relax.

U1: Lesson 5 (SB) P. 9 (What are they for?) من اجل ماذا هذه الاشياء

Lesson 5 (AB) P. 12 - 13

1.p12/ Read the adverts. Find five compound words.

اقرأ الاعلانات ، جد خمسة كلمات مركبة

GX43 SMART WATCH

Change your life and get healthy and fit with this slim smartwatch. The clock face is easy to read, and the different functions can be changed with the tap of a finger.

1. smartwatch ساعة ذكية

2. clock face وجه الساعة

LoudHouse speaker

This attractive Bluetooth speaker is the perfect gift for the whole household. It is light and portable, so you can move it from kitchen to bathroom easily. Listen to music, news or audiobooks wherever you are!

3. household اسرة ، منزلي

4. bathroom الحمام

5. audiobooks كتب صوتية

2.p12/ Read the adverts again. Find the adjectives with the following meanings:

اقرأ الاعلانات مجدداً ، جد الصفات التي تحمل المعنى التالي (مرادفات تأتي على شكل ربط او املاء)

a. thin = slim نحيف

d. good-looking = attractive جذاب ، حسن المظهر

b. not difficult = easy سهل

e. all, every = whole كل

c. various = different مختلف ، متنوع

f. can be moved = portable محمول ، متنقل

4.p13/ Complete the email with the words and the phrases in the box.

اكمل الإيميل التالي من الكلمات والعبارات التي في الصندوق

can يساعدك / can go يستطيع الانطلاق / easy to put together سهل التركيب / fantastic رائع / help you
 saving up يدخر / skateboard لوح تزلج / so لذلك / well بصورة جيدة

To: Lucy / From: Salwa

Subject: My new skateboard

I bought my new skateboard yesterday. I have been saving up for six months. It's fantastic! It turns so well! On the box it says it's easy to put together and it's true! My father screwed the wheels on in five minutes. It has plastic wheels and wooden board, so you can go really fast. It is my favourite colours, too - green and purple. The best thing is that it comes with a book to help you learn more about skateboarding. I can do a kickflip now!



U1: Lesson 6 (SB) P. 10 (What do they look like?) كيف يبدو هؤلاء

وصف الناس Describing people

1. نصف الملابس (clothes) باستخدام القاعدة التالية:

(He/She) + is + wearing + نوع الملابس

Ex: He is (wear) grey trousers. (Correct) صحح الجملة

- He is wearing grey trousers.

Ex: Nada is (wear) a pink headscarf. (Correct)

- Nada is wearing a pink headscarf.

2. لوصف شيء جامد مثل كرسي أو هاتف أو حقيبة أو أي شيء آخر يملكه شخص نستخدم القاعدة التالية :

(He/She) + has + نوع الشيء

Ex: Salam a skateboard. (is / has) اختر الجواب الصحيح

Ex: She a pink bag. (is / has)

3. لوصف العيون (eyes) والشعر (hair) نستخدم القاعدة التالية:

(He/She) + has + لون أو شكل الشعر
(He/She) + has + لون أو شكل العين

Ex: Ramy (is / has) curly brown hair.

Ex: Salim has straight black hair.

Ex: Nada has blue eyes.

Ex: Sarah has green eyes.

4. لوصف شخص من حيث طوله (tall) أو قصره (short) نستخدم كلمة (quite) وتعني (إلى حد ما) ، أما لوصف شخص من حيث السمن (fat) أو النحافة (thin) نستخدم كلمة (bit) وتعني (قليلا) وحسب القاعدة التالية:

(He/She) + is + quite + (tall/short)
(He / She) + is + a bit + (fat/thin)

Ex: Ali is tall. (bit / quite) اختر الكلمة المناسبة

Ex: Ahmed is short. (a bit / quite)

Ex: Ali is fat. (a bit / quite)

Ex: Ahmed is a thin. (bit / quite)



5. لوصف وجه الشخص (face) نستخدم القاعدة التالية:

(He/She) + **has** + a (long/round/chubby) + **face**

Ex: He has a **long** face.

Ex: He has a **round** face.

Ex: He has a **chubby** face.

6. لوصف الشخصية نستخدم الصفات العامة (صفات الرأي) (kind/helpful/friendly) وحسب القاعدة التالية:

(He/She) + **is** + (kind/helpful/friendly)

Ex: He is **kind** and **helpful**.

Ex: She is **friendly** and **kind**.

ترتيب الصفات Adjectives order

احفظ الاختصار التالي

osash comn

- عندما تحتوي الجملة أكثر من صفة يتم ترتيبها بالشكل التالي.
- 1. الصفة أو الرأي العام (opinion) مثل (ugly / beautiful / friendly / strong / nice / good / bad).
- 2. الحجم (size) مثل (little / big / small / large / heavy / light / huge).
- 3. العمر (age) مثل (old / new / modern / young).
- 4. الشكل (shape) مثل (curly / straight / square / circle).
- 5. اللون (colour) مثل (red / green / yellow / pink / white / blue).
- 6. الجنسية (origin) مثل (Iraqi / Japanese / Syrian / Indian).
- 7. المادة (material) مثل (fabric / steel / wooden / plastic / cotton / leather).
- 8. الاسم (name) مثل (girl / dog / boy / man / house / table / door / window).
- يمكنك اتباع القاعدة التالية لسهولة الحفظ:

اسم + مادة + جنسية + لون + شكل + عمر + حجم + صفة أو رأي

Ex: Ali has got hair. **وزاري دور 2017/2**

(brown beautiful curly / beautiful brown curly / **beautiful curly brown**)

Ex: Hana's bought two shirts last week. **وزاري دور 2019/1**

(**nice French cotton** / nice cotton French / French nice cotton)

Ex: He is wearing a (blue / Iraqi / new / cotton) trousers. (**Rearrange the adjectives**) **اعد ترتيب الصفات**

- He is wearing a **new blue Iraqi cotton** trousers.

Ex: Leena has (black / straight / nice) hair. (**Re-arrange the adjectives**) **وزاري دور 2019/3**

- Leena has **nice straight black** hair.

Ex: I bought a (white / Japanese / new) toy. (**Rearrange the adjectives**)

- I bought a **new white Japanese** toy.



1.p14/ Read the description and complete the table.

اقرأ الوصف التالي واكمل الجدول

Person الشخص	Verbs افعال	Adjectives صفات	Nouns اسماء
uncle	is	tall	
	has	short dark	hair
aunt	is wearing	blue	shirt
	is wearing	black	trousers
		yellow	scarf
	has	nice	smile
		beautiful long	hair
niece	has	brown	eyes and hair
		green	eyes
		light green	hair



U1: Lesson 7 (SB) P. 11 (Good friends) اصدقاء جدد

Polite description الوصف المؤدب

• نستخدم الوصف المؤدب للأشخاص حيث لا يمكننا في بعض الاحيان وصف الناس باستخدام صفات سلبية بصورة مباشرة مثل: (كسول / قبيح / سيء / غبي / stupid) ، حيث نستخدم بعض الكلمات للتخفيف من تأثيرها على الآخرين حيث تكون بأسلوب مؤدب وكما يأتي.

1. اذا وجدنا في الجملة الاولى (is) والجملة الثانية مثبتة بوجود (is) فنستخدم كلمة (a bit) بالاضافة الى نفس صفة الجملة الاولى وحسب القاعدة التالية:

نفس صفة الجملة الاولى + a bit

Ex: She is fat. She is (Use a polite description) استخدم الوصف المؤدب

- She is a bit fat.

2. اذا وجدنا في الجملة الاولى (is) والجملة الثانية منفية بوجود (isn't) فنستخدم كلمة (very) بالاضافة الى صفة معاكسة لصفة الجملة الاولى وحسب القاعدة التالية:

صفة معاكسة لصفة الجملة الاولى + very

Ex: He's ugly. He's not (Polite description)

- He's not very good-looking.

Ex: He is short. He isn't (Polite description)

- He isn't very tall.

3. اذا كانت الجملة الاولى تحتوي على (can't) والجملة الثانية تحتوي على (isn't) نضع عبارة (very good at) ثم نُضيف (ing) للفعل الذي بعدها ليتحول الى اسم وحسب القاعدة التالية:

ing + فعل الجملة الاولى + very good at

Ex: He can't play tennis. He isn't (Make it polite) اجعل الجملة اكثر ادبا

- He isn't very good at playing tennis.

4. اذا وجدنا كلمة (bad) في الجملة الاولى والجملة الثانية تحتوي على (isn't) فعند الاجابة لانضيف (ing) للكلمة التي بعدها ونكتفي بكتابة (very good at) ثم نكتب بعدها اسم الجملة الاولى وحسب القاعدة التالية:

اسم الجملة الاولى + very good at

Ex: She is bad at football. She isn't (Polite description)

- She isn't very good at football.



5. اذا كانت الجملة الاولى تحتوي على (can't) والجملة الثانية ايضا تحتوي على (can't) فنستخدم نفس الفعل الموجود في الجملة الاولى ثم نضع بعده (very well) وحسب القاعدة التالية:

very well + فعل الجملة الاولى

Ex: He can't swim. He can't (Re-write the sentence more politely) **اعد كتابة الجملة بطريقة اكثر ادبا**
- He can't **swim very well**.

6. امثلة وزارية:

Ex: He is unfriendly. He is (Make the sentence more polite) **وزاري دور 2022/1**
- He is **a bit unfriendly**.

Ex: Hind is bad at history. She isn't at history. (Polite description) **تمهيدي 2019**
- She isn't **very good at history**.

Ex: He's lazy. He is (Polite description)
- He is **a bit lazy**.

Ex: She can't paint. She isn't (Polite description)
- She isn't **very good at painting**.

Lesson 7 (AB) P. 16 - 17

3.p17/ Complete the sentences in a more polite way.

اكمل الجمل التالية بطريقة اكثر ادبا

- a. He's stupid.
- He's not **very clever**.
- b. He's lazy.
- He's **a bit** lazy.
- c. She can't sing.
- She's not **very good at singing**.
- d. He can't paint.
- He can't **paint very well**.
- e. She's bad at football.
- She's not **very good at football**.
- f. She's boring.
- She's **not** much fun.
- g. He's unfriendly.
- He's **a bit unfriendly**.



4.p17/ Read and tick the correct descriptions.

اقرأ واختر الوصف الصحيح

a. My niece is a ...

friendly, little girl.

little, friendly girl.

girl, little friendly.

b. She has ...

beautiful, black, curly hair.

curly, beautiful, black hair.

beautiful, curly, black hair.

c. She has an ...

ugly, old, little dog.

old, ugly, little dog.

ugly, little, old dog.

d. Her bag is made from ...

pink, strong fabric.

strong, pink fabric.

fabric, pink strong.

U1: Lesson 8 (SB) P. 12 (Writing an advert) كتابة اعلان



Telegram : alieng93



علي يحيى مدرس انكليزي



Lesson 8 (AB) P. 18 - 19

4.p19/ Think of a product. Draw your product and write an advert for it.

فكر بمنتج واكتب إعلان عنه

(انشاء الوحدة الاولى)

ساعة ابل الذكية Apple Watch Ultra

Apple Watch Ultra is the best smartwatch ever created, designed for athletes, adventurers, and everyday explorers alike.

It features a titanium case, dual-frequency GPS and up to 36 hours of battery life.

With three bands made for different activities, Apple Watch Ultra is ready to take you anywhere. It mostly costs \$800.

ساعة ابل هي افضل ساعة ذكية تم إنشاؤها على الإطلاق ، وهي مصممة للرياضيين والمغامرين ومستكشفي الحياة اليومية على حد سواء.

تتميز بعلمبة من التيتانيوم ، ونظام تحديد المواقع العالمي المزدوج التردد وعمر بطارية يصل إلى 36 ساعة. مع ثلاث عصابات مصنوعة لأنشطة مختلفة ، فإن ساعة ابل جاهزة لأخذك إلى أي مكان. سعر الساعة حوالي 800 دولار.

U1: Round up (SB) P. 13 للاطلاع

Round up (AB) P. 20

2.p20/ Write the opposites of the words.

اكتب المعاكسات للكلمات التالية

- a. dangerous X safe آمن ، خطير
- b. awful X nice رائع ، فظيع
- c. expensive X cheap رخيص ، غالي
- d. happy X unhappy حزين ، سعيد
- e. old X young / new جديد/صغير ، قديم/كبير
- f. uncomfortable X comfortable مريح ، غير مريح

3.p20/ Write words that match the definitions.

اكتب كلمات مطابقة للتعريفات التالية

- | | | |
|--|---------------|------------|
| a. It makes cars, boats and planes move. | engine | محرك |
| b. words and pictures to help sell things. | advertisement | إعلانات |
| c. A person who helps others is | helpful | متعاون |
| d. You can monitor your health with this device. | smartwatch | ساعة ذكية |
| e. three or more people waiting in line. | queue | طابور ، صف |



U1: Story time (SB) P. 14 - 15 (Lucky customer 50) الزبون المحظوظ رقم 50

AB 21

Story
time

Lucky customer 50

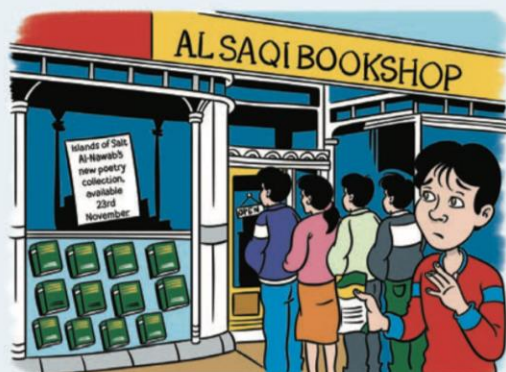
A 5 Listen, read and find out.

- 1 Can you find three words used to describe Kareem's character?
- 2 What is the name of the new book Kareem wants to buy?
- 3 What does 'saving up' mean in paragraph 1?
- 4 What do you think the collection of poems *Islands of Salt* is about?

NEW RELEASE

from bestselling poet
Mudhafar Al-NawabCome to Al Saqi Bookshop
on 23rd November and get
your copy of Al-Nawab's
new collection of poems
*Islands of Salt*PLUS an extra special prize
for the 50th customer of the day!

Kareem went to Al Mutanabbi Street and hurried towards Al Saqi bookshop. As he got closer, he saw there was a long queue forming outside the door to the shop, and his heart sank. He had been saving up for months and wanted to be the first one to buy the new book by his favourite poet – now he would have to wait in line. As he stood waiting, the hard-working schoolboy pulled the advert for the new book out of his pocket.



Kareem had read all of Al-Nawab's poems at least twice and found them very interesting. The quiet boy spent most of his free time reading or writing his own poems and his parents, friends and teachers all said he was very imaginative. It was Kareem's dream to be a famous poet himself one day.

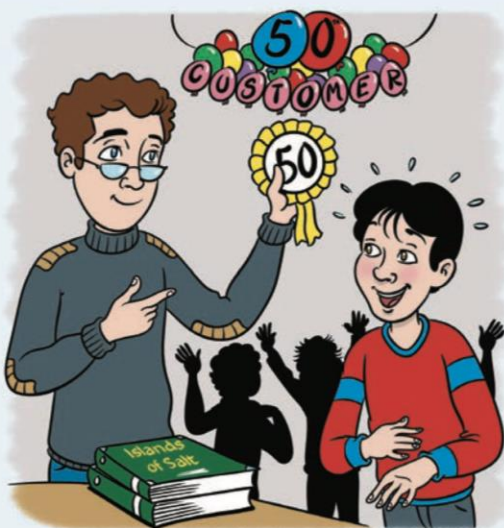


AB 21

Story
time

Lucky customer 50

Finally, the shop door opened and the owner welcomed the queue of customers in. When Kareem got to the door, the shop owner suddenly rang a bell and everyone started clapping and cheering. Kareem was very surprised and didn't know what was happening. After a while, the shop owner saw Kareem's confusion and explained, 'You are the 50th customer through the door today, young man. There is a big prize for customer number 50 ... you will get to meet Al-Nawab. Are you any good at writing poems?'

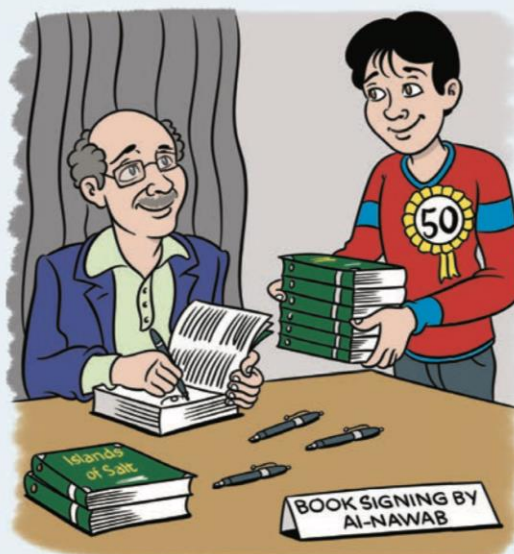


'Yes! I've got notebooks full of poems,' replied Kareem. He felt a surge of happiness as he understood what was happening. His patience was being rewarded. It was a good thing after all that he wasn't first to buy the latest book.

The shop owner shook Kareem's hand and said, 'Wait here. Al-Nawab will arrive in a minute. Here is a free copy of his book. He will sign it for you when he arrives.'



Al-Nawab arrived to the bookshop in a minute. Right on time! Kareem couldn't believe how lucky he was. The poet signed Kareem's book and gave him six more copies for his friends and family. They spent a long time talking, and Al-Nawab promised to read some of Kareem's poems and give him some advice on how to publish his own book of poetry.



الزبون المحظوظ رقم 50 Lucky customer 50

قصة الوحدة الاولى

1. Can you find three words used to describe Kareem's character? **جد ثلاث كلمات تصف شخصية كريم**
- **Hard-working, quiet and imaginative.** **مجتهد ، هادئ ، ابداعي**
2. What is the name of the new book Kareem wants to buy? **ما اسم الكتاب الذي يريد كريم ان يشتريه**
- **Islands of Salt.** **جزر الملح**
3. What does 'saving up' mean in paragraph 1? **ماذا تعني كلمة "الادخار" في الفقرة الاولى من القصة**
- **Collecting up small amounts of money over time so that you have enough to buy something quite expensive.** **تعني جمع مبلغ صغير من المال بمرور الوقت حتى يكون لديك ما يكفي لشراء شيء باهظ الثمن.**
4. What do you think the collection of poems Islands of salt is about? **عن ماذا تتكلم قصائد جزر الملح**
- **It is about a barren isolated place.** **تتكلم عن مكان معزول وقاحل.**
5. Where does the story take place? **اين تقع احداث القصة**
- **It takes place in Al Mutanabbi Street.** **تقع احداث القصة في شارع المتنبي.**
6. Why was Kareem sad when he arrived at the bookshop? **لماذا كان كريم حزين عندما وصل الى المكتبة**
- **Because there was a long queue forming outside.** **لأنه كان هنالك طابور طويل من الناس ينتظرون في الخارج.**
7. What was Kareem's dream? **ماذا كان حلم كريم**
- **To be a famous poet one day.** **حلمه بأن يصبح شاعر مشهور في يوم من الايام.**
8. Why did the shop owner give Kareem a prize? **لماذا مالك المتجر اعطى كريم جائزة**
- **Because he was the 50th customer in the shop that day.** **لأنه كان الزبون رقم 50 في ذلك اليوم.**
9. Why was Kareem so happy with the prize? **لماذا كان كريم جداً سعيد بالجائزة**
- **Because his patience was being rewarded.** **لأن صبره (انتظاره) كان مجزياً.**
10. Who is going to read Kareem's poems and give him advice? **من الذي سوف يقرأ قصائد كريم ويعطيه النصائح**
- **Al-Nawab promised to read Kareem's poems and give him advice.** **النواب وعده بذلك.**

Story time (AB) P. 21

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

نهاية الوحدة الاولى

كن صبوراً ، الدروس التي تتعلمها اليوم ستنفعك غداً



UNIT TWO / الوحدة الثانية

U2: Lesson 1 (SB) P. 18 - 19 (A perfect holiday) عطلة مثالية

Talking about likes and dislikes الأشياء التي نحبها والتي لا نحبها

1. نستخدم أفعال الحب والكره في هذا الموضوع للتعبير عن درجة اعجابنا او عدم اعجابنا بشيء ما.
2. من هذه الأفعال (يكره hate / لا يحب don't like / يحب like / يستمتع enjoy / يحب love).
3. للتعبير عن الأشياء التي نحبها نستخدم القاعدة التالية:

I + (love / enjoy / like) + فعل + ing

Ex: I love matches on TV. (watch / to watch / watching) اختر الكلمة المناسبةEx: I enjoy new food. (try / to try / trying)

4. للتعبير عن الأشياء التي لا نحبها نستخدم القاعدة التالية:

I + (don't like / hate) + فعل + ing

Ex: I don't like (sail / to sail / sailing) اختر الكلمة المناسبة

Ex: I hate (get) up early on Fridays. (Correct) صحح الجملة

- I hate getting up early on Fridays.

Ex: I don't like (listen) to music. (Correct)

- I don't like listening to music.

5. كذلك يأتي هذا الموضوع بصيغة (عبر عن عدم حبك Express your dislike / عبر عن حبك Express your like) حيث نجد الأشياء التي نحبها أو التي لا نحبها بعد كلمة (بخصوص concerning) كما في الأمثلة التالية:

Ex: Express your (like) concerning walking along the beach. عبر عن حبك بخصوص السير على طول الشاطئ

- I like walking along the beach.

Ex: Express your (dislike) concerning listening to music. عبر عن عدم حبك لسماع الموسيقى

- I hate listening to music.

Ex: Express your like concerning coffee. (Use: like)

- I like coffee.

Ex: Express your dislike concerning flies.

- I hate flies.

Lesson 1 (AB) P. 22 - 23

2.p22/ Which verb goes with each word or words? Write out the phrases. You can use the same verb more than once.

اي فعل يأتي مع الكلمات التالية؟ اكتب العبارات. يمكنك استخدام بعض الافعال اكثر من مرة

do / go / have / kick / read / score / spend / watch / win

a ball / a game / a goal / a hobby / a picnic / a point / a rest / a story / fishing / a football match
shopping / some time / the afternoon / to the cinema / TV

a. do a hobby يؤدي هواية

i. score a goal يسجل هدف

b. go fishing يذهب لصيد السمك

j. score a point يسجل نقطة

c. go shopping يذهب للتسوق

k. spend some time يقضي بعض الوقت

d. go to the cinema يذهب للسينما

l. spend the afternoon يقضي فترة الظهر

e. have a picnic يتنزه

m. watch a football match يشاهد مباراة كرة القدم

f. have a rest يأخذ قسطاً من الراحة

n. watch TV يشاهد التلفاز

g. kick a ball يركل الكرة

o. win a game يفوز بالمباراة

h. read a story يقرأ قصة

3.p23/ Choose five phrases from Exercise 2. Write a complete sentence for each one.

اختر خمس عبارات من التمرين 2 واكتب جمل كاملة لكل عبارة

Example: My family has a picnic every Friday.

a. Salim reads a story every day.

b. Don't kick the ball.

c. We go fishing every weekend.

d. Ali scored a fantastic goal.

e. They won the game yesterday.

4.p23/ Complete the table with the verbs in the box.

اكمل الجدول التالي من الكلمات التي في الصندوق

don't like / hate / like / love / really enjoy

✓✓✓ love

✓✓ really enjoy

✓ like

X don't like

XXX hate



U2: Lesson 2 (SB) P. 20 (Spare time) وقت الفراغ

Expressing preferences and making suggestions

التعبير عن التفضيل وتقديم الاقتراحات

1. يتم التعبير عن التفضيل باستخدام احد العبارات التالية (افضل I'd rather / احب I'd love / اربغ I'd like) وحسب القاعدة التالية:

فعل مجرد + to (I'd like/I'd love)
فعل مجرد + (I'd rather)

Ex: Express your preference concerning playing tennis. (Use: I'd like) عبر عن تفضيلك بخصوص لعب التنس
- I'd like to play tennis.

Ex: Use (I'd rather) to express your preference concerning watching TV. عبر عن تفضيلك بمشاهدة التلفاز
- I'd rather watch TV.

Ex: I'd love volleyball. (play / to play / playing) اختر الكلمة المناسبة

Ex: Express your preference concerning going to the theatre. (Use: I'd love) عبر عن تفضيلك بالذهاب للمسرح
- I'd love to go to the theatre.

2. يتم التعبير عن الاقتراحات بأحد العبارات التالية (ماذا عن How about / دعنا Let's / لم لا Why not / هل تود Would you like) وحسب القاعدة التالية:

? + فعل مجرد + to Would you like
? + فعل مجرد + Why not
فعل مجرد + Let's
? + ing + فعل + How about

Ex: Use (Would you like) to make suggestion concerning watching movie. قدم اقتراح بخصوص مشاهدة فلم
- Would you like to watch a movie?

Ex: Suggest to your friend to study English. (Use: Let's)
- Let's study English.

Ex: Why not to the mall? (go / to go / going) اختر الكلمة المناسبة

Ex: How about (play) video games? (Correct) صحح الجملة
- How about playing video games?

3. للموافقة على الاقتراح والذي يمكن التعرف عليه من خلال كلمة (Agree) او (Accept) نستخدم احد الاساليب التالية: (Yes, let's/Yes, why not/Yes, I'd love to).

Ex: Would you like to play volleyball? (Accept) وافق
- Yes, why not.



Lesson 2 (AB) P. 24 - 25

1.p24/ Complete the sentences with the correct form - to go, go or going.

اكتب الفعل بالشكل الصحيح ، اختر to go , go , going

a. Where would you like this afternoon? to go

b. How about to the park? going

c. I'd rather to the beach and play football. go

d. Why not to the funfair? go

e. I'd love to the mall. to go

f. Yes let's go

2.p25/ Complete the conversation between Rasha and Sana with the words in the box.

اكمل المحادثة التالية بين رشا وسنا من الكلمات التي في الصندوق

go / going / let's / like / not / rather

Rasha: I'm bored. What can I do today?

Sana: Why go to the mall? not

Rasha: I'd not. I hate the mall. It's too busy on Fridays! rather

Sana: How about to the beach? going

Rasha: Yes, I'd to go there, but I haven't got time. I need to be home at five o'clock. like

Sana: OK. Why not to the park? go

Rasha: That's a good idea. Do you want to come? go to the park together! Let's

U2: Lesson 3 (SB) P. 21 (My favourite kind of book) كتابي المفضل

Lesson 3 (AB) P. 26 - 27

1.p26/ Complete the article with the verbs in the box. Use each word once.

اكمل المقالة التالية من الافعال التي في الصندوق ، استخدم كل كلمة مرة واحدة فقط

كان يدعى / was called / يقطع / take off / قرأ / read / حصل على / got / يذهب / go / لم يحب / didn't like
كانوا يدعون / were called / ذهب / went / صنع من / was made of

I read an interesting book recently. It was called *The Mountains of the Moon*. It was a science fiction story. The main characters were called Jim and Mary. They were astronauts - you know, people who go into space. They went to the moon. They found a mountain on the Moon. It was made of gold. They got lots of the gold, but then the spaceship was too heavy. It couldn't take off.

I didn't like the ending because it was very sad.

2.p27/ Find the words in the wordsearch to describe each type of book in your Student's Book. Then find one more word that goes down.

جد كلمات في الجدول التالي لتوصف كل نوع من الكتاب الموجود في كتاب الطالب ، بعدها اكتب كلمة تصف التعريف الذي في الاسفل

s	p	n	t	o	c	o	m	e	d	y	c
m	r	n	a	c	h	o	r	r	o	r	h
a	d	v	e	n	t	u	r	e	s	n	a
p	l	u	w	a	e	f	s	y	o	u	r
k	n	p	a	f	i	c	t	i	o	n	a
j	o	u	w	a	z	t	u	g	l	e	c
t	r	a	v	e	l	u	r	e	n	i	t
b	o	p	s	b	y	n	c	e	s	l	e
f	l	s	r	m	r	c	e	s	t	r	r

تعريف مهم:

A person in a book, film or play is a **character**. شخصية

U2: Lesson 4 (SB) P. 22 (Work or play?) عمل او مسرحية

Present simple المضارع البسيط

1. نستخدم المضارع البسيط للتعبير عن الاحداث التي تحصل بشكل متكرر او حقيقة ثابتة كان تكون كل يوم او كل اسبوع او كل شهر وهناك دلالات تأتي مع المضارع البسيط مثل (... always/often/usually/each/every day/every week/every month, ...).
2. قاعدة المضارع البسيط في حالة الاثبات هي:

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

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

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

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

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

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

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

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

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



3. قاعدة المضارع البسيط في حالة النفي هي:

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

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

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

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

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

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

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

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

4. قاعدة المضارع البسيط في حالة الاستفهام هي:

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

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

- **Does** Salim **go** to school every day?

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

- **Do** they **wash** the car every week?

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

Ex: When (do / **does**) she go to school?

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

Ex: Nada **usually** gets up early.

Ex: Do students **always** wear a school uniform?

Ex: I visit my cousins **once a week**.

Ex: She travels to London **twice a year**.

Ex: **Sometimes** you reach the class late.



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

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

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

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

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

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

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

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

Ex: I am tired. (Insert: usually)

- I am **usually** tired.

Ex: You are late. (Insert: often)

- You are **often** late.

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

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

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

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

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

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

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

- **Yes, he is.**
- **No, he isn't.**

Ex: Are they clever? (Yes/No)

- **Yes, they are.**
- **No, they aren't.**

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

- **Yes, I do.**
- **No, I don't.**

الماضي البسيط Past simple

1. الماضي البسيط هو حدث وقع في زمن الماضي وانتهى.

2. الظروف الدالة على هذا الزمن هي (yesterday/last/ago/1990).

3. هنالك نوعان من الافعال: (الافعال القياسية / الافعال الغير قياسية).

4. الافعال القياسية (regular verbs) وهي افعال نضيف لها (ed/d).

5. لتحويل الفعل **المجرد** الى **ماضي بسيط** نضيف (ed) الى نهاية الكلمة.

Ex: work → **worked** / visit → **visited**

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

Ex: invite → **invited**

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

Ex: study → **studied**

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

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



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

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

10. قاعدة الماضي البسيط في حالة الاثبات هي:

التكملة + الفعل بالماضي + الفاعل

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

- Ali **played** tennis yesterday.

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

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

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

- Suha **went** to school yesterday.

11. قاعدة الماضي البسيط في حالة النفي هي:

فعل مجرد + **did not** + فاعل

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

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

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

- Salim **didn't forget** the book on the table.

Ex: Suha went to school yesterday. (Negative)

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

12. قاعدة الماضي البسيط في حالة الاستفهام هي:

? + فعل مجرد + فاعل + **Did**

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

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

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

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

Ex: How did you (hear / heard) the news?

Ex: Where (she / go) yesterday?

- Where **did she go** yesterday?



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

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

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

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

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

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

14. أفعال الكينونة الماضية (was/were) إذا لم يتبعها (فعل مستمر) تعتبر ماضي بسيط وكذلك فعل التملك الماضي (had) إذا لم يتبعه (تصريف ثالث) يعتبر ماضي بسيط مثل:

Ex: He **was** at the office.

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

Ex: Suha **had** a laptop.

- Suha **didn't have** a laptop.
- **Did** Suha **have** a laptop?

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

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

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

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

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

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

16. أمثلة اضافية:

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

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

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

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

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

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

- He **was** sick last week.

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

- They **were** very tired yesterday.



Lesson 4 (AB) P. 28 - 29

A.p28/ This is Lucy Fisher. She is the star of a new TV comedy. Some students are interviewing her. Match the questions and answers.

طابق الاسئلة والاجوبة التالية الخاصة بمقابلة لوسي

Questions الاسئلة	Answers الاجوبة
1. How old are you? d	a. Six months.
2. What character do you play? b	b. I play the part of Samara.
3. What kind of TV programme is it? e	c. I saw a poster at school.
4. How did you get the part? c	d. I'm 16.
5. How long did it take? a	e. It's a comedy.

1.p28/ Put the words in the correct order to make questions.

رتب الكلمات التالية لتكوين اسئلة

- a. new / what / you / comedy / in / play / this / character / TV / do / ?
 - **What character do you play in this new TV comedy?**
 b. happy / got / you / were / the / when / part / you / ?
 - **Were you happy when you got the part?**
 c. hear / the / how / news / did / you / ?
 - **How did you hear the news?**
 d. play / the / how / school / did / about / you / find out / ?
 - **How did you find out the play about school?**

U2: Lesson 5 (SB) P. 23 (Two conversations) محادثتان

Lesson 5 (AB) P. 30 - 31

2.p30/ Match the questions in the left-hand column that have the same meaning as the questions in the right-hand column.

اربط الاسئلة الموجودة في العمود الايسر بالاسئلة المشابهة لها بالمعنى في العمود اليمين

- | | |
|-------------------------------|---|
| a. What is it called? 4 | 1. Could I borrow it? |
| b. Who is it about? 6 | 2. How does it end? |
| c. What's the topic? 3 | 3. What's it about? |
| d. Where does it happen? 5 | 4. What's the title? |
| e. What's the ending like? 2 | 5. Where does it take place? |
| f. Could you lend it to me? 1 | 6. What's the name of the main character? |

5.p31/ Write questions to complete the conversation. Use the past simple.

اكتب اسئلة لتكمل المحادثة التالية ، استخدم الماضي البسيط

I saw a really good film yesterday.

- a. what / called
 - **What was it called?**

It was called *Lost*.

- b. type / film
 - **What type was the film?**

It was an adventure film.

- c. name / main character
 - **What was the name of the main character?**

It was Dan Jackson. He was very funny!

- d. what / about

- **What was it about?**

Dan's car broke down in the mountains.
 He went to find help, but then he got lost.

- e. how / end

- **How did it end?**

- I can't tell you that! It will spoil the surprise!



U2: Lesson 6 (SB) P. 24 (A TV comedy) برنامج تلفزيوني كوميدي

STAR! Magazine

Schoolgirl in new TV comedy

16 year old takes main part

Wonderful!

Very, very funny!

Fantastic!



Lucy Fisher, 16, talks to STAR! Magazine about her part in the new TV comedy, *The Badri Family*.

In this comedy, I play Samara, the daughter in a traditional family. I live with my mother, father and younger brother.

(1) My brother is very clumsy and is always having silly accidents.

(2) In the first episode, he accidentally put salt instead of sugar in my mother's tea and it tasted awful! In every episode he trips over a lot and drops things.

I really enjoyed filming the latest episode because we go away

as a family on a holiday.

(3) We stay in a fancy hotel with a swimming pool and my brother falls in the pool with all his clothes on! He gets soaked.

(4) Later that day, he spills his drink at lunch and then slips in the puddle. (5) Next week, we are filming an episode where my brother puts cleaning fluid on his hair instead of hair gel and his hair turns green. It's going to be so funny!



STAR! Magazine Issue 254 July 12



Telegram : alieng93



علي يحيى مدرس انكليزي



برنامج تلفزيوني كوميدي A TV comedy

قطعة الوحدة الثانية

1. What's the name of the girl Lucy plays? ما هو اسم الفتاة التي تلعب دورها لوسي
- **Samara.** سمارة
2. What's Samara's brother like? كيف يبدو اخو سمارة
- **Clumsy.** غبي ، اخرق
3. What was in their mother's tea? ماذا كان يوجد في شاي والدتهم
- **Salt.** الملح
4. What does Lucy say about filming the latest episode? ماذا قالت لوسي عن تصوير الحلقة الاخيرة
- **She enjoyed filming it.** هي استمتعت بتصويرها
5. How did Samara's brother get so wet? كيف تبلل شقيق سمارة الى هذا الحد
- **He fell in the pool.** سقط في المسبح
6. What did Samara's brother spill at lunch? ماذا سكب اخو سمارة على الغداء
- **His drink.** مشروبه

Lesson 6 (AB) P. 32 - 33

تمرين (1) ص 32. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

2.p32/ The sentences below come from Lucy's article. Match the beginning and ending of each sentence.

هذه الجمل من مقالة لوسي ، طابق بدايات الجمل مع نهاياتها

- | | |
|--|---|
| <p>a. I really enjoyed filming the latest episode 1</p> <p>b. In the first episode, he accidentally put salt instead of sugar in my mother's tea 5</p> <p>c. My brother is very clumsy 4</p> <p>d. We stay in a fancy hotel with a swimming pool 2</p> <p>e. Later that day, he spills his drink at lunch 3</p> | <p>1. because we go away as a family on a holiday.</p> <p>2. and my brother falls in the pool with all his clothes on!</p> <p>3. and then slips in the puddle.</p> <p>4. and is always having silly accidents.</p> <p>5. and it tasted awful!</p> |
|--|---|

3.p33/ Complete the sentences about Lucy's TV show in the present simple. Use verbs from the box.

اكمل الجمل التالية من الافعال التي بالصندوق بزمان المضارع البسيط

be / drop يسقط / fall يسقط / put يضع / slip يتزحلق / spill يسكب / trip يتعثر

- a. My brother very clumsy. **is**
- b. In the first episode, my brother salt in my mother's tea instead of sugar. **puts**
- c. My brother things and over. **drops / trips**
- d. My brother in the hotel pool. **falls**
- e. Then he his drink and in the puddle. **spills / slips**



U2: Lesson 7 (SB) P. 25 (Invitations) دعوات

Invitations الدعوات

1. يقصد بالدعوة هو كيفية عمل صيغة دعوة شخص او صديق ما للذهاب لمكان معين او لتناول شيء او اي دعوة اخرى.
2. العلامات الدالة على سؤال الدعوة هي كلمة (invite / invitation).
3. لتقديم الدعوة نتبع القواعد التالية:

? + فعل مجرد + to + Would you like
 ? + فعل مجرد + to + Would you be free
 ? + فعل مجرد + Shall I
 ? + اسم اليوم + Are you free on

4. الشيء الذي تدعو اليه مثل (picnic / متحف museum / مسرح theatre / سينما cinema / حفلة party) نجده في السؤال بعد (to the).

5. في حالة وجود (your) في السؤال تقلب الى (my) عند الاجابة كما ان فعل الدعوة في حال عدم وجوده تأتي بفعل يناسب الجملة كم في الامثلة التالية:

Ex: Invite your friend to come to your birthday party. (Use: would like) ادعو صديق الى حفلة عيد ميلادك
 - Would you like to come to my birthday party?

Ex: Shall I (get / to get / getting) a cup of tea? (Choose the correct answer) اختر الاجابة الصحيحة

Ex: Invite Salim to come to your brother's wedding next Friday. (Use: free) ادعو صديقك الى حفلة زفاف اخاك
 - Are you free on Friday?

Ex: Use (Would be free) to invite a friend to come to your graduation party. ادعو صديقك الى حفلة تخرجك
 - Would you be free to come to my graduation party?

6. عندما يبدأ السؤال بكلمة (Let's) ويطلب منك الموافقة بكلمة (Accept) او (Agree) عند الاجابة نستخدم (Yes, Let's).

Ex: Let's go to the park. (Accept) وافق على الدعوة
 - Yes, let's.



Lesson 7 (AB) P. 34 – 35

2.p34/ Complete the sentences with the words in the box.

اكمل الجمل التالية من الكلمات التي في الصندوق

better / افضل / cost / يكلف / free / متفرغ / need / يحتاج / prefer / يفضل / shall / هل / starts / يبدأ / would / هل

- a. you like to come to the school graduation party with me? **Would**
 b. Are you on Thursday? **free**
 c. Is Friday for you? **better**
 d. Tell me if you Thursday or Friday. **prefer**
 e. We don't to get tickets in advance. **need**
 f. It at 8.00. **starts**
 g. The seats 15000 IQD. **cost**
 h. I get the cheapest? **Shall**

4.p35/ Write an email inviting a friend to visit the event in exercise 3. Use the emails in your Student's Book to help you.

اكتب ايميل دعوة لصديقك ، استخدم الايميلات الموجودة في كتاب الطالب لتساعدك في كتابة الايميل
(انشاء الوحدة الثانية) 1

Invitation to a birthday party دعوة الى حفلة عيد ميلاد

Hello Ahmed

I've got two tickets for my brother's birthday next Monday. You must come because the party will be really amazing and you can enjoy your time.

The party will be at Ishtar hotel and it will start at 3 o'clock in the afternoon. Don't forget to come to the party in the right time. I and our friends will wait for you.

Ali

مرحباً احمد

لدي بطاقتي دعوة لحضور حفل عيد ميلاد اخي الاثنين المقبل. يجب ان تأتي لان الحفلة ستكون حقاً ممتعة وستستمتع بوقتك.
 الحفلة ستكون في فندق عشتار وسوف تبدأ في الساعة الثالثة بعد الظهر. لاتنسى ان تأتي في الموعد المحدد. وانا واصدقائنا سوف نكون بانتظارك.
 علي

ملاحظة: هذا الانشاء هو دعوة الى حفلة عيد ميلاد (Birthday party) ، لكن اذا طلب منك كتابة دعوة لكان آخر مثل دعوة الى حفلة تخرج (Graduation party) او اي مكان آخر ، عندها تحذف كلمة (Birthday party) وتستبدلها بالمكان الجديد المذكور في السؤال.

U2: Lesson 8 (SB) P. 26 (My favourite movie) فلمي المفضل

Lesson 8 (AB) P. 36 – 37

2.p34/ Read the fact file in your Student's Book. Find words to match the definitions.

اقرأ ملف الحقيقة الموجود في كتاب الطالب وجد كلمات تطابق التعاريف التالية

- | | | |
|--------------------------------------|--------|-------------|
| a. someone who works in an office | clerk | موظف |
| b. well known | famous | مشهور |
| c. to exhibit or display | show | عرض |
| d. a business's money after expenses | profit | ربح ، فائدة |
| e. an assessment of something | review | مراجعة |



4.p36/ Complete a fact file about your favourite film.

اكمل ملف حقائق عن فلمك المفضل

(انشاء الوحدة الثانية) 2

Title	العنوان	Divergent	الخارج عن المألوف
Released	تاريخ الاصدار	2014	
Genre	نوع الفلم	Science fiction	خيال علمي
Director	المخرج	Neil Burger	نيل برجر
Scriptwriter(s)	الكاتب	Evan , Vanessa	ايفن ، فنيستا
Stars	النجوم	Shailene Woodly , Theo James	شايلين وودلي ، ثيو جيمس
Main characters	الشخصيات الرئيسية	Tris , Four	تريس ، فور
The story	القصة	The story set in a future society where they are divided into factions based on their personality traits.	تدور احداث القصة في مجتمع مستقبلي حيث يتم تقسيم الاشخاص الى فصائل استنادا الى سمات شخصياتهم
Interesting facts	الحقائق المثيرة	The film consists of 3 parts and the budget was 85\$ million.	الفلم متكون من ثلاثة اجزاء وتكلفة الفلم كانت حوالي 85 مليون دولار
My opinion	رأيي الخاص	I loved it!	احببته

U2: Round up (SB) P. 27

Round up (AB) P. 38

2.p38/ Complete the phrases with the verbs in the box.

اكمل العبارات التالية من الكلمات التي في الصندوق

borrow / يستعير / يذهب / go / يقضي / have / يلعب / play / يقضي / spend / يكتب / watch / يشاهد

- a. go to the cinema يذهب الى السينما
- b. have a picnic يذهب في نزهة
- c. borrow a book يستعير كتاب
- d. write a letter يكتب رسالة
- e. spend the morning يقضي فترة الصباح
- f. watch TV يشاهد التلفاز
- g. play a game يلعب لعبة

3.p38/ Write the words to match the definitions.

اكتب كلمات مناسبة للتعريف التالية

- a. a scary book, film or play **horror** رعب
- b. your opinion and facts about a book, film or play **review** وجهة نظر
- c. activities like running, jumping and swimming **sports** رياضات
- d. always having silly accidents **clumsy** اخرق ، غبي



U2: Story time (SB) P. 28 - 29 (The champion) البطل



A 12 Listen, read and find out.

1 What was Karam's favourite sport?

2 What challenge did Karam overcome?

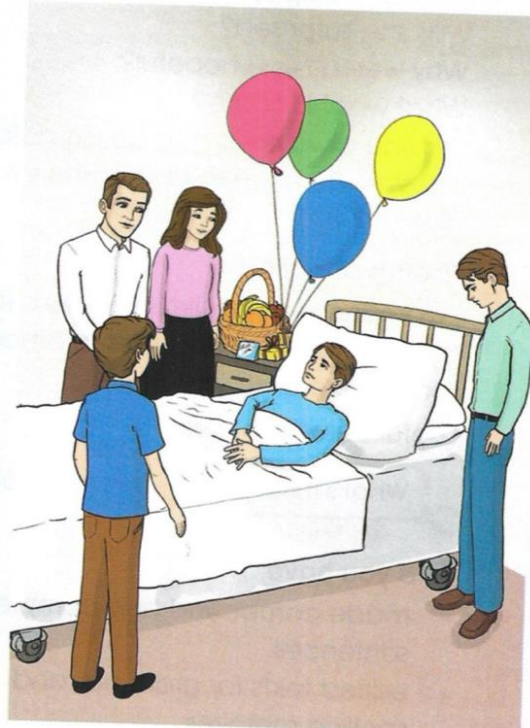
Karam was a very talented student. He enjoyed school, and he was really good at sports – especially basketball. In fact, he played basketball for his school team. Karam also liked to help others. He helped his mother in the kitchen, he helped his father in the garden and he helped his two younger brothers with their homework.



One day, Karam's mother asked him to go to the bakery to buy some bread. However, while he was walking, he saw a little girl run into the busy road. At the same time, a large car was speeding quickly along the road towards the girl. Karam saw the car, but the little girl didn't. Karam ran into the road and pushed the girl to safety.

The car screeched to a stop. All the people on the street stopped and looked. The little girl was fine. She ran across the road to her family, who gave her a hug. Sadly, Karam was lying in the road. He had been hit by the speeding car, and his left foot was badly injured.

Karam was taken to hospital. The doctors and nurses worked hard on him. Unfortunately, they couldn't save his foot. Karam suffered a lot during his treatment, and he felt very sad. He thought that this was the end of his sporting life. Would he ever be able to play basketball again?



Story
time

The champion

But Karam was lucky. He had a loving and supportive family. His parents and all of his family members visited and helped him during his treatment. After a few months, he was able to use crutches, and he returned to school. Everyone was happy to see him back at school, and he had no problems at all academically.

However, Karam still felt sad. Sport had been an important part of his life, and now he couldn't do it. His teachers tried to encourage and support him by explaining all the other activities he could do, such as art, playing chess, joining a debating club and cooking. But none of them were basketball. Karam missed the physical activity, the speed, the teamwork and the competition of his favourite sport.

One day, Karam's PE teacher told him about a wheelchair basketball team in his city.



But Karam didn't have a wheelchair.

'Don't worry!' said the PE teacher. 'I will offer you one!'

So, Karam joined the team. Very quickly, he learnt how to turn, stop and sprint with his wheelchair. It was quick and light, and it felt like part of his body. Once again, he felt the speed, teamwork and competition of his favourite sport. He was soon good enough to become a member of the national team, and he began to participate in many international contests, where his team won several titles.



The champion **البطل**

قصة الوحدة الثانية

1. What was Karam's favourite sport? ماذا كانت رياضة كرم المفضلة
- **Basketball.** كرة السلة
2. What challenge did Karam overcome? ما التحدي الذي تجاوزه كرم
- **He was able to play basketball again after losing his foot.** لقد كان قادراً على لعب كرة السلة بعد فقدانه لقدمه
3. Karam helped his brothers with their (**homework** / housework).
كرم ساعد اخوانه في (**الواجب المنزلي** / العمل المنزلي)
4. Karam ran into the road to save (his mother / his brother / **a little girl**).
كرم ركض الى الشارع ليُنقذ (والدته / اخاه / طفلة صغيرة)
5. Why was Karam lucky after his accident? لماذا كان كرم محظوظ بعد حادثه
- **Because he had a loving and supportive family.** لأنه يملك عائلة محبة وداعمة له
6. Karam didn't do well academically when he returned to school. (True / **False**)
كرم لم يكن يؤدي جيداً أكاديمياً عندما عاد الى المدرسة
7. Write four things Karam missed about playing basketball. اكتب اربعة اشياء فقدتها كرم في لعب كرة السلة
- **Physical activity, the speed, the teamwork, and the competition of his favourite sport.** النشاط البدني ، السرعة ، روح الفريق ، والمنافسة في رياضته المفضلة
8. Who helped Karam return to playing basketball? من الذي ساعد كرم بالعودة لكي يلعب كرة السلة
- **PE teacher.** مدرس التربية الرياضية

Story time (AB) P. 39

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

نهاية الوحدة الثانية

بالطبع ستتعب ، لو كان النجاح سهلاً لوصل اليه الجميع



UNIT THREE / الوحدة الثالثة

U3: Lesson 1 (SB) P. 30 - 31 (Our world) عالمنا

مقارنة الاشياء باستخدام الصفات Comparing things with adjectives

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

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

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

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

Ex: large → larger / nice → nicer

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

Ex: hot → hotter / big → bigger

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

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

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

Ex: boring → more boring / less boring

Ex: fantastic → more fantastic / less fantastic

Ex: beautiful → more beautiful / less beautiful

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

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

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

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

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

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

Ex: large → largest / nice → nicest

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

Ex: hot → hottest / big → biggest

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

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

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

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



ملاحظات اضافية مهمة جداً:

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

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

- في هذا الموضوع لدينا 5 قواعد رئيسية.

• القاعدة الاولى (المقارنة).

الاسم الثاني + **than** + (صفة + **er**) + (is/are/am) + الاسم الاول
الاسم الثاني + **than** + (صفة + **more/less**) + (is/are/am) + الاسم الاول

Ex: The sun **is** larger **than** the moon.

Ex: Ali **is** more helpful **than** Zaid.

• القاعدة الثانية (التفضيل).

التكملة + (صفة + **est**) + **the** + (is/are/am) + الاسم الاول
التكملة + (صفة + **most**) + **the** + (is/are/am) + الاسم الاول

Ex: I am **the youngest** in the family.

Ex: This car is **the most expensive** one in Iraq.

• القاعدة الثالثة (as as).

الاسم الاول + **as** + الصفة المجردة + **not** + **as** + (is/are/am) + الاسم الثاني

Ex: The lion **is** not **as big as** the bear.

Ex: Snakes **are** not **as dangerous as** crocodiles.

- يأتي هذا الموضوع في الامتحان بعدة طرق.

• صيغة الاختيارات: حيث نختار (صيغة مقارنة) إذا وجدنا بعد الفراغ كلمة (**than**) أو نختار (صيغة تفضيل) إذا وجدنا قبل الفراغ كلمة (**the**) كما في هذه الامثلة.

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

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

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

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

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

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

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

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

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



- صيغة تصحيح الخطأ بين الأقواس:

Ex: My brother is (thin) than me. (Correct the adjective) صحح الصفة

- My brother is **thinner** than me.

Ex: She is the (interesting) student in the class. (Correct)

- She is the **most interesting** student in the class.

- صيغة جملتين بينهما نقطة: حيث يطلب منا الاجابة باستخدام (than) أو (comparative) عند ذلك نتبع هذه الخطوات:
- نكتب الجملة الاولى ونحول الصفة فيها الى (مقارنة).
- نحذف النقطة الموجودة بين الجملتين ونضع بدلا منها كلمة (than).
- نأخذ من الجملة الثانية الفاعل فقط (الاسم) ونحذف باقي الكلمات.

Ex: Rana is slim. Nada is fat. (Use: than)

- Rana is **slimmer** than Nada.

Ex: Chinese is difficult. English is easy. (Comparative degree)

- Chinese is **more difficult** than English.

Ex: Ali is good at English. Firas is bad. (Comparative adjective)

- Ali is **better** at English than Firas.

- القاعدة الرابعة (صيغة الصفة المعاكسة). أحيانا نجد ان السؤال نفسه محلول بدرجة المقارنة ونجد في النهاية بين قوسين (صفة معاكسة) عند ذلك نستخدم تركيب درجة المقارنة بشكل (معكوس) حيث نضع الاسم الثاني في البداية والاسم الاول في النهاية ونحذف الصفة الاصلية ونضع بدلا منها الصفة الموجودة بين الأقواس مع تحويلها الى مقارنة.

الاسم الاول + **than** + الصفة المعاكسة + (is/are/am) + الاسم الثاني

Ex: An elephant is bigger than a giraffe. (Use: small) استخدم الصفة المعاكسة

- A giraffe is **smaller** than an elephant.

Ex: Cows are bigger than goats. (Use: small)

- Goats are **smaller** than cows.

Ex: Tablets are more expensive than phones. (Rewrite the sentence using 'cheap')

- Phones are **cheaper** than tablets.

Ex: A plane is faster than a car. (Rewrite the sentence using 'slow')

- A car is **slower** than a plane.

- أحيانا نجد ان السؤال نفسه محلول بالتركيب (as as) ويطلب منا استخدام درجة المقارنة وللإجابة على هذا النوع من الأسئلة نتبع التالي:

- (الطريقة الاولى) إذا أردنا ان نستخدم تركيب درجة المقارنة بشكله الاعتيادي (بدون عكس الاسمين) ، يتوجب علينا ان نحذف الصفة الاصلية ونضع صفة (معاكسة) لها.

- (الطريقة الثانية) إذا أردنا ان نستخدم نفس الصفة الموجودة في السؤال يتوجب علينا استخدام تركيب درجة المقارنة بطريقة (عكس الاسمين) كما تعلمنا في الأمثلة السابقة وكما موضح في الأمثلة الآتية.

Ex: A bear is not as fast as a lion. (Use the comparative adjective)

- A bear is **slower** than a lion.

- A lion is **faster** than a bear.



Ex: My bag isn't as heavy as Ali's bag. (Rewrite using the comparative adjective).

- My bag is **lighter** than Ali's bag.
- Ali's bag is **heavier** than my bag.

Ex: The Tigris is not as long as the Nile. (Rewrite the sentence using: **than**)

- The Tigris is **shorter** than the Nile.
- The Nile is **longer** than the Tigris.

Ex: a) A mouse isn't as big as a rat.

b) A rat is

(Complete the sentence **b** so that it means the same as sentence **a**)

- A rat is **bigger** than a mouse.

- وقد تكون الصيغة على العكس تماما من الصيغة السابقة حيث نجد ان السؤال محلول بدرجة المقارنة ويطلب استخدام (as as) عند ذلك نتبع التالي:

- نضع الاسم الأخير في البداية وبعده نضع (isn't as).

- نجرد الصفة من الاضافة بحيث تعود صفة اعتيادية ثم نضع بعدها (as) ثم الاسم الاول كما في هذه الأمثلة:

Ex: In the desert, a camel is more useful than a horse. (Use: as as)

- In the desert, a horse is not as useful as a camel.

Ex: English is easier than Physics. (Use: as as)

- Physics is not as easy as English.

Ex: Milk is better than tea. (Rewrite the sentence using: as as)

- Tea is not as good as milk.

• القاعدة الخامسة (استخدام used to be) للمقارنة بين الحاضر والماضي.

- نستخدم (used to) مع اداة الربط (than) وحسب القاعدة التالية:

اسم + (is / are) + (صفة + er / more + صفة) + than + (it / they) + used to be

Ex: Iraq / green. (Compare using: than used to be)

- Iraq is **greener** than it used to be.

Ex: Hilla is than it used to be. (green / **greener** / greenest)

Ex: Hilla is greener than (it / they) used to be.

Ex: Hilla is greener than it (used / **used to**) be.

Ex: (films / funny) (Use: used to be)

- Films are **funnier** than they used to be.

Ex: Doctors are (good / **better**) trained than they used to be.

Ex: (education / good). (Compare using: than used to be)

- Education is **better** than it used to be.

Ex: Life is (fast / **faster**) now than it used to be.

Ex: Towns / big / used to be. (Use: than / used to be)

- Towns are **bigger** than they used to be.



Lesson 1 (AB) P. 40 - 41

1.p40/ Complete the sentences with the verbs in the box.

اكمل الجمل التالية من الافعال التي في الصندوق

bite يعض / fly يطير / grow يكبر / hunt يصطاد / produce ينتج

- a. A bat is not a bird, but it can like a bird. **fly**
- b. Owls and kill small animals at night. **hunt**
- c. If you put your foot on a snake, it will you. **bite**
- d. Cows and goats milk. **produce**
- e. Elephants very big, but it takes many years. **grow**

2.p40/ Study the spelling rule and write the comparative forms of these adjectives.

اكتب صيغة المقارنة للصفات التالية

- a. wet → **wetter**
- b. thin → **thinner**
- c. sad → **sadder**
- d. long → **longer**
- e. near → **nearer**
- f. noisy → **noisier**

3.p40/ Write the comparative forms of these adjectives in the correct places in the table.

اكتب صيغة المقارنة للصفات التالية في المكان الصحيح في الجدول

careful حذر / cheap رخيص / dangerous خطير / expensive غالي / happy سعيد / interesting ممتع / tidy انيق / ugly قبيح

quieter	more beautiful
cheaper	more careful
happier	more dangerous
tidier	more expensive
uglier	more interesting

4.p41/ Write these sentences differently so that they mean the same thing.

اعد كتابة الجمل بطريقة مختلفة بحيث تعطي الجملة نفس المعنى

Example. An elephant is bigger than a giraffe.

- A giraffe is not as big as an elephant.
- A giraffe is smaller than an elephant.

a. A bear is not as fast as a lion.

- A bear is slower than a lion.
- A lion is faster than a bear.

b. In the desert, a camel is more useful than a horse.

- In the desert, a horse is not as useful as a camel.
- In the desert, a horse is less useful than a camel.

c. Cows are bigger than goats.

- Goats are not as big as cows.
- Goats are smaller than cows.



U3: Lesson 2 (SB) P. 32 (Our growing world) عالمنا المتنامي

الحالة الشرطية الأولى "if" First conditional

1. هذا النوع من الجمل الشرطية يعبر عن احتمال حصول الحدث في الوقت الحالي او المستقبل حيث تكون جملة (فعل الشرط) بزمان (المضارع البسيط present simple) وجملة (جواب الشرط) بزمان (المستقبل البسيط future simple) وحسب القاعدة التالية:

2. ملاحظات هامة تنطبق على كل انواع الجمل الشرطية:

- اذا جاءت (if) في بداية الجملة يجب ان نضع (فارزة) بين الجملتين ، واذا جاءت في وسط الجملة لانضع فارزة بين الجملتين.
- الجملة التي تأتي بعد الاداة (if) مباشرة تسمى (جملة فعل الشرط) اما الجملة الاخرى تسمى (جملة جواب الشرط).

3. قاعدة (if) الشرطية في الحالة الاولى هي:

فعل مجرد + will + فاعل , تكملة + (s + فعل/فعل مجرد) + فاعل + If
تكملة + (s + فعل/فعل مجرد) + فاعل + If + فعل مجرد + will + فاعل

Ex: If people **grow** a lot taller, we **will need** bigger houses.

Ex: If the population **increases**, we **will need** more food to feed everybody.

Ex: If I don't pass the high school this year, I (take) it again next year. (Correct) **صحح الجملة**

- If I don't pass the high school this year, I **will take** it again next year.

Ex: If she (be) late, we'll go without her. (1st conditional) **استخدم الحالة الشرطية الاولى**

- If she **is** late, we'll go without her.

Ex: If she (not pass) the high school this year, she'll take it again next year. (Correct)

- If she **doesn't pass** the high school this year, she'll take it again next year.

Ex: If Noor (go) to the shop tomorrow, I won't have to go. (Correct)

- If Noor **goes** to the shop tomorrow, I won't have to go.

Ex: If anyone (need) advice, I (be) here tomorrow to help. (Put the verbs in the correct forms)

- If anyone **needs** advice, I **will be** here tomorrow to help.

Ex: If my plane (not leave) on time, I'll miss my connections this afternoon. (Correct)

- If my plane **doesn't leave** on time, I'll miss my connections this afternoon.

Ex: If she (not apply) for a scholarship, of course she won't get one. (Correct)

- If she **doesn't apply** for a scholarship, of course she won't get one.

4. في (الحالة الشرطية الاولى) اذا وجدنا (have) في جملة (فعل الشرط) نحولها الى (has) اذا سُبقت بأسم مفرد

او الضمانر (he/she/it) او تبقى (have) كما هي اذا سُبقت بأسم جمع او الضمانر (I/we/you/they)

اما اذا وجدنا (have) في جملة (جواب الشرط) تصبح (will have).

Ex: If she (have) enough money, she will buy a new dress. (Put the verb in the correct form)

- If she **has** enough money, she will buy a new dress.

Ex: If the weather improves, we (have) a picnic. (Put the verb in the correct form)

- If the weather improves, we **will have** a picnic.



Lesson 2 (AB) P. 42 - 43

4.p43/ Choose the correct answer to complete each first conditional sentence.

اختر الاجابة الصحيحة لتكمل الجمل الشرطية الاولى التالية

a. If you too many sweets, you will feel ill.

1. eat
2. will eat

b. You on your test if you don't study.

1. won't do well
2. don't do well

c. If I bake a cake, have some?

1. do you
2. will you

d. Your sister will miss the bus if she get up soon.

1. won't
2. doesn't

5.p43/ What may happen if these changes continue? Finish the sentences.

ماذا قد يحدث اذا استمرت هذه الاشياء بالتغيير؟ اكمل الجمل

a. If people grow a lot taller, we will need bigger houses.b. If people live longer, the population will keep increasing.c. If the population keeps increasing, we will need more food.

6.p43/ Write three of your own sentences using the first conditional.

اكتب جمل بأفكارك الخاصة مستخدماً الحالة الشرطية الاولى

a. If she **arrives** early, she **will attend** the meeting.b. If Salim **carries** the goods, he will get money.c. If they **study** hard, they **will pass** the exam.

U3: Lesson 3 (SB) P. 33 (I hate spiders) انا اكره الصناكب

Expressions of agreement/disagreement تعابير الموافقة وعدم الموافقة

1. اولا: الموافقة (Agreement)

1. يتم التعبير عن الموافقة في الجمل المثبتة (التي لا تحتوي على not) باستخدام (So) وحسب القاعدة التالية:

الفاعل + فعل مساعد + So

2. اذا احتوت الجملة على فعل الكينونة (is/are/am) ، نستخدم (am) كفعل مساعد اما اذا احتوت الجملة على فعل الكينونة (was/were) ، نستخدم (was) كفعل مساعد.

Ex: I am afraid of mosquitoes. (Agree) استخدم الموافقة

- So am I.

Ex: She was afraid of spiders. (Agree)

- So was I.

3. اما اذا لم تحتوي الجملة على فعل كينونة فنستخدم (do) للمضارع و (did) للماضي.

Ex: I hate spiders. (Agree)

- So do I.

Ex: He watched the movie. (Agree)

- So did I.

4. يتم التعبير عن الموافقة في الجمل المنفية (التي تحتوي على not) باستخدام (Neither) وحسب القاعدة التالية:

الفاعل + فعل مساعد + Neither

5. اذا احتوت الجملة على فعل الكينونة (is/are/am) ، نستخدم (am) كفعل مساعد اما اذا احتوت الجملة على فعل الكينونة (was/were) ، نستخدم (was) كفعل مساعد.

Ex: I am not afraid of mosquitoes. (Agree) استخدم الموافقة

- Neither am I.

Ex: She wasn't afraid of spiders. (Agree)

- Neither was I.

6. اما اذا لم تحتوي الجملة على فعل كينونة فنستخدم (do) للمضارع و (did) للماضي.

Ex: I don't hate flies. (Agree)

- Neither do I.

Ex: He didn't watch the movie. (Agree)

- Neither did I.

ثانيا: عدم الموافقة (Disagreement)

1. للتعبير عن عدم الموافقة نستخدم (do/did).

2. اذا كانت الجملة في زمن المضارع نستخدم (do) اما اذا كانت الجملة في زمن الماضي نستخدم (did).

Ex: I like bears. (Disagree) استخدم عدم الموافقة

- I don't.

Ex: I loved the food. (Disagree)

- I didn't.

Ex: I don't like monkeys. (Disagree)

- I do.



Ex: I'm not afraid of rats. (Answer using "So / Neither")

- **Neither am I.**

Ex: Express your dislike concerning flies.

- **I hate (don't like) flies.**

Ex: I don't mind flies. (So do I / Neither do I / Neither am I)

Lesson 3 (AB) P. 44 - 45

1.p44/ Answer the speakers with the sentences in the box.

اجب عن المتحدثين بالجميل التي في الصندوق

I am. / I don't. / I don't mind them. / Neither am I. / Neither do I. / So am I. / So do I.

a. I love chocolates.

- **So do I. / I don't.**

d. My mother is afraid of dogs.

- **So am I. / I don't mind them.**

b. I don't like horror stories.

- **Neither do I. / I don't mind them.**

e. My favourite stories are comedies.

- **So am I. / I don't mind them.**

c. I'm not afraid of rats.

- **Neither am I. / I am.**

4.p45/ Complete the sentences with the phrases in the box.

اكمل الجمل من العبارات التي في الصندوق

neither am I / **ولا انا** / neither are scorpions / **ولا العقارب** / neither can camels / **ولا الجمال تستطيع**
neither do birds / **ولا الطيور** / neither do spiders / **ولا العناكب**

a. Spiders are not insects, and neither are scorpions.

b. Birds don't have teeth, and neither do spiders.

c. My brother is not afraid of spiders, and neither am I.

d. Spiders don't have four legs, and neither do birds.

e. Spiders can't fly, and neither can camels.

5.p45/ Choose the correct answers.

اختر الاجابات الصحيحة

A. I'm going to the zoo tomorrow.

B. Really? So do I. / So am I. I'm going with my family.

A. That's great. I love the zoo. I think it's amazing.

B. So do I. / So am I. There are so many interesting insects there. I like the falcons. I'm going to see them first.

A. Oh, so do I. / so am I. Maybe I'll see you there. What else are you going to see?

B. Well, I don't want to see the snakes. I hate / I like them.

A. So do I. / So am I. I'm going to see the horses instead.

B. I'll go and see the camels. What time are you going to the zoo?

A. I think we'll arrive around 11 a.m.

B. We're going a little earlier. Around 9 a.m. I hate / I don't mind waking up early.



U3: Lesson 4 (SB) P. 34 (If we didn't have any spiders ...)

الحالة الشرطية الثانية "if" Second conditional

1. نستخدم هذا النوع من الجمل الشرطية للتحدث عن أشياء غير حقيقية (غير محتملة الوقوع) في الوقت الحالي أو المستقبل وحسب القاعدة التالية:

تكملة + مصدر مجرد + (would / could / 'd) + فاعل , تكملة + فعل ماضي بسيط + فاعل + If
تكملة + فعل ماضي بسيط + فاعل + If + تكملة + مصدر مجرد + (would / could / 'd) + فاعل

Ex: If we lived in Mexico, we would speak Spanish.

Ex: If we met up for lunch, we could go to that new restaurant.

Ex: We would buy a big house if my father won a million pound.

2. أفعال الكينونة الماضية (was/were) إذا لم يأتي بعدها فعل ينتهي بـ (ing) تعتبر (ماضي بسيط) وكذلك فعل التملك الماضي (had) إذا لم يأتي بعده (تصريف ثالث p.p) يعتبر ماضي بسيط.

Ex: If I had lots of money, I would buy a sport car.

Ex: If she was ill, I'd stay at home.

3. امثلة إضافية:

Ex: If I (play) tennis, I would join the tennis club. (Put the verb in the correct form)

- If I played tennis, I would join the tennis club.

Ex: What would you buy first if you (win) a million pound? (Correct) صحح الجملة

- What would you buy first if you won a million pound?

Ex: Ali would be really happy if he (can) spend the summer studying in London. (Correct)

- Ali would be really happy if he could spend the summer studying in London.

Ex: I (learn) to parachute if my friend (say) she would do it with me.

(Write the sentence in the 'Second conditional' using the verbs in brackets)

- I would learn to parachute if my friend said she would do it with me.

Ex: If you found a snake in your bed, what (you do)? (Put the verb in the correct form)

- If you found a snake in your bed, what would you do?

Ex: She would look much nicer if she (wear) contact lenses. (Correct the verb in brackets)

- She would look much nicer if she wore contact lenses.

Ex: If I had lots of money, I (buy) a race horse. (Correct)

- If I had lots of money, I would buy a race horse.

4. في الحالة الشرطية الثانية إذا وجدنا (not) في جملة (فعل الشرط) نضع قبلها (did) وإذا وجدناها في جملة (جواب الشرط) نضع قبلها (would/could) مثل:

Ex: If you (not tell) me about your birthday, I would forget it. (Put the verb in the correct form)

- If you didn't tell me about your birthday, I would forget it.

Ex: I would watch TV all day if I (not work). (Put the verb in the correct form)

- I would watch TV all day if I didn't work.



Ex: If you didn't walk in this rain, you (not get) very wet. (Put the verb in the correct form)

- If you didn't walk in this rain, you **wouldn't get** very wet.

Ex: If you (not invite) me, I (not come) to your party. (2nd Conditional)

- If you **didn't invite** me, I **wouldn't come** to your party.

5. في الحالة الشرطية الثانية اذا وجدنا (be) في جملة (فعل الشرط) نحولها الى (was/were) حسب الفاعل الذي قبلها حيث نقوم بتحويل (be) الى (was) اذا كان الفاعل (اسم مفرد/ he/she/it) والى (were) اذا كان الفاعل (اسم جمع/ I/we/you/they) اما اذا وجدنا (be) في جملة (جواب الشرط) نضع قبلها (would/could) مثل:

Ex: If she (be) late yesterday, her parents would get angry. (Correct)

- If she **was** late yesterday, her parents would get angry.

Ex: If they (be) late yesterday, their parents would get angry. (Correct)

- If they **were** late yesterday, their parents would get angry.

Ex: If you didn't come to the party, your friends (not be) happy. (Correct)

- If you didn't come to the party, your friends **wouldn't be** happy.

6. في الحالة الشرطية الثانية اذا وجدنا (have) في جملة (فعل الشرط) نحولها الى (had) واذا وجدناها في جملة (جواب الشرط) نضع قبلها (would/could) مثل:

Ex: If I (have) lots of money, I would buy a horse. (Put the verb in the correct form)

- If I **had** lots of money, I would buy a horse.

Ex: If I (**had** / have) a computer, we could surf online.

Ex: They (have) money if they worked. (Put the verb in the correct form)

- They **would have** money if they worked.

Lesson 4 (AB) P. 46 - 47

1.p46/ Choose the correct answer to complete each sentence.

اختر الاجابة الصحيحة لتكمل الجمل التالية

a. If there were no spiders in the world, Kareem happy.

1. **would be**
2. wouldn't be

b. If there were no spiders,

1. there would be fewer mosquitoes
2. **there would be more mosquitoes**

c. If there were no mosquitoes in the world,

1. more people would get ill
2. **fewer people would get ill**

d. If fewer people got ill,

1. **there would be fewer diseases in the world**
2. more people would go to hospital.

e. If there were fewer diseases in the world,

1. people would need more hospitals
2. **people would live longer and healthier lives**



2.p46/ Match the beginnings and endings of the second conditional sentences.

اربط بدايات ونهايات الجمل الشرطية الثانية التالية

- | | |
|---|---|
| a. If Salah had lots of money 3 | 1. he would take me on a holiday too. |
| b. Jamal would start his own business 5 | 2. if Jamal went abroad to work. |
| c. If Jamal was successful and had lots of free time 4 | 3. his house would have a swimming pool. |
| d. If I was Salah's friend 1 | 4. he would go on holiday around the world. |
| e. Salah would live in Jamal's house 2 | 5. if he had lots of money. |

3.p47/ Complete the second conditional sentences with the correct form of the verbs in brackets.

اكمل الجمل الشرطية الثانية بالصيغة الصحيحة للأفعال التي بين الأقواس

- a. If I (have) lots of money, I (buy) a new computer. **had / would buy**
- b. If I (see) a bear, I (stand) still and not move. **saw / would stand**
- c. If we (be) quicker, we (win) the running race. **were / would win**
- d. If I (not play) football, I (play) basketball. **didn't play / would play**
- e. If I (grow) wings, I (fly) around the world. **grew / would fly**
- f. If I (not use) my phone every day, I (get) bored very quickly. **didn't use / would get**
- g. If I (buy) a new video game, I (let) my brother play it. **bought / would let**

4.p47/ Finish these sentences. Make them true for you.

انهي الجمل التالية ، اجعلهم حقيقة بالنسبة لك

- a. a spider on my desk now
- **If there was a spider on my desk now, I would scream and run home!**
- b. my friend had a pet monkey
- **If my friend had a pet monkey, I would love it and play with it.**
- c. we didn't have air conditioning
- **If we didn't have air conditioning, we would be very hot during the summer.**
- d. we didn't have cards
- **If we didn't have cards, we would play video games.**
- e. we didn't have plants
- **If we didn't have plants, the world would be a barren and lifeless place.**
- f. people ate less meat
- **If people ate less meat, they would become less obese.**
- g. I didn't have to go to school
- **If I didn't have to go to school, I would have more time to spend with my friends and family.**



U3: Lesson 5 (SB) P. 35 (The fastest living things) اسرع الكائنات الحية

AB 48-49

Unit

3

Lesson 5: The fastest living things

A Read the text and then suggest two possible titles for it.

Have you ever watched a falcon diving down from the sky? They are the fastest things in the natural world. They fly high up and then dive down to kill a bird or a small animal. Some falcons can dive at 240 kph!

More than a thousand years ago, the people from the deserts of Arabia, the Bedouin, used to watch falcons catching birds and animals for food. The Bedouin lived mostly on dates, milk and bread because it was difficult to catch animals and birds. Then they learnt how to catch falcons. Soon, the Bedouin were eating meat their falcons caught for them. Their favourite bird was the large, long-legged houbara. They cooked it over a fire and it tasted delicious.



The houbara



A diving falcon

The Bedouin used to hunt on camels. They rode fast as they followed their flying falcons. Today falconry is a sport, not a necessity, and many falconers arrive in the deserts and valleys of Muthanna, Samarra and Dhi Qar in Iraq in air-conditioned 4WDs.

One disadvantage of this sport is that too many rare birds might be killed. If nothing was done about this, there would soon be no birds left. However, the government has set up protected areas for birds. People cannot hunt there. These safe areas for birds are also good habitats for other animals. As a result, wildlife numbers have gone up and the environment is richer.



The fastest living things اسرع الكائنات الحية

قطعة الوحدة الثالثة

1. Which animal is faster than any other living thing? ما هو اسرع مخلوق حي?
- The falcon is faster than any other living thing. **الصقر**
2. When did the Bedouin learn to catch falcons? متى تعلم البدويين الامساك بالصقور
- The Bedouin learnt to catch falcons more than a thousand years ago. **تعلموا ذلك قبل اكثر من الف عام**
3. What did the Bedouin live on before falconry? على ماذا كان يقاتن البدويين قبل استخدام الصقور
- The Bedouin lived on dates, milk and bread. **على التمر والحليب والخبز**
4. What was their favourite food using falcons? ماذا كان طعام البدو المفضل عندما كانوا يستخدمون الصقور
- Their favourite food was the large long-legged houbara. **الحبارى ذو السيقان الطويلة**
5. Why haven't too many birds been killed? لماذا لم يتم قتل الكثير من الطيور
- The government has set up protected areas for birds. **لأن الحكومة وضعت مناطق آمنة للطيور**

Inferences الاستنتاجات

- الاستنتاج هو شيء نفهمه من خلال نص معين على الرغم بأن النص لا يخبرنا بهذا الشيء.

Text: He has twelve falcons, five cars and three houses. **هو يملك 12 صقراً ، وخمس سيارات وثلاثة منازل**

Inference: He is rich. **استنتجتنا من الجملة السابقة بأن الشخص غني على الرغم ان النص لم يخبرنا بذلك**

Subject pronouns / Object pronouns / Possessive adjectives

ضمائر الفاعل / ضمائر المفعول به / صفات التملك

Subject pronouns ضمائر الفاعل	Object pronouns ضمائر المفعول به	Possessive adjectives صفات التملك
I	me	my
he	him	his
she	her	her
it	it	its
you	you	your
we	us	our
they	them	their

1. نستخدم ضمائر الفاعل اذا جاء بعد الفراغ (فعل رئيسي او فعل مساعد).

Ex: saw an action film last night. (me / I / my)

Ex: (Them / They) visited the museum last week.

Ex: Where did (he / him / his) spend the weekend?



2. ضمائر المفعول به يأتي قبلها فعل رئيسي او حرف جر (on / to / of / for / with / about).

Ex: Many animals are useful to (we / our / ours / us).

Ex: I love my children and I work for (they / them / their).

Ex: Ahmed told (she / her) about the meeting.

3. صفات التملك يأتي بعدها اسم مملوك.

Ex: parents feel happy when I get good marks. (I / My / Me)

Ex: The Bedouin used falcons to catch food. (their / there / they / them)

4. امثلة وزارية:

Ex: I , my ; we , our ; he , his

Ex: he , him ; they , them ; she , her

Ex: Many animals are useful to (we / our / us)

Ex: I fell down and broke leg. (Use proper pronouns) استخدم ضمير مناسب

- I fell down and broke my leg.

Ex: Eating too much desserts is bad for (our / us) health.

Ex: Not all bacteria are harmful to (we / our / us)

Lesson 5 (AB) P. 48 - 49

تمرين (1) ص 48. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

2.p48/ Study the language box. Then choose the correct answer to complete each sentence.

اختر الاجابة الصحيحة لتكمل الجمل التالية

a. Paragraph 1

The writer thinks that falcons are to watch.

1. interesting
2. exciting
3. frightening

b. Paragraph 2

The Bedouin were with their diet before falconry.

1. unhappy
2. happy
3. pleased

c. Paragraph 3

Falconry today is

1. more exciting
2. more comfortable
3. less exciting, but more comfortable



3.p49/ Study this extract from your Student's Book and complete the sentences below.

اقرأ النص واكمل الجمل التالية

The Bedouin lived mostly on dates, milk and bread because it was difficult to catch animals and birds. Then **they** learnt how to catch falcons. Soon, the Bedouin were eating meat **their** falcons caught for **them**.

- a. **they** is the subject of the sentence. It stands in place of the Bedouin.
 b. **their** is a possessive adjective; it stands in place of the Bedouins.
 c. **them** is the object of the sentence. It stands in place of the Bedouin.

4.p49/ Complete the table.

اكمل الجدول التالي

Subject pronoun ضمير الفاعل	Object pronoun ضمير المفعول به	Possessive adjective صفة التملك
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

5.p49/ Read and complete the conversation with words from Exercise 4.

اقرأ واكمل المحادثة التالية من الكلمات الموجودة في التمرين رقم 4

Ahmad: Salman, can you lend me your camera, please? We have a class project and our teacher wants us to take photos of wildlife.
 (Salman gives Ahmed his camera.)

Salman: Yes, you can borrow my camera, but carry it in its case. Then it won't get broken if you drop it.

6.p49/ Read and complete the rest of the conversation with the words from the table and Exercise 4.

اقرأ واكمل بقية المحادثة من الكلمات الموجودة في التمرين رقم 4

Salman: I'll need my camera back on Thursday evening. My aunt and uncle from Saudi Arabia and their children will be visiting us on Friday. My mother doesn't see her brother very often and she wants me to take photos of the whole family.

Ahmad: Don't worry, I'll bring it back on Thursday.



U3: Lesson 6 (SB) P. 36 (Do you care about wildlife?) هل تهتم بالحياة البرية

Lesson 6 (AB) P. 50 - 51

1.p50/ Match the opinions and reasons to make sentences.

طابق الآراء مع الأسباب لتكوين جمل

- | | |
|--|--|
| a. If I found a baby bird, I would leave it 5 | 1. because a sting won't kill me. |
| b. If I heard a snake in the grass, I would stay still 6 | 2. because they are dangerous fish. |
| c. If I had a pet, I would look after it every day 4 | 3. because spiders are very important for the environment. |
| d. If I saw a shark, I would get out of the water 2 | 4. because animals need to be taken care of. |
| e. If I stood on a bee, I would stay calm 1 | 5. because the parents would find it and feed it. |
| f. If a spider was on my desk, I would leave it alone 3 | 6. because moving could scare it and make it bite me. |

2.p50/ Complete the information about the parts of the questionnaire with the words in the box.

أكمل المعلومات المتعلقة بالاستبيان التالي مستخدماً الكلمات التي في الصندوق (اسقاطات)

نتائج scores / اسئلة questions / نقاط points / تعليمات instructions / اجوبة answers
الموضوع topic / عنوان title / مواقف situations

- a. The title tells us the questionnaire's topic.
- b. The introduction explains the title.
It tells us what we will learn if we answer the questions.
It also gives instructions.
- c. The questions ask what we would do in five situations.
They give three possible answers.
- d. The final part tells us how to give points and explains the meaning of the possible scores.

4.p51/ Write the questions and sentences with the correct punctuation.

اكتب الاسئلة والجمل التالية بالتنقيط الصحيح

- a. what would you do if you saw a snake
- What would you do if you saw a snake?
- b. if you were bitten by an animal what would you do
- If you were bitten by an animal, what would you do?
- c. would you touch a shellfish if you saw one underwater
- Would you touch a shellfish if you saw one underwater?
- d. would you kill a spider if you saw one
- Would you kill a spider if you saw one?
- e. if I had a dog I would walk it every day
- If I had a dog, I would walk it every day.



U3: Lesson 7 (SB) P. 37 (Some of Iraq's animals) بعض حيوانات العراق

المبني للمجهول Passive voice

ملاحظات هامة تنطبق على كل انواع المبني للمجهول:

- نستخدم المبني للمجهول عندما لانعرف او ليس من الضروري ان نعرف من الذي قام بالفعل حيث يكون التركيز على الحدث.
- في كل صيغ المبني للمجهول نستخدم (افعال الكينونة والتصريف الثالث) كأساس في تكوين جملة المبني للمجهول.
- في كل صيغ المبني للمجهول (نقدّم المفعول به) الى بداية الجملة و (نحذف الفاعل) ، لكن اذا اردنا ان نذكر الفاعل نضعه في نهاية الجملة مسبقا بكلمة (by) اما بالنسبة للمفعول به في جملة المبني للمعلوم نجده بعد الفعل.

أولاً: المبني للمجهول في زمن المضارع البسيط (Present simple)

1. العلامات الدالة على المضارع البسيط هي (every/each/always/usually/often/these days) او عدم وجود فعل مساعد في جملة المبني للمعلوم وفعلها مصدر مجرد او منتهي (s/es).
2. نستخدم (is) للمفرد و (are) للجمع وحسب القاعدة التالية:

تكملة + p.p + (is/are) + مفعول به

Ex: Ahmed teaches history every day. (Passive) حول الجملة الى المبني للمجهول

- History **is taught** every day.

Ex: Ali reads two stories each night. (Passive)

- Two stories **are read** each night.- Two stories **are read** each night **by Ali**.

Ex: Ali writes an article every day. (Passive) حول الى المبني للمجهول

- An article **is written** every day.

Ex: I do my homework. (Passive)

- My homework **is done**.

Ex: Ahmed sells newspapers in the shop. (Passive)

- Newspapers **are sold** in the shop.

Ex: The hotel owns this beach. (Passive)

- This beach **is owned** by the hotel.Ex: Mobile phones by millions of people these days. (is bought / **are bought**)

Ex: The magazine (publish) every month. (Correct the verb to make passive)

- The magazine **is published** every month.

Ex: Bank statements (send) at the end of each month. (Correct the verb to make passive)

- Bank statements **are sent** at the end of each month.

Ex: The money in a bank account (use) in many ways. (Correct the verb to make passive)

- The money in a bank account **is used** in many ways.

ثانياً: المبني للمجهول في زمن الماضي البسيط (Past simple)

1. العلامات الدالة على الماضي البسيط هي (last/ago/yesterday/1990) او عدم وجود فعل مساعد في جملة المبني للمعلوم وفعلها ماضي.

2. نستخدم (was) للمفرد و (were) للجمع وحسب القاعدة التالية:

تكملة + p.p + (was/were) + مفعول به

Ex: The teacher corrected the mistakes. (Passive) حول الى المبني للمجهول

- The mistakes **were corrected**.

Ex: Somebody left these books in the classroom. (Passive)

- These books **were left** in the classroom.

Ex: A girl at my school wrote this story.

- This story **was written**.

- This story **was written by a girl at my school**.

Ex: Somebody took my wallet last week. (Change into passive)

- My wallet **was taken** last week.

Ex: Somebody stole my wallet last week. (Rewrite in the Passive form)

- My wallet **was stolen** last week.

Ex: (wallet / week / was / my / last / stolen). (Unscramble these words to make passive)

- My wallet **was stolen** last week.

Ex: Somebody left these books in the classroom. (Passive form)

- These books **were left** in the classroom.

Ex: The previous owner cut down the trees. (Rewrite in the passive)

- The trees **were cut down** by the previous owner.

Ex: My father wrote this letter. (Rewrite in the Passive form)

- This letter **was written** by my father.

Ex: They signed the cheque last week. (Put the sentence into passive)

- The cheque **was signed** last week.

Ex: My uncle deposited the money last week. (Rewrite in the Passive form)

- The money **was deposited** last week.

Ex: The business (started / **was started**) by two brothers two years ago.

Ex: Was the information (send / **sent**) to you by mail last week?



ثالثاً: المبني للمجهول باستخدام الفعل الناقص (can)

1. نستخدم صيغة المبني للمجهول مع (can/can't) وذلك لبيان امكانية حدوث الفعل من عدمه.
2. نكتب الفعل المساعد (can/can't) كما هو في الجملة الاصلية.
3. نكتب بعدها فعل الكينونة (be) لان الفعل (can/can't) يجب ان يتبعه مصدر مجرد ولذلك لايمكن استخدام (is/am/are/was/were) بعده.
4. نكتب صيغة التصريف الثالث للفعل الرئيسي في الجملة.
5. توضيح النقاط السابقة من خلال القاعدة التالية:

p.p + be + (can/can't) + مفعول به

Ex: We can see bats at night. (Passive) **حول الى المبني للمجهول**

- Bats **can be seen** at night.

Ex: Hedgehogs can (eat) by foxes. (Correct to make passive) **صحح الجملة**

- Hedgehogs **can be eaten** by foxes.

Ex: Salim can't read the story. (Passive)

- The story **can't be read**.

6. اذا بدأت الجملة **بأداة سؤال** ، عند التحويل الى المبني للمجهول نكتب اداة السؤال في بداية الجملة كما هي وبعدها نضع (can) وبعدها المفعول به كما في القاعدة التالية:

? + p.p + be + المفعول به + can + اداة السؤال

Ex: Where can you find flamingos? (Passive) **حول الى المبني للمجهول**

- Where can flamingos **be found**?

Ex: How can they tame wild animals? (Passive)

- How can wild animals **be tamed**?

رابعاً: المبني للمجهول في زمن المضارع التام (Present perfect)

1. لتحويل الجملة الى المبني للمجهول في زمن المضارع التام يجب وجود العلامات الدالة على المضارع التام (has / have).
2. اذا كان المفعول به **اسم مفرد** او الضمانر (he , she , it) نضع (has been) بعده.
3. اذا كان المفعول به **اسم جمع** او الضمانر (I , we , you , they) نضع (have been) بعده.
4. توضيح النقاط السابقة من خلال القاعدة التالية:

تكملة + p.p + been + (has/have) + مفعول به

Ex: We have discovered wild goats in Iraq. (Passive) **حول الى المبني للمجهول**

- Wild goats **have been discovered** in Iraq.

Ex: The boys have seen a film. (Passive)

- A film **has been seen**.

Ex: He has sent some letters. (Passive)

- Some letters **have been sent**.



Lesson 7 (AB) P. 52 - 53

1.p52/ Match the beginnings and endings of the passive sentences.

اربط بدايات ونهايات الجمل المبني للمجهول التالية

- | | |
|-----------------------|--|
| a. Bats 5 | 1. can they be found. |
| b. A new species 6 | 2. can be frightened of humans. |
| c. Snakes 4 | 3. can be killed if you are bitten by a snake. |
| d. You 3 | 4. can be found in deserts. |
| e. Where 1 | 5. can be seen at night. |
| f. A lot of animals 2 | 6. has been discovered. |

2.p52/ Complete the sentences with the passive form of the verbs in brackets.

اكمل الجمل التالية بصيغة المبني للمجهول للأفعال التي بين الأقواس

- a. Hedgehogs can (eat) by foxes. **be eaten**
- b. Gazelles can (hunt) by lions. **be hunted**
- c. Lions can't (find) in Iraq. **be found**
- d. A camel can't (race) without a rider. **be raced**
- e. Bats can (see) in the desert. **be seen**
- f. A goat can (attack) by an eagle. **be attacked**

3.p53/ Put the words in the correct order to make passive sentences using can.

رتب الجمل التالية لتكوين جمل مبنية للمجهول باستخدام الفعل الناقص can

- a. be / Iraq / jackals / found / in / can.
- **Jackals can be found in Iraq.**
- b. in / can't / found / Iraq / be / monkeys
- **Monkeys can't be found in Iraq.**
- c. the / can / marshlands / seen / storks / be / in
- **Storks can be seen in the marshlands.**
- d. in / wild / be / can / mountains / the / goats / seen
- **Wild goats can be seen in the mountains.**



4.p53/ Rewrite the sentences in the passive.

اعد كتابة الجمل بالمبني للمجهول

- a. A car has hit a hedgehog.
- A hedgehog has been hit by a car.
- b. Rawan found the hedgenog.
- The hedgehog was found by Rawan.
- c. She took it to the vet.
- It was taken to the vet (by Rawan).
- d. The vet has looked after the hedeghog.
- The hedgehog has been looked after by the vet.
- e. The vet released it when it got strong.
- It was released by the vet when it got strong again.
- f. The vet has thanked Rawan for helping the animal.
- Rawan has been thanked by the vet for helping the animal.

U3: Lesson 8 (SB) P. 38 (Life on the marshes) الحياة في الاهوار

Lesson 8 (AB) P. 54 – 55

2.p55/ Make notes about life where you live and write a fact file.

اختر نوع حياة برية واكتب ملف حقائق عنها

(انشاء الوحدة الثالثة)

Wildlife in Iraq الحياة البرية في العراق

Way of life طريقة العيش	Marsh Arabs live in arched houses built from reeds. They raise domestic buffalo, sheep and cattle, and they grow rice, wheat and barley. يعيش عرب الأهوار في منازل مقوسة مبنية من القصب. ويقومون بتربية الجاموس والأغنام والماشية ، ويزرعون الأرز والقمح والشعير.
Wildlife الحياة البرية	Forty species of birds can be found in the marshlands, including flamingos, pelicans and herons. يمكن العثور على أربعين نوعاً من الطيور في الأهوار، بما في ذلك طيور الفلامينغو والبجع وطيور المالك الحزين.
What has changed in recent years? ما الذي تغير بالسنوات الاخيرة	Marsh Arabs are at risk because most of the wetland has dried up. However, some of the marshes have recently been restored after flooding the area. عرب الأهوار معرضون للخطر لأن معظم الأراضي الرطبة قد جفت. ومع ذلك ، فقد تم مؤخراً استعادة بعض الأهوار بعد فيضان المنطقة

ملاحظة: هذا الانشاء مكتوب على شكل ملف حقائق (Fact file) ، لكن اذا طلب منك كتابة الانشاء على شكل فقرات (Paragraph) عندها تكتب الجمل التي (باللون الاحمر فقط) بدون جدول.

U3: Round up (SB) P. 39 لاطلاع



Telegram : alieng93



علي يحيى مدرس انكليزي



Round up (AB) P. 56

1.p56/ Write the words to match the definitions.

اكتب كلمات لتطابق التعاريف التالية

- | | | |
|--|-----------|--------|
| a. the opposite of safe. | dangerous | خطير |
| b. sit and travel on a horse or camel. | ride | يركب |
| c. the fastest bird in the world. | falcon | الصقر |
| d. rice and wheat, for example. | crops | محاصيل |

2.p56/ Choose the correct answer to complete each sentence.

اختر الجواب الصحيح لتكمل كل جملة

- a. Which is fastest living thing?
- more
 - the
 - the most
 - a
- b. The Bedouin used Falcons to catch food.
- their
 - there
 - they
 - them
- c. What will happen if this change?
- continue
 - continued
 - will continue
 - continuous
- d. If there was a spider in the room, I it outside.
- put
 - will put
 - would put
 - have put
- e. What would happen if fewer snakes?
- there are
 - were
 - will be
 - there were
- f. Hilla is greener than be.
- it used
 - used to
 - it used to
 - it was used
- g. Many animals are useful to
- we
 - our
 - ours
 - us



U3: Story time (SB) P. 40 - 41 (How to fill a space) كيف تملأ فراغا



A 16 Listen, read and find out.

- 1 What did the rich merchant sell?
- 2 What did he give to his three sons?
- 3 What did each son buy?

Long ago, there lived a wise and rich merchant in Iraq. He spent his working life buying and selling gold, animal skins, silks and salt. He had a lot of land and he lived in a large, strong house with a beautiful garden.

However, after many years, the merchant became old and tired. He decided to give his riches to his three sons because he wanted to spend more time relaxing in his garden.



The merchant's oldest son was called Majid, his second son was called Ali and his youngest son was called Hamad. The merchant called his sons to him and told them his plan.

'My children, I want to give my riches to you today, while I am alive. My land is easy to cut up, and I will give each of you a piece of land that is the same size.'

'Thank you, Father,' the three sons said.

'But what about the house?' asked Hamad.

The merchant smiled. 'That is a difficult question. I cannot cut up my house! So, I want my house to go to my cleverest son. Then the merchant opened his hand to show three small coins.



'Take one coin each. Take it to the souq and spend it. The son who buys something that can fill this room, will have the house. Go now and return before night.'

Each son took a small coin and went to the souq.

Majid entered the souq. The first stall he saw was full of baskets, mats and straw.

'Straw!' he shouted. 'Straw is cheap, and it fills up space!' He returned to the house with sacks full of straw.

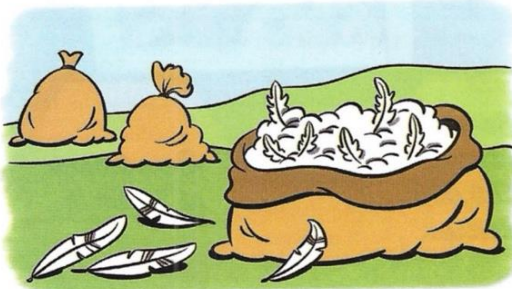


How to fill a space



Ali entered the souq. The first stall he saw was full of goats, rabbits and birds.

'Feathers!' he shouted. 'Feathers are cheap, and they fill up space!' He returned to the house with sacks of feathers.



Hamad entered the souq. He walked around the souq and he thought and he thought. Then he had an idea.

Majid and Ali waited for Hamad to return to the house. They waited and they waited. The hours went past, and he did not arrive. Then, as the sun disappeared and night started, Hamad arrived.

Majid and Ali laughed when they saw Hamad. He had nothing! 'Hamad will not get the house,' thought Majid and Ali.

The three sons entered the house together and stood in front of their father.

The merchant asked his oldest son to go first. Majid emptied the sacks of straw around the room. When he finished, the room was half full.

'Well done!' said their father. 'Now it is Ali's turn.'

Ali emptied the sacks of feathers around the room. When he finished, the room was half full.

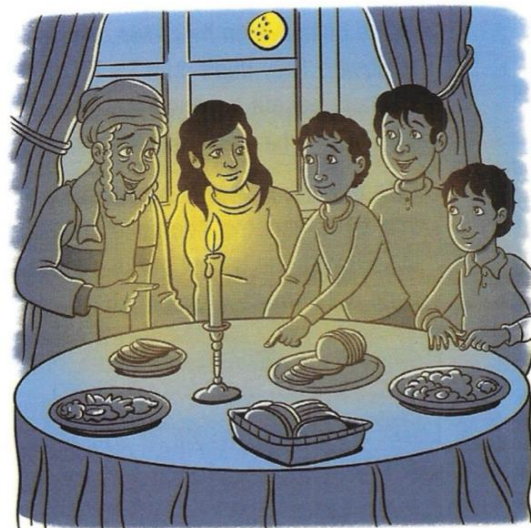
'Well done!' said their father. 'Now it is Hamad's turn.'

Hamad stood in the middle of the room. He had no sacks. Then he took a long, white stick out of his jacket. It was a candle. Hamad placed the candle in the middle of the room and lit it. The light from the candle filled the dark room with light.

'What a clever idea!' said Majid and Ali laughing. 'Our little brother is the cleverest son!'

'Yes,' said the merchant. 'I think we all agree that the house will go to Hamad!'

Then the three brothers joined their father and mother for a delicious evening meal.



كيف تملأ فراغا How to fill a space

قصة الوحدة الثالثة

1. What did the rich merchant sell? ما الذي كان يبيعه التاجر الغني
- He sold gold, animal skin, silks and salt. كان يبيع الذهب وجلود الحيوانات والحرير والملح.
2. What did the merchant give to his three sons? ماذا اعطى التاجر لأولاده الثلاثة
- He gave each of them a piece of land. اعطى كل منهم قطعة ارض.
3. What did each son buy? ماذا اشترى الاولاد الثلاثة
- Majid bought straw, Ali bought feathers and Hamad bought a candle. ماجد اشترى القش وعلي اشترى الريش وحمد اشترى شمعة
4. Where did the merchant live? اين كان يعيش التاجر
- In a large, strong house with a beautiful garden. في منزل كبير يحتوي على حديقة جميلة.
5. Why did the merchant give his riches to his sons? لماذا اعطى التاجر ثروته لأولاده
- He wanted to spend more time relaxing in his garden. لأنه أراد ان يقضي وقت اكثر للاسترخاء في حديقته.
6. What did Majid buy? ماذا اشترى ماجد
- Straw. القش
7. What did Ali buy? ماذا اشترى علي
- Feathers. الريش
8. What did Hamad buy? ماذا اشترى حمد
- A candle. شمعة
9. Were Majid and Ali happy when Hamad got the house? هل كان ماجد وعلي سعداء عندما وصل حمد الى المنزل
- Yes, because they were laughing. نعم ، لأنهم كانوا يضحكون.

Story time (AB) P. 57

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

نهاية الوحدة الثالثة

كن عالي الهمة ولا ترضى بغير القمة



UNIT FOUR / الوحدة الرابعة

U4: Lesson 1 (SB) P. 44 (Listening) الاصغاء

Lesson 1 (AB) P. 58 للاطلاع

U4: Lesson 2 (SB) P. 45 - 46 (Reading) القراءة

(AB) P. 59 (Ibrahim's life story) قصة حياة ابراهيم

Ibrahim's life story

- 1 Ibrahim lived in a small village in the south of Iraq when he was a child. He loved the sea and he often went fishing with his father. From an early age, he was interested in animals. He was forever asking questions about animals, for example, 'Why do flies have wings?' and 'Why do fish live in the sea?' His father had goats and chickens and Ibrahim liked to look after them. He talked to them as if they were friends. His brothers used to laugh at him.
- 2 When he went to school, Ibrahim learnt to read quickly. He liked reading and he was always asking his father for books. He did not like television, so he spent a lot of time reading. He learnt that there were lots of different animals in other countries.
- 3 In 1990, Ibrahim's father got a new job with Iraq Petroleum and the family moved to Baghdad. Life was very different in the city. At first, Ibrahim did not like it, but after a few months, he found that there was a lot to do for a 16-year-old boy.
- 4 One day, at the mall, he met a French boy called Pierre. Ibrahim learnt to speak some French with him. He also learnt about France. The boys used to talk about what they wanted to do when they left school. One day, Ibrahim said 'I think I'll be a zoologist. Then I can study animals in different countries.'
- 5 When Ibrahim left school, he studied zoology at Cairo University. Now he is a well-known zoologist. He works in France and he is writing a book about animals in Africa.



Ibrahim's life story قصة حياة ابراهيم

1 قطعة الوحدة الرابعة

1. Ibrahim was not interested in animals until he went to school. (True / **False**)

ابراهيم لم يكن مهتم بالحيوانات الا ان ذهب الى مدرسة

2. Ibrahim found out about animals from television. (True / **False**)

ابراهيم اكتشف عن الحيوانات من التلفاز

3. Ibrahim moved to Baghdad when he was 17. (True / **False**)

ابراهيم انتقل الى بغداد عندما كان عمره 17

4. Pierre helped Ibrahim learn French. (**True** / False)

بيير ساعد ابراهيم بتعلم اللغة الفرنسية

5. Ibrahim wrote a book at university. (True / **False**)

ابراهيم كتب كتاباً عندما كان في الجامعة

Lesson 2 (AB) P. 59

تمرين (2) ص 59. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

U4: Lesson 3 (SB) P. 47 - 48 (Speaking) التحدث

Lesson 3 (AB) P. 60

1.p60/ Complete the conversations with the phrases in the box.

اكمل المحادثات من العبارات التي في الصندوق

I didn't get that. / What did you say? / What was that? / ماذا قلت / ماذا كان هذا / انا لم افهم ذلك

a.

A: Excuse me, where's the department store?

B: It's on the first floor, next to the lift.

A: **What did you say?**

B: I said, it's on the first floor. It's next to the lift.

A: Thanks.

b.

A: Where can I see the lions?

B: Lions can't be found in Iraq.

A: Can you say that again, please? **I didn't get that.**

B: Lions can't be found in Iraq.

A: Really? That's a pity. What can I see here?

c.

A: I read a great book last week.

B: What was it called?

A: It was called *Thirty Days on the Farm*.

B: Sorry? *Thirteen Days on the Farm*? **What was that?**

A: No, *Thirty Days*. Three-zero.

U4: Lesson 4 (SB) P. 49 (Writing) الكتابة



Lesson 4 (AB) P. 61

2.p61/ Write a paragraph about your life.

اكتب انشاء عن حياتك

(انشاء الوحدة الرابعة)

My life حياتي

My name is Bilal, I was born in Mosul, but now I live in Baghdad. I live with my family. I have two sisters and three brothers. When I was a child, I used to play with my friend Salim.

When I went to primary school, I learned to read quickly and I met a lot of friends. In the secondary school, I played in the basketball team. I do my best to go to university.

I hope to be a doctor to help Iraqi people.

اسمي بلال , ولدت في الموصل , لكنني الآن أعيش في بغداد. أعيش مع عائلتي. لدي أختان وثلاثة أشقاء. عندما كنت طفلاً , كنت ألعب مع صديقي سالم.

عندما ذهبت إلى المدرسة الابتدائية , تعلمت القراءة بسرعة والتقيت بالعديد من الأصدقاء. في المدرسة الثانوية , لعبت في فريق كرة السلة. أبذل قصارى جهدي للذهاب إلى الجامعة.

أتمنى أن أصبح طبيباً لمساعدة العراقيين.

(AB) P. 65 (Too few leopards!) فهود قليلة جدا

Too few leopards!

There used to be many Persian Leopards living in Iraq. However, in 2022, there were only about 25 leopards left in the country.

Today, conservationists are increasing efforts to protect the remaining leopards. The loss of habitat, hunting and war has caused a big decrease in leopard numbers.

The leopards are endangered, and it is against the law to hunt them. People do not hunt the leopards, but they do hunt wild goats for food. Unfortunately, this is removing the natural food of the leopards.

Two Iraqi brothers, Nabaz and Bahaz Faruq Ali, want to save the leopards. They believe that the leopards are an important part of Iraqi culture and identity. They are determined to save the leopards, and they have successfully taken photos of the leopards in the Bamo mountain area. Bamo mountain is remote, so the brothers believe it is the perfect place for the leopards to breed and increase their numbers.



Too few leopards! فهود قليلة جدا

قطعة الوحدة الرابعة 2

- Why was there a big decrease in numbers? لماذا هنالك نقصان كبير في عدد الفهود
- Because of the loss of habitat, hunting and war. بسبب فقدان الموطن والصيد والحرب.
- Why do the brothers want to save the leopards? لماذا اراد الاخوة ان ينقذوا الفهود
- Because they are an important part of Iraqi culture and identity. لأن الفهود تعتبر جزء مهم من الثقافة والهوية العراقية
- Why can't people hunt leopards? لماذا يمنع صيد الفهود
- Because they are endangered. لأنهم معرضين للخطر.
- It is against the law to hunt them. لأن صيدهم ممنوع قانونياً.
- Why is Bamo Mountain the perfect place for leopards? لماذا جبل بامو هو مكان مثالي للفهود
- Because it is remote. لأنه مكان بعيد (نائي).

Extra activities (AB) P. 62 - 65 تمارين إضافية

1.p62/ Opposites: find ten pairs of words that are opposites and write them in the table.

جد عشر أزواج من الكلمات المتعاكسة واكتبهم في الجدول

awful فظيع / beautiful جميل / bright ساطع / cheap رخيص / dangerous خطير / dark مظلم / expensive غالي
fantastic رائع / fast سريع / happy سعيد / hard-working مجتهد / lazy كسول / noisy مزعج / old صغير
quiet هادئ / sad حزين / safe آمن / slow بطيء / ugly قبيح / young صغير

a. fast	X	slow	f. dangerous	X	safe
b. awful	X	fantastic	g. happy	X	sad
c. beautiful	X	ugly	h. hard-working	X	lazy
d. bright	X	dark	i. noisy	X	quiet
e. cheap	X	expensive	j. old	X	young

2.p62/ People sometimes ask questions about your friends. Put the words in the correct order to make questions.

رتب الكلمات التالية لتكوين جمل استفهامية صحيحة

- his / colour / What / ? / is / hair
- What colour is his hair?
- he / does / ? / Where / live
- Where does he live?
- does / wear / What / he / ?
- What does he wear?
- ? / football / play / well / he / Can
- Can he play football well?
- he / ? / Is / science / good / at / and / maths
- Is he good at Science and Maths?



3.p63/ Complete the sentences with the correct form – to go, go or going.

اكمل الجمل التالية بأختيار الصيغة الصحيحة مستخدماً to go , go , going

- a. I'd love to summer school this year. **to go**
- b. I'd rather to the library. **go**
- c. How about fishing? **going**
- d. OK. Let's fishing. **go**

4.p63/ Write the verbs in the past simple.

اكتب الافعال التالية بصيغة الماضي البسيط

- | | | | | | |
|-----------|-------|---------|---------|-------------|------|
| a. want | يُريد | wanted | g. send | يُرسل | sent |
| b. is | | was | h. lose | يفقد ، يخسر | lost |
| c. say | يقول | said | i. fly | يطير | flew |
| d. arrive | يصل | arrived | j. set | يضبط | set |
| e. laugh | يضحك | laughed | k. get | يحصل | got |
| f. land | يهبط | landed | l. put | يضع | put |

5.p63/ Read this summary of a story. Complete the summary with the words in the box.

اقرأ الملخص التالي للقصة واكمل الملخص من الكلمات التي في الصندوق

anyone / house / horror / heard / frightened / ending / called / anyone / lights / live / recently / stopped / strange / who / the

I read a story recently. It was called 'The Terrible Forest'. It was a horror story. I sometimes like horror stories, but this one was strange. It was about a man who lived near a forest. People heard terrible sounds every night in the forest and saw lights, but the police couldn't find anyone. In the end, the man left his house, and the sounds and lights stopped. Another man came to live in the house. I was frightened by the story and I didn't understand the ending.

6.p64/ Complete the sentences with the correct pronoun or possessive adjective.

اكمل الجمل بالتاليه بضمير مناسب او صفة تملك

- a. That red bag isn't mine. bag is blue. **My**
- b. Salman fell down the stairs and broke leg! **his**
- c. You need to tidy room - It's a mess. **your**
- d. Please come to the park for a picnic with **me/us**
- e. Dania has passed the exam. studied really hard and hard work was rewarded. **She / her**



7.p64/ Choose the correct answer to complete each first conditional sentence.

اختر الاجابة الصحيحة لأكمال كل جمل الحالة الشرطية الاولى

a. If it rains tomorrow, we to the cinema instead of the park.

1. won't go
2. will go

b. You if you eat too much cake at the party.

1. won't feel well
2. don't feel well

c. I football tonight if my new boots arrive today.

1. will play
2. do play

d. She won't arrive at school on time if she catch the next bus.

1. won't
2. doesn't

8.p64/ Rewrite each second sentence so that it means the same as the first.

اعد كتابة كل جملة ثانية بحيث تعطي نفس معنى الجملة الاولى

a. There would be more insects if there were no spiders.

- **If there were no spiders, there would be more insects.**

b. The number of birds has gone up.

- **There are more birds than before.**

c. A mouse is not as big as a rat.

- **A rat is bigger than a mouse.**

d. Falcons eat small animals and birds.

- **Small animals and birds are eaten by falcons.**

e. Where can you find wild flamingos?

- **Where can wild flamingos be found?**

تمرين (10) ص 65. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

نهاية الوحدة الرابعة

تعب الدراسة لحظة وينتهي ، لكن إهمالها تعب يستمر مدى الحياة



UNIT FIVE / الوحدة الخامسة

U5: Lesson 1 (SB) P. 50 (Watching the match) مشاهدة المباراة

Lesson 1 (AB) P. 66 - 67

2.p66/ Complete the conversation .You can use the same word more than once.

اكمل المحادثة ، يمكنك استخدام نفس الكلمة أكثر من مرة (التمرين يخص موضوع الماضي البسيط)

Ali: you go out last night? Did

Fahad: No, I didn't

Ali: What you do? did

Fahad: I watched Liverpool on television.

Ali: Who they play? did

Fahad: Everton.

Ali: they win? Did

Fahad: No they They lost. didn't

Ali: What the score? was

Fahad: It 2-1 to Everton. was

6.p67/ Complete the table with the past simple form of the verbs. Add four verbs of your own.

اكمل الجدول بصيغة الماضي البسيط للأفعال التالية ، اضع 4 أفعال أخرى من عندك

Present simple المضارع البسيط	Past simple الماضي البسيط
a. play يلعب	played
b. watch يشاهد	watched
c. do يفعل	did
d. is	was
e. have يملك	had
f. stay يبقى	stayed
g. win يفوز	won
h. get يحصل	got
i. don't like لا يحب	didn't like
j. forget ينسى	forgot
k. sell يبيع	sold
l. send يرسل	sent
m. buy يشتري	bought

U5: Lesson 2 (SB) P. 51 (Nawal Ramzi talks to the Iraqi Morning News)

نوال رمزي تتحدث الى جريدة الصباح العراقية



Lesson 2 (AB) P. 68 - 69

4.p69/ Write a paragraph about a TV programme.

اكتب انشاء عن برنامج تلفزيوني

(انشاء الوحدة الخامسة)

A TV programme برنامج تلفزيوني

I watched a good programme last night. It was about elephants, it was also very funny with some embarrassing situations.

The programme talks about some elephants by a pool. A cameraman appeared in the programme and was filming it. Suddenly an elephant blew water in the air.

I laughed loudly because I never thought that the elephant will do this. I'll never forget this programme for the rest of my life.

لقد شاهدت برنامجاً جيداً الليلة الماضية. كان عن الفيلة ، كان الأمر مضحكاً جداً أيضاً مع بعض المواقف المحرجة.

يتحدث البرنامج عن بعض الفيلة بجانب حوض السباحة. مصور ظهر في البرنامج وكان يصور الحدث. فجأة الفيل نفخ الماء في الهواء.

ضحكت بصوت عالٍ لأنني لم أعتقد أبداً أن الفيل سيفعل ذلك. لن أنسى هذا البرنامج أبداً لبقية حياتي.

U5: Lesson 3 (SB) P. 52 - 53 (Read all about it!) اقرأ كل مايتعلق بذلك



Minister of Education in London

THE IRAQI MINISTER OF EDUCATION arrived in London yesterday for the International Education Conference which will take place at the Park Lane Hotel today.

The focus of the meetings is to discuss educational development programmes between countries.

The minister will suggest opening English schools in Iraq to develop English language learning. The British Minister of Education welcomed the Iraqi minister at the airport before escorting him to the conference venue.



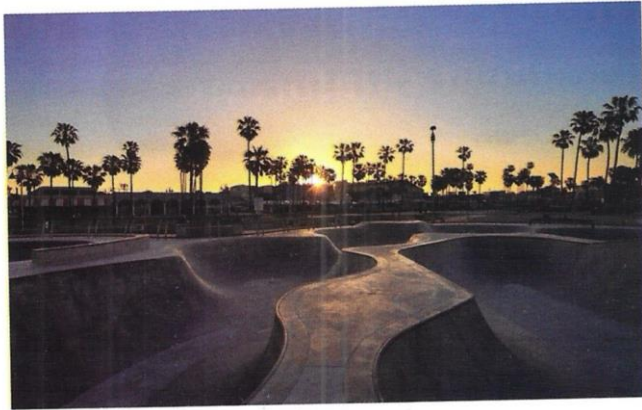
Telegram : alieng93



علي يحيى مدرس انكليزي



ing News



Minister at opening ceremony

THE SPORTS MINISTER opened a new sports city in Basra yesterday. The new city cost 1 billion IQD and took three years to build.

Many people were waiting when the minister arrived at 10 a.m. He spoke to youth and community representatives before opening the sports city at 11 a.m.

Boy saves child

A BOY FROM THE UK was a hero yesterday when he saved a child from a dangerous animal.

The child's mother, Esra'a Al-Bayati, 26, told our reporter, 'I was going to the shops with my daughter, Salma. She's just five years old. We were walking across the park, and Salma was playing with a ball. Suddenly, a big black dog ran up to us. It seemed very angry, and it barked at Salma. Then it jumped on her and knocked her down. It was horrible.

A boy was playing football nearby. He kicked the ball at the dog. The ball hit the dog hard, and it ran away.'

The boy was John Smith, 13, who is in Iraq for one year with his family. John said afterwards, 'I'm not a hero. I saw the little girl was in trouble, so I kicked the ball at the dog. It was a lucky shot.' John plays in the football team at Baghdad International School.

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CLASSIC TABLES

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علي يحيى مدرس انكليزي



Iraqi Morning News جريدة الصباح العراقية

قطعة الوحدة الخامسة

1. Minister arrived at: **10 a.m.** الوزير وصل الساعة: **العاشرة صباحا**
2. Minister opened the sports city at: **11 a.m.** الوزير افتتح المدينة الرياضية في الساعة: **الحادي عشر صباحا**
3. Cost of new sports city: **1 billion IQD.** تكلفة المدينة الرياضية هو: **مليار دينار عراقي**
4. What was Salma doing at the start of the story? ماذا كانت سلمى تفعل في بداية القصة?
- **Playing with a ball.** كانت تلعب بالكرة
5. What did the dog do first? ماذا فعل الكلب في البداية?
- **Ran up to Esra'a and her daughter.** ركض باتجاه اسراء وابنتها
6. What was John doing at the start of the story? ماذا كان جون يفعل في بداية القصة?
- **Playing football.** يلعب كرة القدم
7. What did John do? ماذا فعل جون?
- **kicked the ball at the dog.** ركل الكرة على الكلب

الماضي المستمر والماضي البسيط Past continuous and past simple

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

2. قاعدة الماضي المستمر هي:

حالة الاثبات Affirmative
 (I/He/She/It) + **was** + فعل + **ing**
 (We/You/They) + **were** + فعل + **ing**
حالة النفي Negative
 (I/He/She/It) + **was not** + فعل + **ing**
 (We/You/They) + **were not** + فعل + **ing**
حالة الاستفهام Question
Was + (I/he/she/it) + فعل + **ing** + ?
Were + (we/you/they) + فعل + **ing** + ?

3. ملاحظات املانية حول اضافة (ing).

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

Ex: I **was cleaning** the room.

Ex: They **were playing** volleyball.

Ex: He **was not going** to the cinema.

Ex: We **were not walking** in the park.

Ex: When **was Ali painting** the house?

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



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

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

6. ملاحظات املانية حول اضافة (ed).

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

7. قاعدة الماضي البسيط هي:

حالة الاثبات Affirmative

تكملة + فعل ماضي بسيط + فاعل

حالة النفي Negative

تكملة + فعل مجرد + did not + فاعل

حالة الاستفهام Question

? + تكملة + فعل مجرد + فاعل + Did

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

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

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

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

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

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

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

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

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

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

13. ملخص الملاحظات السابقة في القاعدة التالية:

قاعدة when , and

ing + فعل + (was/were) + فاعل , تكملة + فعل ماضي بسيط + فاعل + When
تكملة + فعل ماضي بسيط + فاعل + (when/and) + ing + فعل + (was/were) + فاعل

قاعدة while , as

تكملة + فعل ماضي بسيط + فاعل , ing + فعل + (was/were) + فاعل + (While/As)
ing + فعل + (was/were) + فاعل + (while/as) + تكملة + فعل ماضي بسيط + فاعل

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

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

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

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



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

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

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

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

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

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

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

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

- **Yes, she was.**

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

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

- **Yes, he did.**

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

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

- **Yes, they were.**

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

Lesson 3 (AB) P. 70 - 71

تمرين (1 , 2) ص 70. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

4.p71/ Complete the text with the correct form of the verbs in brackets (past simple or past continuous).

اكمل النص التالي بأستخدام الافعال التي بين الاقواس ، حوّل الافعال الى (ماضي بسيط او ماضي مستمر)

The president of France (read) **was reading** his emails when he (get) **got** the invitation to visit Iraq. He (accept) **accepted** the invitation and (look forward) **was looking forward** to the visit. The president (come) **came** to Iraq on Tuesday. He (arrive) **arrived** early in the morning. He (go) **went** to the Al-Shaab Stadium.

The Prime Minister (give) **gave** the president lunch. After that, they (watch) **were watching** a football match when the President (get) **got** an important phone call. After the match, he (leave) **left** and (go) **went** to the airport.

5.p71/ Read the text on the Student's Book pages 52 and 53, and choose the correct form of the verbs.

اختر الصيغة الصحيحة للافعال التالية (تذكر أن الحدث القصير ماضي بسيط والحدث الطويل ماضي مستمر)

a. What was Salma **do** / **doing** before the dog ran at her?

b. She **played** / **was playing** in the park.

c. John **saw** / **was seeing** the dog and Salma.

d. John **acted** / **was acting** quickly and saved Salma.

e. Many people **were waiting** / **waited** when the Minister arrived at 10 a.m.

f. He **spoke** / **was speaking** to the public before leaving at 2 p.m.



U5: Lesson 4 (SB) P. 54 (Where can I find it?) أين يمكن ان اجدّه

Lesson 4 (AB) P. 72 - 73

1.p72/ Here are the sections from an English newspaper. Match each section with the contents.

فيما يلي اقسام معينة من جريدة انكليزية ، طابق هذه الاقسام مع محتوياتها

Sections	المحتويات	الاقسام
a. Home News	1. advertisements for jobs, things for sale, etc.	اخبار الوطن 10
b. International News	2. funny pictures	اخبار عالمية 9
c. Arts	3. information about furniture, flowers, etc.	الفن 7
d. Sport	4. articles sent to the paper from readers	الرياضة 8
e. Business	5. news about clothes	العمل التجاري 6
f. Fashion	6. news about companies, money, etc.	الازياء 5
g. Leisure	7. news about art, plays, paintings, etc.	هوايات 13
h. Home and Garden	8. news about football, tennis, etc.	الحديقة والمنزل 3
i. Advertisements	9. news from other countries	اعلانات 1
j. Television	10. news from your own country	التلفاز 11
k. Letters	11. programmes this evening	الرسائل 4
l. Opinions	12. the ideas of the editor about recent news items	الاراء 12
m. Cartoons	13. things to do in your spare time	الرسوم المتحركة 2

2.p72/ There are three spelling and punctuation errors in each sentence. Underline and correct them.

هنالك ثلاث اخطاء في كل جملة ، ضع تحتهم خط وصححهم

- | | |
|---|---------------------------|
| a. Oil <u>price's</u> have <u>bin</u> falling steadily for the six last <u>munths</u> . | prices / been / months |
| b. <u>Their</u> are many new and <u>exsiting</u> shops in Al Mansour mall? | There / exciting / . |
| c. How many <u>acre's</u> of <u>rainforrest</u> are destroyed every day. | acres / rainforest / ? |
| d. My <u>knew</u> <u>favrite</u> TV show is on today at six <u>oclock</u> . | new / favourite / o'clock |

4.p73/ The article below has punctuation errors. Rewrite the text correctly with 4 apostrophes, 2 full stops, 6 capital letters and 1 exclamation mark.

المقالة التالية تحتوي على اخطاء في التنقيط ، اعد كتابة النص بصورة صحيحة مستخدما اربعة فوارز ونقطتين و ستة حروف كبيرة وعلامة تعجب واحدة

Mona green thrilled tennis fans yesterday when she reached the semi-finals of the competition greens speed around the court was amazing and her shots were perfect after the match, she told us, 'Its wonderful Im really excited about playing in the semi-finals.' at just 16 years old, miss green is the future of this nations tennis.

Mona Green thrilled tennis fans yesterday when she reached the semi-finals of the competition. Green's speed around the court was amazing and her shots were perfect. After the match, she told us, 'It's wonderful! I'm really excited about playing in the semi-finals. At just 16 years old, Miss Green is the future of this nation's tennis.



U5: Lesson 5 (SB) P. 55 (Graduation party reviews) مراجعات حفلة التخرج

Lesson 5 (AB) P. 74 - 75

2.p75/ Rewrite the sentences to make them negative.

اجعل الجمل التالية منفية

- | | |
|---|---|
| <p>a. The hall was empty.
- The hall wasn't empty.</p> <p>b. The students were wearing school uniform.
- The students weren't wearing school uniform.</p> <p>c. The arts team were performing very well.
- The arts team weren't performing very well.</p> <p>d. Sara enjoyed standing at the back.
- Sara didn't enjoy standing at the back.</p> | <p>e. People were shouting at the arts team.
- People weren't shouting at the arts team.</p> <p>f. The audience stayed very quiet.
- The audience didn't stay very quiet.</p> <p>g. Sara was sure that the performance was good.
- Sara wasn't sure that the performance was good.</p> |
|---|---|

3.p75/ Complete the text with the past simple or past continuous form of the verbs in brackets.

اكمل النص التالي باستخدام الماضي البسيط او الماضي المستمر للأفعال التي بين الاقواس

Majid arrived home at 8 p.m. His wife (make) was making dinner, his older son (do) was doing his homework and his younger son (get ready) was getting ready for bed. First, he (help) helped one son with his mathematics. Then he (read) read a story to the other son, and finally, he and his wife (eat) ate dinner.

U5: Lesson 6 (SB) P. 56 (Would you take less?) هل تقبل بأقل

Lesson 6 (AB) P. 76 - 77 للاطلاع

U5: Lesson 7 (SB) P. 57 (When will the School activity week start?) متى سيبدأ اسبوع النشاط المدرسي

Future simple المستقبل البسيط

1. في اللغة الانكليزية ، هنالك عدة طرق للتحدث عن المستقبل منها طريقة (مصدر مجرد + will) التي نستخدمها للتحدث عن احداث في المستقبل لايمكننا التحكم بها ، فهي تعبر عن حقيقة مؤكدة او رأي حول المستقبل.
2. ظروف الزمان التي يمكن استخدامها مع زمن المستقبل هي (tomorrow/next/soon/later/in the future).
3. قاعدة المستقبل البسيط في حالة الاثبات هي:

تكملة + فعل مجرد + will + فاعل

Ex: The activites (start) at 8:00 tomorrow. (Future simple) حول الى المستقبل البسيط

- The activites **will start** at 8:00 tomorrow.

Ex: We (play) football next week. (Future simple)

- We **will play** football next week.

4. قاعدة المستقبل البسيط في حالة النفي هي:

تكملة + فعل مجرد + **will not/won't** + فاعل

Ex: We will play football next week. (Negative) حول الى نفي

- We **will not play** football next week.

Ex: John will finish the work by 5:00 p.m. (Negative) حول الى نفي

- John **won't** finish the work by 5:00 p.m.

5. قاعدة المستقبل البسيط في حالة الاستفهام هي:

? + تكملة + فعل مجرد + فاعل + **Will**

Ex: Ahmed will finish the work by 5:00 p.m. (Question) حول الى سؤال

- **Will** Ahmed finish the work by 5:00 p.m?

Ex: She will do her homework tomorrow. (Question) حول الى سؤال

- **Will** she do her homework tomorrow?

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

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

Ex: Will they go to school next week? (Yes/No)

- **Yes, they will.**
- **No, they won't.**

Ex: Will Nada wait for you? (Yes/No)

- **Yes, she will.**
- **No, she will not.**

7. أمثلة اضافية:

Ex: The train will soon. (leaves / leave / left) اختر الاجابة الصحيحة

Ex: She the Art College next year. (has joined / was joining / will join) اختر الاجابة الصحيحة

Ex: When will the school activity week? (start / starts / started)



Lesson 7 (AB) P. 78 - 79

4.p79/ Make questions and give answers, using the words below.

استخدم الكلمات التالية لتكوين اسئلة واجب عليها

a. When / English / start?

- **When will English start?** English will start at 9:30.

b. When / Art / finish?

- **When will art finish?** Art will finish at 12:00.

c. How long / Science / last?

- **How long will Science last?** Science will last for four hours.

d. When / Sport / finish?

- **When will Sport finish?** Sport will finish at 11:30.

e. When / charity activities / start?

- **When will the charity activities start?** The charity activities will start at 08:25.

U5: Lesson 8 (SB) P. 58 (A website for me) موقع الكتروني لي

Lesson 8 (AB) P. 80 - 81 للاطلاع

U5: Round up (SB) P. 59 للاطلاع

Round up (AB) P. 82

2.p82/ The words in the box are all types of television programmes. Match them to the definitions.

الكلمات التالية التي في الصندوق هي برامج تلفزيونية متنوعة . طابقهم مع التعاريف الخاصة بهم

comedy / كوميدي / documentary / وثائقي / quiz show / برنامج مسابقات / talk show / برنامج حوارى / weather / الطقس

a. it tells a funny story.

comedy

b. information about sun, rain and temperature.

weather

c. a question and answer programme.

quiz show

d. conversation between famous people.

talk show

e. it gives information about one subject.

documentary

3.p82/ These are all words connected with sport. Match the nouns in the box with the verbs.

الكلمات التالية كلها متعلقة بالرياضة ، طابق الاسماء التي في الصندوق مع الافعال

goal / gymnastics / medal / race / tennis

a. score goal يسجل هدف

b. win medal يفوز بميدالية

c. play tennis يلعب التنس

d. run race يتسابق

e. do gymnastics يؤدي الجمباز



U5: Story time (SB) P. 60 - 61 (A powerful lesson for everyone)

درس قوي للجميع

Story
time

A powerful lesson for everyone

A



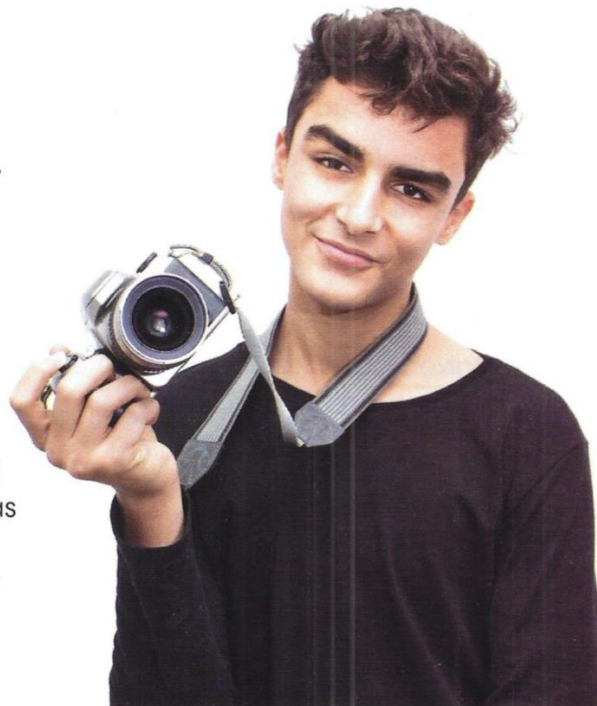
30 Listen, read and find out.

What was the 'powerful lesson'?



Every year, *Al Sabah* newspaper makes a special offer to two young students from local schools. In the summer holidays, these students can work as reporters on the paper. They can see what reporters really do in their jobs, and they can learn to write reports.

Last summer, Salam Ahmed was the lucky boy. He was 15 years old, and he wanted to be a reporter. On his first day at the paper, he took a new reporter's notebook and his camera. One of the reporters was showing Salam his desk when the editor came in and said, 'A big new restaurant is opening in Baghdad next Tuesday. I need someone to write a good report on the event.'



'I can do it,' Salam said.

On Tuesday, Salam took his notebook and camera and went into the new restaurant. Salam watched everything, but one special thing attracted his attention. A young boy was taking his old father, who was in a wheelchair, to the restaurant for a treat. The boy bought his father some food. The father was very old and weak and dropped food on his shirt and trousers while he ate. Many of the other customers watched the old man in disgust, but his son looked at him with love and respect.

After the old man had finished eating, his son, who was not at all embarrassed, quietly took him to the washroom and patiently wiped the food from his clothes, combed his hair and straightened his spectacles. When they came out, the entire restaurant was watching them in

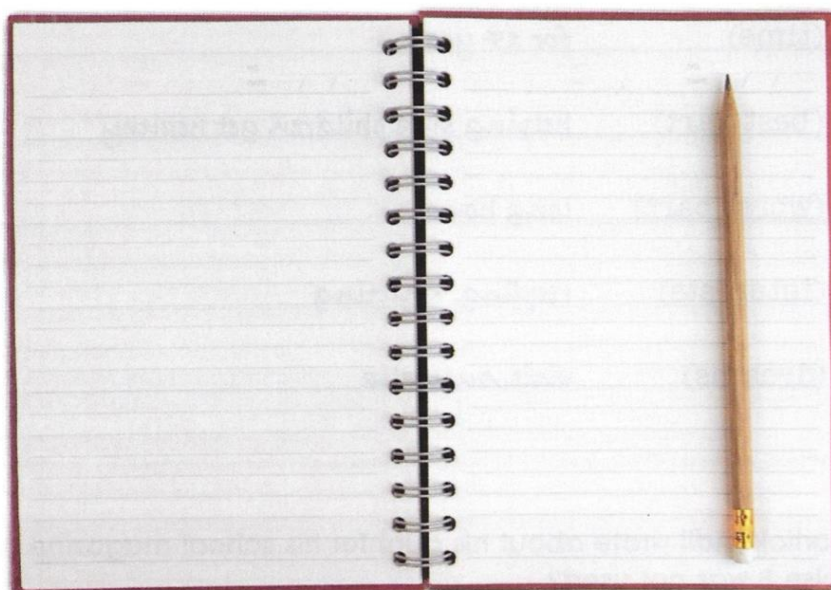
dead silence, not able to grasp how someone could embarrass themselves publicly like that.

The son, very proud and pleased, started walking out through the crowd with his father. As they left, a wise old man called out to the son and asked him, 'Don't you think you have left something behind?'

The son replied, 'No sir, I haven't.'

The old man said, 'Yes, you have! You left a lesson for every son and hope for every father.'

The restaurant went silent. Salam was watching everything and followed the boy and his father. After asking them questions and taking notes, he thanked the boy and kissed the old man on his head. Salam made his very first report about this touching story, and it was praised by everyone.



A powerful lesson for everyone درس قوي للجميع

قصة الوحدة الخامسة

1. Which newspaper ran the competition? ما اسم الجريدة التي نظمت المسابقة

- **Al Sabah newspaper.** جريدة الصباح

2. Where did Salam write his first report? اين كتب سلام اول تقرير له

- **In a big new restaurant in Baghdad.** في مطعم كبير وجديد في بغداد

3. What two things did Salam take with him? ما الشئين اللذين اخذهما سلام معه

- **His notebook and camera.** دفتر الملاحظات والكاميرا

4. Why were the customers disgusted with the old man? لماذا شعر الزبائن بالاشمئزاز من الرجل الكبير

- **Because he dropped food on his shirt and trousers while he ate.**

لأنه اسقط طعامه على قميصه وبنطلونه عندما كان يأكل

5. After the meal, what did the boy do? ماذا فعل الصبي بعد انتهاء الوجبة

- **He took him to the washroom and cleaned him.** اخذ الرجل الكبير الى الحمام وقام بتنظيفه

6. What did the boy leave behind in the restaurant? ماذا ترك الصبي خلفه في المطعم

- **A lesson for every son and hope for every father.** درس لكل ابن وامل لكل اب

Story time (AB) P. 83

تمرين (2) ص 83. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القصة

نهاية الوحدة الخامسة

قاوم ماتكره لتصل الى ماتحب



UNIT SIX / الوحدة السادسة

U6: Lesson 1 (SB) P. 64 (Jobs and workplaces) الوظائف واماكن العمل

Defining the jobs تعريف الوظائف

1. اذا اردنا ان نعرف مهنة معينة يجب ان نحفظ عمل كل موظف.

2. لتكوين التعريف نتبع القاعدة التالية:

A/An + الوظيفة + **is someone who** + فعل (s/es) + مكان العمل

Ex: A firefighter is (Define) عرف رجل الاطفاء

- A firefighter is **someone who puts out fires and saves people's lives.**

Ex: Define a mechanic. عرف الميكانيكي

- A mechanic is **someone who works in a garage and repairs cars.**

3. العبارة (**is someone who**) مشتركة بكل التعاريف ، اما باقي المعلومات في الجدول التالي هي التي تتغير حسب الوظيفة.

4. الوظائف التالية مأخوذة من كتاب الطالب.

architect → plans buildings مهندس معماري	pilot → flies a plane طيار
footballer → plays football لاعب كرة القدم	author/writer → writes books كاتب
web designer → designs websites مصمم مواقع	vet → takes care of sick animals طبيب بيطري
astronaut → flies in a rocket رائد فضاء	photographer → takes photographs مصور
dentist → looks after people's teeth طبيب اسنان	painter → paints rooms صباغ

Ex: Define an astronaut. عرف رائد الفضاء

- An astronaut is **someone who flies in a rocket.**

Ex: Define an architect. عرف المهندس المعماري

- An architect is **someone who plans buildings.**

Lesson 1 (AB) P. 84 - 85

1.p84/ Use words from both boxes to make phrases.

استخدم الكلمات من الصندوقين لتكوين عبارات

verbs: cut يقص / design يصمم / give يعطي / help يساعد / make يصنع / put out يطفى / repair يصلح / send يرسل

nouns: cars سيارات / clothes ملابس / fires نار / hair شعر / post بريد / sick people المرضى / software برنامج / tours جولات سياحية

- | | |
|---------------------|------------------|
| a. cut hair | e. make software |
| b. design clothes | f. put out fires |
| c. give tours | g. repair cars |
| d. help sick people | h. send post |



2.p85/ Write a description of the jobs in the box.

اكتب وصف للوظائف الموجودة في الصندوق (تعريف مهمة تُحفظ نصاً)

**fashion designer / barber / computer programmer / firefighter / mechanic
pharmacist / postal worker / tour guide**

a. A **fashion designer** is someone who designs and makes clothes and usually works in a design studio.

مصمم الأزياء هو الشخص الذي يصمم ويصنع الملابس وعادة ما يعمل في استوديو التصميم

b. A **barber** is someone who cuts other people's hair and works in a barber shop.

الحلاق هو الشخص الذي يقوم بقص شعر الآخرين ويعمل في محل الحلاقة

c. A **computer programmer** is someone who designs computer programs. He or she usually works in an office.

مبرمج الكمبيوتر هو الشخص الذي يصمم برامج الكمبيوتر. هو أو هي عادة ما يعملون في المكتب

d. A **firefighter** is someone who puts out fires and saves people's lives.

رجل الإطفاء هو الشخص الذي يطفى الحرائق وينقذ حياة الناس

e. A **mechanic** is someone who works in a garage and repairs cars.

الميكانيكي هو الشخص الذي يعمل في المرآب ويصلح السيارات

f. A **pharmacist** is someone who works in a pharmacy and gives people medicine they need.

الصيدلي هو الشخص الذي يعمل في الصيدلية ويعطي الناس الدواء الذي يحتاجونه

g. A **postal worker** is someone who works in the post office. He or she sends or delivers post for people.

عامل البريد هو الشخص الذي يعمل في مكتب البريد. هو أو هي يرسلون أو يسلمون البريد للناس

h. A **tour guide** is someone who shows people around a new place. He or she works in a museum.

المرشد السياحي هو الشخص الذي يرشد الأشخاص إلى الأماكن الجديدة ويأخذهم في جولة. هو أو هي يعملون في المتحف

U6: Lesson 2 (SB) P. 66 (Careers advice) نصيحة مهنية

التحدث عن المستقبل Talking about the future

• هنالك عدة طرق للتحدث عن المستقبل منها:

أولاً: التحدث عن المستقبل باستخدام (سوف going to)، حيث نستخدمها للتحدث عن خطة أو نية في المستقبل وحسب القاعدة التالية:

حالة الاثبات Affirmative

تكملة + فعل مجرد + **is** + going to + (He/She/It)

تكملة + فعل مجرد + **am** + going to + I

تكملة + فعل مجرد + **are** + going to + (You/We/They)

حالة النفي Negative

تكملة + فعل مجرد + **is not** + going to + (He/She/It)

تكملة + فعل مجرد + **am not** + going to + I

تكملة + فعل مجرد + **are not** + going to + (You/We/They)

حالة الاستفهام Question

? + تكملة + فعل مجرد + going to + (he/she/it) + **Is**

? + تكملة + فعل مجرد + going to + I + **Am**

? + تكملة + فعل مجرد + going to + (you/we/they) + **Are**

1. مختصر (**is**) هو (**'s**) ومختصر (**am**) هو (**'m**) ومختصر (**are**) هو (**'re**).

2. مختصر (**is not**) هو (**isn't**) ومختصر (**are not**) هو (**aren't**).



Ex: Salma (go) at 7:00 am. (Use: going to) استخدم التحدث عن المستقبل

- Salma **is going to go** at 7:00 am.

Ex: (I / leave) school as soon as I'm 16. (going to)

- I **am going to leave** school as soon as I'm 16.

Ex: They (is / am / are) going to do their homework at 6 p.m.

Ex: They are going to go to the cinema tomorrow. (Question) حول الى استفهام

- **Are** they going to go to the cinema tomorrow?

Ex: We are going to go to the museum this evening. (Negative) حول الى نفي

- We are **not** going to go to the museum this evening.

Ex: I **am going to make** a cake. / I'm **not** going to **make** a cake. / **Am I** going to **make** a cake?

Ex: She **is going to help** us. / She **isn't** going to **help** us. / **Is she** going to **help** us?

Ex: They **are going to get** married. / They **aren't** going to **get** married. / **Are they** going to **get** married?

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

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

Ex: Is he going to go to the museum? (Yes/No)

- **Yes, he is.**

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

Ex: Are you going to make the dinner? (Yes/No)

- **Yes, I am.**

- **No, I'm not.**

Ex: Are they going to play tennis? (Yes/No)

- **Yes, they are.**

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

ثانياً: التحدث عن المستقبل باستخدام (سوف will) ، حيث نستخدم (will) عندما نعلم ان حصول الشيء في المستقبل **اكيد** او **حتمي**.
وحسب القاعدة التالية:

حالة الاثبات Affirmative
تكملة + فعل مجرد + **will** + فاعل
حالة النفي Negative
تكملة + فعل مجرد + (**will not / won't**) + فاعل
حالة الاستفهام Question
? + تكملة + فعل مجرد + فاعل + **will**

1. مختصر (will) هو (ll) ومختصر (will not) هو (won't).

Ex: Salma (pass) the exam if she studies hard. (Use: will) استخدم التحدث عن المستقبل

- Salma **will pass** the exam if she studies hard.

Ex: You will your pocket money on Friday. (get / got)



Ex: They **will** call. **الاثبات**

Ex: They **won't** call. **النفي**

Ex: **Will** they call? **الاستفهام**

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

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

Ex: Will she come? (Yes/No)

- **Yes, she will.**

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

Ex: Will you play football? (Yes/No)

- **Yes, I will.**

- **No, I won't.**

Lesson 2 (AB) P. 86 - 87

4.p87/ Read Dania's career plan. Complete sentences a-e with *will* or *is going to*.

اكمل الجمل التالية بـ *will , is going to*

a. Diana take her exam when she is 16. **will**

b. When she is 18, she apply to university. **is going to**

c. Diana get a holiday job in a vet clinic. **is going to**

d. She work with animals in her job. **will**

e. She go to university. **is going to**

U6: Lesson 3 (SB) P. 67 (What should I do?) ماذا يجب ان افعل

Lesson 3 (AB) P. 88 - 89 للاطلاع



U6: Lesson 4 (SB) P. 68 (The school of the future) مدرسة المستقبل

AB 90-91

Unit

6

Lesson 4: The school of the future

A

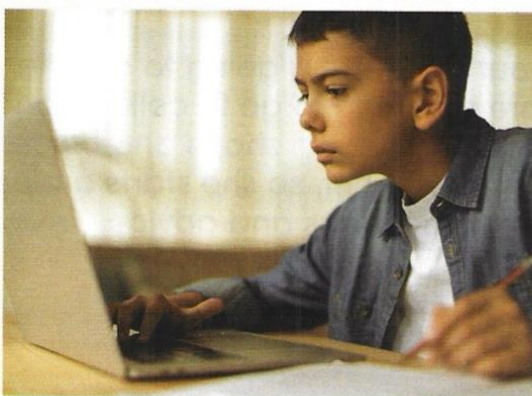


Hassan has entered a competition to design a school of the future. Read his entry and match the headings with the paragraphs.

a A 'super school'

b Global education

c Virtual learning



1

Schools in the future will be very different to schools now. There will be much more technology and students will only need to come in to the actual school buildings once or twice a week. Most of the teaching and learning will take place over computers which are connected to the internet in students' own homes. Teachers will deliver lessons using the internet at times to suit each student. Students will also be able to use the internet to communicate and discuss work with other students.

2

I think there will be fewer small schools in the future because students will learn mostly at home. There will be one 'super school' in each town or city that students of all ages come to and use the fantastic facilities. There will be sports facilities, a science park, a museum and a mosque. Young people who are interested in Science or Music will be able to study at the special buildings designed for those subjects.

3

This new way of learning will make it possible for students to connect with other students and teachers all over the world. If someone has a special interest in something, they can search a global database to find a teacher who can teach that student all about their chosen specialism. The schools of the future will teach many subjects that are important for Iraq's future because students will be able to learn from experts all around the world.



The school of the future مدرسة المستقبل

قطعة الوحدة السادسة 1

1. Schools in the future will have more technology. (True / False)

المدارس في المستقبل ستحتوي على تكنولوجيا أكثر

2. There won't be any school buildings. (True / False)

لن يكون هناك أي مباني مدرسية

3. Students will need access to the internet. (True / False)

سيحتاج الطلاب إلى الوصول إلى الإنترنت

4. Lesson times will be arranged to suit different students. (True / False)

سيتم ترتيب أوقات الدرس لتناسب مختلف الطلاب

5. Schools in the future will be smaller. (True / False)

المدارس في المستقبل ستكون أصغر

6. All students will study Sport, Music and Science. (True / False)

سيدرس جميع الطلاب الرياضة والموسيقى والعلوم

7. Students will learn with other students all around the world. (True / False)

سوف يتعلم الطلاب مع طلاب آخرين في جميع أنحاء العالم.

Relative pronouns ضمائر الوصل

1. نستخدم ضمائر الوصل لإعطاء معلومات إضافية عن شخص أو شيء معين.

2. ضمير الوصل للعاقل (who) ولا غير العاقل (which/that).

3. تأتي ضمائر الوصل في الامتحان بصيغة (اختيارات) أو (ربط جملتين).

4. إذا كان السؤال على شكل اختيار ، فإن الاختيار يعتمد على الاسم الموجود قبل الفراغ.

5. إذا كان الاسم قبل الفراغ (عاقل) نختار (who).

6. إذا كان الاسم قبل الفراغ (غير عاقل) نختار (which/that).

Ex: The old woman is sitting there is my grandma. (who / which) اختر الجواب الصحيح

Ex: A vet is someone (who / that) takes care of sick animals.

Ex: That is the dog frightened my little sister. (who / that)

Ex: I saw the car (who / which) hit the child.

7. أما إذا كان السؤال على شكل (ربط جملتين) بضمير وصل فإن طريقة الربط تعتمد على موقع الاسم الموصول.

8. إذا كان الاسم الموصول يقع في بداية الجملة الأولى تتبع القاعدة التالية:

تكملة الجملة 1 + الجملة 2 بعد حذف الضمير + (who/which/that) + الاسم

9. عند استخدام (who) نحذف من الجملة الثانية ضمير العاقل (he/she/they).

10. عند استخدام (which/that) نحذف من الجملة الثانية ضمير الغير العاقل (it/they/them) أو الاسم الغير عاقل.

Ex: The girl was ill. She came last in the race. (Join. Use: who) اربط الجملتين

- The girl who came last in the race was ill.



Ex: Students have to work hard in school. They want to go to university. (Combine. Use: who)

- Students **who** want to go to university have to work hard in school.

Ex: My car has broken down. I bought it last month. (Connect. Use: which)

- My car **which** I bought last month has broken down.

Ex: The person must be punished. He stole the money. (Join. Use: who)

- The person **who** stole the money must be punished.

11. اذا كان الاسم الموصول يقع في نهاية الجملة الاولى تتبع القاعدة التالية:

الجملة 2 بعد حذف الضمير + (who/which/that) + الجملة 1 كاملة

Ex: That's the man. He was stopped by the police officer. (Join. Use: who)

- That's the man **who** was stopped by the police officer.

Ex: I've bought some cakes. My sister made them yesterday. (Join. Use: that)

- I've bought some cakes **that** my sister made yesterday.

Ex: Where are the books? I left them here. (Join. Use: that)

- Where are the books **that** I left here?

12. اذا جاء في الامتحان جملة وطلب منك الاختيار بين (which) و (that) ، يجب الانتباه الى الجملة.
جملة (which) تعطي معلومات اضافية يمكن حذفها بدون التأثير على المعنى. (جمل غير معرفة (non-defining clauses)
جملة (that) تعطي معلومات ضرورية لا يمكن حذفها. (جمل معرفة (defining clauses)
اذا كانت الجملة تحتوي على فوارز نختار (which)
اما اذا كانت الجملة لا تحتوي على فوارز نختار (that)

Ex: My bike, (which / that) has a broken seat, is in the garage.

Ex: My bike (which / that) has a broken seat is in the garage.

Lesson 4 (AB) P. 90 - 91

1.p90/ Add the clauses in the box to the sentences below to make new sentences.

اضف العبارات الموجودة في الصندوق الى الجمل في الاسفل لتكوين جمل جديدة

who came last in the race / who want to go to university / who was stopped by the police officer
that my sister made / that I left here

a. That's the man.

- That's the man **who was stopped by the police officer.**

b. Where are the books?

- Where are the books **that I left here?**

c. The girl was ill.

- The girl **who came last in the race** was ill.

d. I've bought some cakes.

- I've bought some cakes **that my sister made.**

e. Students have to work hard in school.

- Students **who want to go to university** have to work hard in school.

تمرين (2) ص 90-91. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة



3.p91/ Choose the correct pronouns to complete the sentences.

اختر الضمانر الصحيحة لتكمل الجمل التالية

- a. Students *which* / *who* want to study History can visit the museum.
- b. Everyone *who* / *which* has a computer will be able to learn at home.
- c. School buildings, *which* / *that* will be bigger, will have lots of new facilities.
- d. Every family will have access to the internet, *who* / *which* will be fast and cheap.
- e. Lessons, *that* / *which* can be arranged at any time, will be designed for individual learners.
- f. The teachers, *which* / *who* could be anywhere in the world, will be experts.
- g. Students can access learning on any device *that* / *who* can connect to the internet.
- h. When students are studying, anyone *who* / *which* is in the house can watch the lessons.

4.p91/ Put the words and phrases in the correct order to make sentences.

ضع الكلمات والعبارات التالية بالترتيب الصحيح لتكوين جمل

- a. can learn from home / who / students / have the internet
- **Students who have the internet can learn from home.**
- b. will be bigger / school buildings / which / will have more facilities
- **School buildings, which will be bigger, will have more facilities.**
- c. the facilities / will be used for sports / will include a football pitch and a gym / that
- **The facilities that will be used for sports will include a football pitch and a gym.**
- d. some people / don't have the internet / who / will not be able to access the lessons
- **Some people who don't have the internet will not be able to access the lessons.**
- e. who / want to play sport / can go to the 'super school' / students
- **Students who want to play sport can go to the 'super school'.**
- f. can cause health problems / which / will be looking at screens all day, / students
- **Students will be looking at screens all day, which can cause health problems.**



U6: Lesson 5 (SB) P. 69 (A, an or the?) ادوات التعريف والتكثير

ادوات التعريف والتكثير a , an , the

1. نستخدم أداة التكثير (a) امام الكلمات التي تبدأ بصوت صحيح ونستخدم أداة التكثير (an) امام الكلمات التي تبدأ بصوت علة.
2. نستخدم ادوات التكثير (a/an) عندما نتحدث عن اسم (مفرد/معدود/غير محدد) ويقصد بغير محدد انه غير محدد بلون او موقع او ملكية او سبق وصفه في الجملة مثل:
Ex: Can I have a pen, please? (هل لي ان احصل على قلم (ليس قلم محدد وانما اي قلم)
Ex: I need an umbrella. (انا احتاج مظلة (ليست مظلة معينة وانما اي مظلة تفى بالغرض)
3. نستخدم ادوات التكثير (a , an) امام اسماء المهن (الوظائف) اذا كانت بصيغة المفرد مثل:
Ex: She is a doctor.
Ex: He is an engineer.
4. نستخدم أداة التعريف (the) عندما نتحدث عن (شيء محدد) او شيء (نذكره للمرة الثانية) مثل:
Ex: The pen on the desk is mine. (القلم الذي على الطاولة هو لي (القلم محدد الذي على الرحلة وليس قلم آخر)
Ex: I saw a boy trying to climb a tree. The boy couldn't climb because the tree was high.
رأيت فتى يحاول ان يتسلق شجرة. الفتى لم يستطع التسلق لان الشجرة كانت عالية
عندما ذكرنا كلمة (boy) في المرة الاولى استخدمنا أداة تكثير (a) لانه غير معروف لدينا سابقا وكذلك عندما ذكرنا كلمة (tree) في المرة الاولى استخدمنا أداة تكثير (a) لانها غير معروفة لدينا ولكن في المرة الثانية استخدمنا أداة التعريف (the) امام الاسمين.
5. نستخدم (the) أمام الاسم الذي يوجد منه نوع واحد في ذلك المكان مثل:
Ex: Please, open the door. (من فضلك افتح الباب (يوجد باب واحد فقط لذلك فهو معروف)
Ex: The ceiling is high. (السقف عالي (يوجد سقف واحد لذلك فهو معروف)
6. نستخدم (the) مع الاسم الذي يوجد منه نوع واحد في الكون مثل:
the sun الشمس / the Pyramids الاهرامات / the moon القمر / the earth الارض / the sky السماء / the world العالم
the wind الرياح / the north الشمال / the east الشرق / the south الجنوب / the west الغرب
- Ex: The earth goes round the sun.
Ex: The wind was very strong.
Ex: Have you seen the Pyramids?
7. نستخدم (the) أمام بعض المصطلحات والعبارات مثل:
at the moment / at the weekend / at the end of the / the same
8. نستخدم (the) أمام صفات التفضيل مثل:
the biggest / the best / the most beautiful
9. نستخدم (the) اذا كان اسماء الدول مختصرة بحروف أو كان اسم الدولة يتكون من كلمتين أو أكثر مثل:
the UK / the USA / the United Kingdom / the United States of America / the Republic of Iraq



10. لا نستخدم أداة التعريف (the) ولا أدوات التنكير (a , an) في الحالات التالية:

- كلمة (school) إذا كنا ذاهبين للدراسة أو التدريس فيها.
- أسماء الدروس (English / Arabic / Math / Geography / History ...).
- مع الأيام والأشهر (Sunday / Monday / April / July ...).
- مع الأشياء التي لا يمكن جمعها (money / milk ...).
- أسماء المدن والدول والقارات (London / Baghdad / Asia ...).
- بعد كلمة (like/hate) إذا كنا نتحدث عن أشياء عامة.

Ex: I'm good at Maths, but I'm not good at History.

Ex: We went to Abu Dhabi in the holidays.

Ex: I like potatoes, but I don't like carrots. I also like ice cream.

Ex: I like chocolate. (a / an / X)

Ex: I don't like lemon. (a / an / X)

Ex: I hate coffee. (a / an / X)

11. امثلة وزارية مهمة:

Ex: Sorry. ruler I used in math is in library.

(Use: a, an or the .leave a space if no article is needed) استخدم أدوات تنكير أو تعريف أو اترك الفراغ كما هو

- Sorry. The ruler I used in math is in the library.

Ex: I went to London on holidays. (Use: a , an , X or the to complete the sentence)

- I went to X London on the holidays.

Ex: I do like (a / an / the / X) sightseeing, and (a / an / the / X) shopping was amazing.

Ex: There were no chairs, so we have to sit on floor. (a / an / the)

Ex: We live in (a / an / the) flat in (a / an / the) city centre.

Lesson 5 (AB) P. 92 - 93

1&2.p92/ Read the sentences. Tick (✓) the sentences that are correct and cross (X) the sentences that are incorrect. Rewrite the wrong sentences correctly.

اقرأ الجمل التالية وضع علامة (صح) امام الجمل الصحيحة وعلامة (خطأ) امام الجمل الخاطئة ، بعدها صحح الجمل الخاطئة ملاحظة: تم دمج التمرين 1 و 2 مع بعض في هذا التمرين

a. There is a book on the table. ✓

b. I really enjoy a Maths at school. X

- I really enjoy Maths at school.

c. In the holidays, I really miss my friends. ✓

d. I have a aunt, a uncle, a grandfather and three cousins. X

- I have an aunt, an uncle, a grandfather and three cousins.

e. Have you ever visited Erbil? ✓

f. We bought some eggs, the bag of flour and the cake. X

- We bought some eggs, a bag of flour and a cake.



3.p93/ Complete the paragraphs with *a, an* or *the* before the nouns where they are needed. Leave a space if no article is needed.

اكمل الفقرات التالية واكتب (a , an , the) قبل الاسماء فقط عند الحاجة ، اترك الفراغ كما هو اذا لم تحتاج ادوات التعريف والتنكير

a. I'm at school in Tikrit. It is a city in Iraq. I really enjoy my school, so I'm going to join a language summer course at the end of the year. It takes place in the University of Cambridge, which is in the UK. I'd like to be an interpreter because I like learning languages. So, I hope to get a place in the Arts College.

b. I came to Mosul a few weeks ago. Before we came here, we lived in Erbil. I miss my friends. I had a special friend called Faizah. We went to the same school, and we always spend Saturdays together. We both love music, and we used to listen to songs for an hour a day. I don't know anyone here, but I hope I will soon have a friend.

U6: Lesson 6 (SB) P. 70 (How do you get to ...?) كيف تصل الى

طلب واعطاء الاتجاهات Asking for & Giving directions

اولا: السؤال عن الاتجاهات (Asking for directions)

1. اذا وجدنا في السؤال كلمة (Ask) وكلمة (way / direction) نستخدم القاعدة التالية:

Can you tell me how to get to + اسم المكان ?

2. نجد اسم المكان بعد (to).

Ex: Ask someone the way to the café. اسأل شخص ما عن الطريق الى الكافيه

- Can you tell me how to get to the café?

Ex: Ask for the direction to the public library. اسأل عن الاتجاه الى المكتبة العامة

- Can you tell me how to get to the public library?

3. اذا وجدنا في السؤال كلمة (distance) نستخدم القاعدة التالية:

How far is the + اسم المكان ?

Ex: Ask someone about the distance to the mall. اسأل شخص عن المسافة الى مركز التسوق

- How far is the mall?

4. اذا وجدنا في السؤال كلمة (time) نستخدم القاعدة التالية:

How long will it take to get to + اسم المكان ?

Ex: Ask someone about the time to get to the hospital. اسأل شخص ما عن الوقت للوصول للمستشفى

- How long will it take to get to the hospital?



ثانياً: إعطاء الاتجاهات (Giving directions)

1. ويمكن ان نستدل عن هذه الصيغة من خلال كلمة (Show the way / Show the direction / Tell someone the way).
2. إن اسلوب وصف الطريق يعتمد على المعلومات الموجودة بين الاقواس.
3. اذا كانت (traffic lights) اول معلومة معطاة في الوصف (بين القوسين) نستخدم التركيب التالي:

Go to the traffic lights

4. اذا كانت المعلومات مرتبة بهذا الشكل (straight / traffic lights) نستخدم التركيب التالي:

Go straight on until you get to the traffic lights

5. اذا كانت المعلومات مرتبة بهذا الشكل (straight / street) او (straight / road) نستخدم التركيب التالي:

Go straight along the (street/road)

6. اذا وجدنا كلمة (right / left) في بداية او وسط المعلومات نضع قبلها كلمة (turn) واذا كانت في نهاية المعلومات نضع قبلها (It's on the).
7. اذا وجدنا كلمة (past) نضع قبلها كلمة (Go).
8. اذا وجدنا كلمة (house / building) ضمن المعلومات نستخدم التركيب التالي:

When you get to the (house/building) turn (left/right)

9. أمثلة وزارية مهمة.
- Ex:** Show the way to the café. (Use: traffic lights / left / straight / street / right) اظهر الطريق الى الكافيه
- Go to the traffic light. Turn left. Go straight along the street. It's on the right.
- Ex:** Tell someone the way to the bookshop. Use the following prompts:
(straight / traffic lights / right / left)
- Go straight until you get to the traffic lights. Turn right. It's on the left.
- Ex:** Show the direction to the pharmacy. (Use: straight / traffic lights) اظهر الطريق الى الصيدلية
- Go straight on until you get to the traffic lights.
- Ex:** Show the way to the gallery. (Use: blue house / left) اظهر الطريق الى الاستوديو
- When you get to the blue house. It's on the left.
- Ex:** Tell someone the way to the school. (Use: past the bookshop / right) اظهر الطريق الى المدرسة
- Go past the bookshop. It's on the right.



Lesson 6 (AB) P. 94 - 95

1.p94/ Complete the sentences with the words and phrases in the box.

اكمل الجمل التالية من الكلمات والعبارات التي في الصندوق

how to get to / كيف اصل الى / long / طول المدة / next to / بجانب / past / يجتاز / straight on / بخط مستقيم / turn / يلتف

a. Go until you get to the traffic lights. **straight on**b. When you get to the blue house left. **turn**c. Can you tell me the library? **how to get to**d. Go the bookshop and it's on the right. **past**e. My house is the park. **next to**f. How will it take? **long**

4.p95/ Read the answers and write the questions.

اقرأ الاجوبة التالية واكتب اسئلة لها

a. **Is it far?**

- It isn't far. I think it is about half a kilometre away.

b. **How long will it take?**

- It will take you about five minutes.

c. **Can you tell me how to get to the post office, please?**

- Yes, I can. After the traffic lights, turn right. the post office is on your right.



U6: Lesson 7 (SB) P. 71 (A famous career) مهنة مشهورة

AB 96-97

Unit

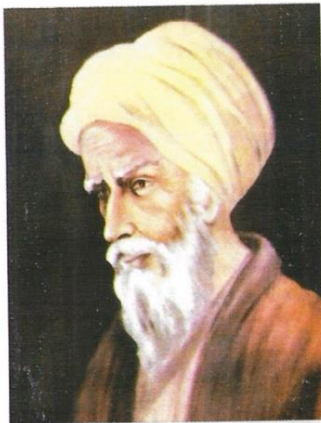
6

Lesson 7: A famous career

A



Read the text quickly. Match the underlined words from the text with their meaning.



Ibn al-Haitham

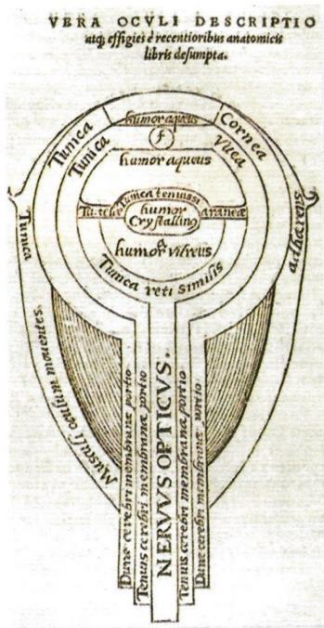


Diagram of the human eye

A famous career

Abu Ali al-Hasan Ibn al-Haitham was born in 965 in Basra, Iraq. He went to school in Basra and Baghdad, and later he travelled to Egypt and Spain. In Europe, he was called 'The Physicist'. He is also sometimes called 'al-Basri' after his birthplace, Basra in Iraq.

We don't know much about Ibn al-Haitham's early career. We do know that when he was in Egypt, the Caliph needed him to regulate the flooding of the River Nile. He proposed a hydraulic system, but the task was impractical at the time.

People called Ibn al-Haitham the 'Father of optics'. His most famous work is *Kitaab al Manazir* (*Book of Optics*), which is in seven volumes. This great work was translated into Latin and many other languages. He did many experiments on the movement of light, colours and reflections. He also gave a scientific explanation of the parts of the eye and the process of vision. In 2015, the UNESCO celebrated Ibn al-Haitham's achievements in Optics, Mathematics and Astronomy.

He was one of the most eminent physicists who ever lived. All the Medieval and Western scientists of optics based their work on Ibn al-Haitham's theories on light and optics. He wrote more than 200 works and also contributed to the fields of Mathematics, Medicine and Physics. Most of his works are now lost, but more than 50 of them have survived.

This successful and famous mathematician died in 1040, possibly in Cairo.



مهنة مشهورة A famous career

قطعة الوحدة السادسة 2

1. When was Ibn al-Haitham born? متى ولد ابن الهيثم
- في عام 965.
2. Where was he born? أين ولد ابن الهيثم
- Basra. في البصرة
3. Who asked him to regulate the River Nile? من الذي طلب من ابن الهيثم تنظيم نهر النيل
- The Caliph in Egypt. الخليفة في مصر
4. Which scientific explanation did he give? ما هو التفسير العلمي الذي قدمه ابن الهيثم
- The parts of the eye and the process of vision. أجزاء العين وعملية الرؤية
5. How many of his works have survived? كم عدد أعماله التي بقيت
- More than 50. أكثر من خمسين عمل

Lesson 7 (AB) P. 96 - 97

A.p96/ Read the text quickly. Match the underlined words from the text with their meaning.

اقرأ النص بسرعة وطابق الكلمات التي تحتها خط مع المعنى المرادف لهم

- | | | | |
|----------------|--------------|---|---|
| 1. regulate | ينظم | c | a. the science of light and how it moves |
| 2. propose | يقترح | e | b. a statement that makes something easy to understand |
| 3. impractical | غير عملي | f | c. to control or keep something working in the best way |
| 4. optics | علم البصريات | a | d. to add or give something extra |
| 5. explanation | توضيح/تفسير | b | e. to suggest something for people to decide on |
| 6. contribute | يساهم | d | f. not easy or sensible to do |

4.p97/ Find the linking words and phrases in the text. What do they refer to?

اقرأ النص الموجود في كتاب الطالب ص 71. جد كلمات وعبارات الربط التالية وإلى ماذا يشيرون

- a. The task was impractical. a hydraulic system.
- b. This great work. Kitaab al Manazir (Book of Optics).
- c. This successful and famous mathematician. Abu Ali al-Hasan Ibn Al-haitham.

5.p97/ Complete these sentences from the text with the linking words in the box. Don't look at your Student's Book until you have finished.

أكمل الجمل التالية من الكلمات في الصندوق

also / and / but / which / who

- a. He is sometimes called 'al-Basri' after his birthplace, Basra in Iraq. **also**
- b. Most of his works are now lost, more than 50 of them have survived. **but**
- c. His most famous work is Kitaab al (Book of Optics), is in seven volumes. **which**
- d. This great work was translated into Latin many other languages. **and**
- e. He was one of the most eminent physicists ever lived. **who**

تمرين (6) ص 97. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة



U6: Lesson 8 (SB) P. 72 (A school project) للاطلاع

Lesson 8 (AB) P. 98 - 99

A.p98/ Read Faisal's notes. Write the questions Faisal asked and read what Bob's answers were.

اكتب اسئلة للاجابة التالية

1. What is your name?

- My name's Bob Pearson.

2. What is your current job?

- I'm an English teacher for Iraq Petroleum.

3. What are your duties?

- I teach English to students training to be technicians or fire officers.

4. Can you tell me about your career history?

- After university, I did a teacher-training course for one year.

5. What are the advantages of the job?

- I enjoy working with young people and visiting historical sites.

6. And are there any disadvantages?

- None, except sometimes it's too hot!

7. What are your plans for the future?

- In the future, I hope to go back to university and study for a higher degree.

2.p99/ Write a paragraph about the career of a real person.

اكتب انشاء عن مهنة شخص حقيقي

(انشاء الوحدة السادسة)

A career of a real person مهنة شخص حقيقي

Ali Yahya is an English teacher. He teaches English to students and develops their abilities to speak and write English well. His career history is that after he had finished his secondary school, he studied at the University of Mosul, College of Education.

Then he was appointed as a teacher. He enjoys teaching English and working with young people. Some disadvantages of his job are some students are too weak at English.

His plan for the future is to go back to the university and study for a higher degree.

علي يحيى هو مدرس لغة إنكليزية. يقوم بتدريس اللغة الإنكليزية للطلاب ويطور قدراتهم على التحدث والكتابة باللغة الإنكليزية بشكل جيد. تاريخه المهني هو أنه بعد أن أنهى مدرسته الثانوية ، درس في جامعة الموصل ، كلية التربية.

ثم تم تعيينه مدرساً. إنه يستمتع بتدريس اللغة الإنكليزية والعمل مع الشباب. بعض السلبيات في وظيفته هي أن بعض الطلاب ضعفاء جداً في اللغة الإنكليزية.

خطته للمستقبل هي العودة إلى الجامعة والدراسة للحصول على درجة اعلى.

U6: Round up (SB) P. 73 للاطلاع



Telegram : alieng93



علي يحيى مدرس انكليزي



Round up (AB) P. 100

1.p100/ Complete the paragraphs with *a, an* or *the* before the nouns where they are needed. Leave a space if no article is needed.

اكمل الفقرات التالية باستخدام ادوات التعريف والتكثير (a , an , the) واكتبهم بالفراغات امام الاسماء حسب الحاجة. اترك الفراغ كما هو عند عدم الحاجة لاستخدامهم

Hayder is a teacher in a school in Najaf. The school is near the local stadium. Hayder teaches Maths and likes the job very much. He likes young people and he is very happy with the students in the classes.

Hayder would not like to have a job in an office. He has a friend who works in an office. Hayder's wife works in the same office. She says the work is very boring.

2.p100/ Complete the sentences with *will* or *going to*.

اكمل الجمل التالية باستخدام (will) او (be going to)

- a. I see a football match tomorrow with my friends. **am going to**
- b. It is an important match and lots of people be there. **will**
- c. I wear a coat because it be cold in the evening. **am going to / will**
- d. After the match, we eat in a restaurant because we be very hungry. **are going to / will**
- e. I have to be home at 10 o'clock or my father be angry. **will**

3.p100/ Complete the questions and directions. Tick (✓) the correct options.

اكمل الاسئلة والاتجاهات التالية باختيار الاجابة الصحيحة

- a. Can you tell me how to
 1. get to the bank?
 2. take the first turning?
 3. far it is?
- b. Go along Al-Rasheed Street and
 1. take the traffic lights.
 2. turn left.
 3. opposite the bank.
- c. How far
 1. go to the bank?
 2. is it?
 3. will it take?
- d. How long
 1. is it straight on?
 2. is it?
 3. will it take?



U6: Story time (SB) P. 74 - 75 (Hard work pays) العمل الجاد يجني الثمار

Story
time

Hard work pays

A



35 Listen, read and find out.

1 How is Dalia different from her classmates?

2 What job did Dalia get after school?

Once, there was a girl called Dalia, who came from a simple family. Her parents had died, so she lived with her old grandparents. Dalia was an only child, and she knew that when she finished school, she would have to get a good job so she could help her family.



Dalia enjoyed school and she worked hard in her classes. In particular, she liked studying Maths. Dalia had two classmates, who were called Huda and Mariam. They both came from rich families, and they did not enjoy going to school. In fact, they were never happy about anything. They complained about getting up early in the morning, they hated wearing a school uniform and they moaned about going to school. All they wanted to do was to play games and chat on their phones.



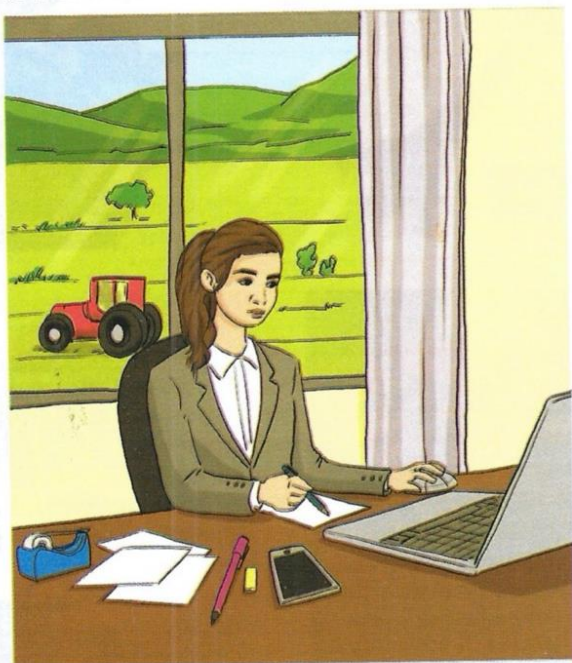
One day, Huda asked Dalia, 'Why do you study so hard? You are not enjoying life!' Dalia replied, 'I enjoy learning new things. Many children in the world can't go to school. We are very lucky to have our education.' But Huda and Mariam just laughed at Dalia's response.

Months passed. Soon, it was time for Dalia to take her final exams, which she passed. Now, it was time to leave school and start to work so she could help her grandparents, who were too old to work. Dalia soon got a job working for a farmer.



Hard work pays

Dalia worked hard on the farm. She became acquainted with the latest reports on farm management, which helped her make decisions about buying new, disease-resistant seeds, modernizing the farm's systems and marketing the farm's products to customers at the local market.



Dalia enjoyed seeing the farm thrive under her care, and two years later, the farm was turning a profit. The farmer was happy with the changes to the farm, and he started paying Dalia a good salary. Dalia used her money to support and care for her grandparents, but she also had an idea for her own business, which would give management advice to other farms. She began to save her money and make a plan for her future.



A few years later, Huda and Mariam, who were still bored and lazy, decided to visit Dalia's business. They were very surprised to see that Dalia was now a powerful businesswoman who was running a successful company. 'How did you do this?' asked Huda, as she gazed around the company office.

'Well,' replied Dalia. 'Nothing ever comes to you, that is worth having, except as a result of hard work. You should try it one day.'

العمل الجاد يجني الثمار Hard work pays

قصة الوحدة السادسة

1. Who did Dalia live with? مع من كانت تعيش داليا
- Her grandparents. مع جدها وجدتها
2. Huda and Mariam studied hard at school. (True / **False**) هدى ومريم درستتا بجد في المدرسة
3. What decisions did Dalia make about the farm? ما هي القرارات التي اتخذتها داليا بشأن المزرعة
- She made decisions about which seeds to buy, modernizing the farm's systems and marketing the farm's products. اتخذت القرارات بشأن البذور التي ستشتريها وتحديث أنظمة المزرعة وتسويق منتجات المزرعة
4. The farmer (**paid Dalia a good salary** / started a new business) when the farm started to turn a profit.
المزارع (دفع راتباً جيداً لداليا / بدأ مشروعاً جديداً) عندما بدأت المزرعة في تحقيق الربح
5. What did Dalia's new business do? ماذا قدمت مشاريع داليا الجديدة
- Give management advice to other farms. قدمت المشورة الإدارية للمزارع الأخرى
6. Huda and Mariam were (happy / **surprised** / angry) about Dalia's success.
هدى ومريم كانا (سعيدتين / متفاجئتين / غاضبتين) من نجاح داليا

Story time (AB) P. 101

تمرين (2) ص 101. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القصة

نهاية الوحدة السادسة

النجاح هو محصلة اجتهادات صغيرة تتراكم يوماً بعد يوم



UNIT SEVEN / الوحدة السابعة

U7: Lesson 1 (SB) P. 76 (Other countries) دول اخرى

المضارع التام البسيط Present perfect simple

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

حالة الاثبات Affirmative
تكملة + (has/have) + p.p + فاعل
حالة النفي Negative
تكملة + (has/have) + not + p.p + فاعل
حالة الاستفهام Question
? + تكملة + p.p + فاعل + (Has/Have)

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

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

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

- He **has washed** the car.

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

- They **have cleaned** the garage.Ex: They (has / **have**) eaten the dinner.

Ex: She has cooked the lunch. (Negative) حول الى نفي

- She **has not cooked** the lunch.

Ex: We have seen the bird on the roof. (Negative)

- We **have not seen** the bird on the roof.

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

- **Has** she opened the door?

Ex: They have studied their homework. (Question)

- **Have** they studied their homework?Ex: He **has broken** his leg. / He **has not broken** his leg. / Has he **broken** his leg?Ex: They **have gone** to school. / They **have not gone** to school. / **Have** they **gone** to school?

4. المختصرات التالية مهمة:

he has → **he's** / she has → **she's** / it has → **it's**I have → **I've** / we have → **we've** / you have → **you've** / they have → **they've**

5. هنالك ظروف ودلالات من خلالها نعرف ان الجملة في زمن المضارع التام.

ملاحظة: في منهج الثالث المتوسط المطلوب فقط الظروف (ever / never / for / since).

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

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

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

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

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

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

- Have you ever ridden on an elephant?

Ex: Has she (ever / never) seen our website?

- كلمة (never) وتعني (أبداً/لم) وتعتبر أداة نفي ونضعها قبل التصريف الثالث.

Ex: I have (ever / never) played tennis.

Ex: She has (visited never / never visited) England.

Ex: Ahmed never touched a snake. (Correct in the present perfect simple)

- Ahmed has never touched a snake.

Ex: I never tried Chinese food. (Correct in the present perfect simple)

- I have never tried Chinese food.

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

- كلمة (منذ since) ونستخدمها لتحديد (بداية الفترة الزمنية).

- كلمة (لمدة for) ونستخدمها لتحديد (طول الفترة الزمنية).

الجدول التالي يوضح استخدامات (since / for).

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

6. أمثلة وزارية مهمة:

Ex: I have been to France two months. (since / for) اختر الاجابة الصحيحة

Ex: She has lived in this city (since / for) 1995.

Ex: My brother (be) in Egypt for two weeks. (Correct) صحح الجملة

- My brother has been in Egypt for two weeks.



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

8. نستخدم (gone) في الحالات التالية:

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

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

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

• اذا وجدنا كلمة (here) في جُملة استفهامية مثل:

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

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

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

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

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

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

9. نستخدم (been) في الحالات التالية:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Yes, he has.**

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

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

- **Yes, I have.**

- **No, I haven't.**



Lesson 1 (AB) P. 102 – 103

1.p102/ Complete the table.

اكمل الجدول التالي

Country الدولة	Nationality الجنسية	Country الدولة	Nationality الجنسية
England	English انكليزي	France	French فرنسي
The United States	American امريكي	Canada	Canadian كندي
Lebanon	Lebanese لبناني	Australia	Australian استرالي
Egypt	Egyptian مصري	Russia	Russian روسي
Spain	Spanish اسباني	India	Indian هندي
Bahrain	Bahraini بحريني	Japan	Japanese ياباني

2.p102/ Complete the sentences with the countries and adjectives in the box.

اكمل الجمل التالية بالدول والصفات الموجودة في الصندوق

American امريكي / Bahraini بحريني / Canada كندا / Egypt مصر / France فرنسا / Spanish اسبانيا

- a. I was born in, so my first language is French. **France**
- b. I usually cook food like hot dogs because I'm from the USA. **American**
- c. Madrid, Barcelona and Seville are famous tourist cities. **Spanish**
- d. I saw the Great Pyramids and the River Nile when I went to **Egypt**
- e. Traditional foods include machboos and muhammar. **Bahraini**
- f. Ottawa is the capital of **Canada**

3.p103/ Write questions and answers with the phrases in the box and *ever* and *never*.اكتب اسئلة واجوبة باستخدام العبارات التي في الصندوق مع الظرفين *ever* , *never*

- buy a souvenir شراء تذكار ✓ see the Taj Mahal رؤية مدينة تاج محل ✗
- go to Japan الذهاب لليابان ✗ visited Mecca زيارة مكة ✓
- a. Have you ever bought a souvenir?
- Yes, I have.
- c. Have you ever seen the Taj Mahal?
- No, I have never seen the Taj Mahal.
- b. Have you ever been to Japan?
- No, I have never been to Japan.
- d. Have you ever visited Mecca?
- Yes, I have.

4.p103/ Complete the conversation between Saad and Laith with the present perfect form of the verbs in brackets.

اكمل المحادثة التالية بين سعد وليث باستخدام صيغة المضارع التام للأفعال التي بين الاقواس

- (be) you ever to Japan? **Have / been**
- No, but my sister (visit) Tokyo. **has visited**
- I (eat / watch) sushi and I **have eaten / have watched**
- a lot of Japanese anime films. I really want to go there one day!
- My parents (leave / see) never Iraq, but I want to travel around Europe. **have / left**
- I some really cheap flights to France and Spain on the Internet! **have seen**

U7: Lesson 2 (SB) P. 77 (Different countries, different customs)

حول مختلفة , عادات مختلفة

Lesson 2 (AB) P. 104 – 105 لاطلاع



U7: Lesson 3 (SB) P. 78 (Travel adventures) مغامرات السفر

Lesson 3 (AB) P. 106 – 107

3.p107/ Find the words in the text. What can you replace them with?

استبدل الكلمات التالية بكلمات مرادفة لها بالمعنى

a. exhausted = tired مرهق

c. views = sights مناظر

b. unexpected = surprising غير متوقع

d. rescue = recovery إنقاذ

U7: Lesson 4 (SB) P. 79 (How? Where? When?) كيف واين و متى

Adverbs and adverbials الظروف والعبارات الظرفية

• الظروف هي عبارة عن كلمات او عبارات تستخدم لوصف حالة ومكان وزمان وقوع الفعل , وتنقسم الى ثلاث اقسام.

أولاً: ظروف الحال (adverbs of manner) ، وهي ظروف يكون السؤال عنها بـ (كيف How) ويكون موقعها بعد الفعل الرئيسي او بعد المفعول به ، وتتكون اما من كلمة واحدة مثل (loudly/happily/sadly/well/fast) او تتكون من كلمتين مثل (by car/by bus/on foot/in a hurry).

Ex: He sings loudly.

Ex: They crossed the desert on foot.

Ex: They go to school by bus.

ثانياً: ظروف المكان (adverbs of place) ، وهي ظروف يكون السؤال عنها بـ (أين Where) ويكون ايضا موقعها بعد الفعل الرئيسي او بعد المفعول به ، وتتكون اما من كلمة واحدة مثل (here/there/out/inside) او تتكون من اكثر من كلمة مثل (in the garden/in the house/on the table).

Ex: He plays tennis in the garden.

Ex: She went to London.

Ex: I put the books on the shelf.

Ex: My brother is out.

Ex: My father is in the house.

ثالثاً: ظروف الزمان (adverbs of time) ، وهي ظروف يكون السؤال عنها بـ (متى When) وتنقسم الى قسمين:

1. ظروف تعطي وقت محدد ويكون موقعها في بداية الجملة او في نهاية الجملة مثل (yesterday/today/tomorrow/last/now/in the afternoon/before/after).

Ex: I'm going to have a swim after school. / After school, I'm going to have a swim.

Ex: I went to the park yesterday. / Yesterday, I went to the park.

Ex: We saw an action film last night. / Last night, we saw an action film.

2. ظروف تعطي وقت غير محدد (ظروف التكرار) ويكون موقعها قبل الفعل الرئيسي او بعد الفعل المساعد مثل (always/often/usually/sometimes/never/ever).

Ex: He always plays tennis.

Ex: She is often happy.

Ex: She usually helps her mother.



رابعاً: يأتي هذا الموضوع في الامتحان على شكل ترتيب الظروف في الجملة (Re-order/Re-arrange) ، ويكون ترتيب الظروف حسب القاعدة التالية:

الزمان time + المكان place + الحال manner

Ex: She received her son (at the airport / yesterday / happily). (Re-order) **اعد ترتيب الجملة**

- She received her son **happily at the airport yesterday.**

Ex: My father drove the car (to the house / yesterday / fast) (put in the correct order)

- My father drove the car **fast to the house yesterday.**

Ex: My friend sang

(at the concert well last night / **well at the concert last night** / last night at the concert well)

Ex: I played

(**happily in the house yesterday** / yesterday in the house happily / in the house happily yesterday)

Lesson 4 (AB) P. 108 - 109

1.p108/ Complete the paragraphs with the adverbs and adverbials in the box.

اكمل الفقرات التالية باستخدام الظروف والعبارات الظرفية الموجودة في الصندوق

angrily بغضب / carefully بحذر / clearly بوضوح / easily بسهولة / in a friendly way بطريقة حسنة
in an interesting way بطريقة ممتعة / nervously بتوتر / politely بأدب / quickly بسرعة
quietly بهدوء / slowly ببطء

TV presenters have to speak **clearly** so that people can understand them **easily**. They should also try to say everything **in an interesting way**. Another important thing is that they choose their words **carefully** so that they do not give any incorrect information.

On the telephone, you should usually speak **in a friendly way** so that the other person feels comfortable. If the other person is speaking too fast, you can say **politely**, 'Could you speak more **slowly** please?' If they are speaking too **quietly**, you can say, 'I'm afraid I can't hear you. Could you speak up please?'

2.p109/ Read the sentences and answer the questions using adverbs and adverbial phrases.

اقرأ الجمل واجب على الاسئلة التالية باستخدام الظروف والعبارات الظرفية

a. They went to the market by bus.

How did they travel? - **They travelled by bus.**

b. She didn't want to break any eggs when she carried them to the kitchen.

How did she carry the eggs? - **She carried the eggs carefully.**

c. In the speaking exam, he answered every question so that the teacher could understand him well.

How did he speak? - **He spoke clearly.**



3.p109/ Put the words and phrases in the correct order to make sentences.

ضع الكلمات والعبارات التالية بالترتيب الصحيح لتكوين جمل

- a. The children / happily / played / in the garden / all day
- **The children played happily in the garden all day.**
- b. in our house / read / usually / after dinner / We / quietly
- **We usually read quietly in our house after dinner.**
- c. I / to the Emirates / travelled / in the holidays / by bus
- **I travelled by bus to the Emirates in the holidays.**
- d. Hisham / patiently / had to wait / for a long time / at the hospital
- **Hisham had to wait patiently at the hospital for a long time.**
- e. People / usually / in London / to work / travel / by underground / who live
- **People who live in London usually travel by underground to work.**
- f. carefully / homework / his / after supper / does / Manaf
- **Manaf does his homework carefully after supper.**
- g. last night / played music / My bother / very loudly / shouted / and my father / angrily / at him.
- **My brother played music very loudly last night and my father shouted angrily at him.**
- h. starts / and / usually / eight o'clock / finishes / Jood / school / at / at / three o'clock
- **Jood usually starts school at eight o'clock and finishes at three o'clock.**

U7: Lesson 5 (SB) P. 80 (I'm sorry ...) انا اسف

Apologizing الاعتذار

ويقسم الى قسمين:

اولا: الاعتذار.

1. اذا وجدنا في السؤال كلمة (late) نستخدم التركيب التالي:

I'm sorry to be late. اسف لتأخري

Ex: Apologize to your teacher for being late for the class. اعتذر لمدرسك لتأخرك عن الصف

- **I'm sorry to be late.**

Ex: Apologize to your friend for being late. اعتذر لصديقك لتأخرك

- **I'm sorry to be late.**

2. اذا وجدنا في السؤال الكلمات التالية:

sore / متقرح / pain / ألم / headache / صداع / sick / مريض / ill / مريض / knocked my bag / ركلت حقيبتي

standing on my toe / هل جلبت الكتاب الذي طلبته منك / Did you bring the book I asked for / انك تقف على اصبع قدمي

نستخدم التركيب التالي:

I'm sorry. انا اسف

Ex: My stomach feels very sore. (Apologize) قدم اعتذارك

- **I'm sorry.**



Telegram : alieng93



علي يحيى مدرس انكليزي



Ex: Hey! You just knocked my bag on the floor. (Apologize)

- I'm sorry.

Ex: Ouch! You're standing on my toe. (Apologize)

- I'm sorry.

Ex: Did you bring the pen I asked for? (Apologize)

- I'm sorry.

3. اذا كان معنى الجملة يدل على عدم سماع او عدم فهم ماقاله المتكلم وتطلب منه اني يعيد كلامه نستخدم التركيب التالي:

Pardon? عفوا

والكلمات الدالة على هذه الفكرة في السؤال هي:

يعيد / repeat / لم تفهم / didn't understand / لم تصلك الفكرة / didn't get / لم تسمع / didn't hear

Ex: Your teacher has said something you didn't understand. You want him to repeat it.

- Pardon?

Ex: What do you say when you want someone to repeat what he has said?

- Pardon?

او نجد ان الجملة الاولى مكررة في السؤال:

Ex: Would you like some tea? (Pardon? / Don't mention it). I said would you like some tea?

Ex: Do the activities on page 21 for homework please. (That's OK / Pardon?). Page 21 for homework please.

ثانيا: قبول الاعتذار.

1. العلامات الدالة في السؤال والتي من خلالها نعرف ان المطلوب هو (قبول الاعتذار) هي الكلمات التالية:

اقبل هذا الاعتذار / accept this apology / رد على هذا الاعتذار / respond to this apology / رد / respond

وافق / accept / انا اسف / I'm sorry

2. التراكيب المستخدمة لقبول الاعتذار هي:

لا بأس / حسنا / That's OK.

لا تهتم / Never mind.

لا عليك / Don't mention it.

Ex: I'm sorry. I just dropped some water on your shoes. (Respond to this apology) رد على هذا الاعتذار

- Never mind.

Ex: Sorry for being late. (Accept)

- Don't mention it.

Ex: I'm sorry, I just knocked your bag on the floor. (Respond)

- That's OK.



Lesson 5 (AB) P. 110 - 111

1.p110/ Read the conversations using apologetic language. Tick (✓) the correct responses.

اقرأ المحادثات التالية واختر الكلمات الصحيحة الخاصة بالاعتذار

- a.
A. Hey! You just knocked my bag on the floor.
B. (I'm sorry. / That's OK.)
- b.
A. I'm so sorry for forgetting your birthday.
B. (Pardon? / Don't mention it.)
- c.
A. My stomach feels really sore.
B. (That's OK. / I'm sorry.)
- d.
A. Would you like some tea?
B. (Pardon? / Don't mention it.)
A. I said, would you like some tea?
- e.
A. Did you bring the book I asked for?
B. (Oh, I'm sorry. / That's OK. I forgot.)
- f.
A. Pardon? I'm afraid I didn't hear you the first time.
B. (Don't mention it. / That's OK. I'll say it again.)

2.p110/ Complete the sentences with the words in the box.

اكمل الجمل التالية باستخدام الكلمات التي في الصندوق

mention / OK / Pardon? / sorry (x2)

- a. Teacher: Do the activities on Page 17 for homework, please.
Students: Pardon?
Teacher: page 17 for homework, please.
- b. I'm so sorry to hear that your grandmother is ill.
- c. The cake is a little dry. I'm sorry.
Don't mention it.
- d. Ouch! You're standing on my toe!
Oh, I'm so sorry!
- e. Sorry for being late.
That's OK. I was a bit late, too.

3.p111/ Read sentences A and B. Tick (✓) the correct answers.

اقرأ الجمل A و B واختر الاجابات الصحيحة (مراجعة لموضوع الماضي البسيط والمضارع التام)

- | | |
|--|--|
| a.
A: I've enjoyed my holiday in London.
B: I enjoyed my holiday in London.
Which person is still in London? A
Which person has left London? B | b.
A: Mr Jones lived here for eight years.
B: Mr Smith has lived here for eight years.
Which man does not live here now? A |
|--|--|



4.p111/ Complete the sentences with the past simple or present perfect form of the verbs in brackets to.

استخدم الأفعال التي بين الأقواس لتكمل الجمل التالية بزمان الماضي البسيط او المضارع التام (التمرين ايضا مراجعة لموضوع الماضي البسيط والمضارع التام) قبل حل التمرين يجب تذكير الطلاب بقاعدة الموضوعين

- | | |
|---|---------------|
| a. My brother (be) in Egypt for two years. | has been |
| b. When (go) you to Kenya? | did / go |
| c. (visit) your penfriend ever you? | Has / visited |
| d. Where (leave) you your car last night? | did / leave |
| e. I (see) never a crocodile. | have / seen |

U7: Lesson 6 (SB) P. 81 (How many are made each day?) كم يتم صنعها كل يوم

Lesson 6 (AB) P. 112 - 113

1.p112/ Write two sentences using the words and phrases below. The first should be in the present passive and the second should be in the past passive.

اكتب جملتين باستخدام الكلمات والعبارات التالية ، الجملة الاولى يجب ان تكون مبنية للمجهول في زمن المضارع والجملة الثانية يجب ان تكون مبنية للمجهول في زمن الماضي

- a. New technology / used for extracting oil
- New technology **is** used for extracting oil.
 - New technology **was** used for extracting oil.
- b. Eco-friendly cars / invented / to reduce the need for oil
- Eco-friendly cars **are** invented to reduce the need for oil.
 - Eco-friendly cars **were** invented to reduce the need for oil.
- c. Too many / mobile phones / thrown away
- Too many mobile phones **are** thrown away.
 - Too many mobile phones **were** thrown away.
- d. Oil and gas production / in Europe / increased to meet demand in cold weather
- Oil and gas production in Europe **is** increased to meet demand in cold weather.
 - Oil and gas production in Europe **was** increased to meet demand in cold weather.
- e. New machinery / delivered / to the factory every month
- New machinery **is** delivered to the factory every month.
 - New machinery **was** delivered to the factory every month.
- f. New phones with bigger screens / tested/ in our laboratory
- New phones with bigger screens **are** tested in our laboratory.
 - New phones with bigger screens **were** tested in our laboratory.



U7: Lesson 7 (SB) P. 82 - 83 (The Asian Games) الألعاب الآسيوية

Unit
7

Lesson 7: The Asian Games

A

How much do you know about the Asian Games?
Discuss with your partner.

- 1 How often do the Games take place?
- 2 When did they begin?
- 3 Whose idea was it to hold the Games?
- 4 Where were the first Games held?
- 5 Where and when were the last Games held?
- 6 Has Iraq won any medals in the Games?

B



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Listen and read the text and check your ideas. Write the answers.

The Asian Games

The Asian Games are held every four years. Young people from all over Asia compete in more than 30 kinds of sport. It is an exciting festival. Strength and skill are tested and friendships are built between people from different countries. The Games are also an opportunity for cultural exchange because the programme includes musical performances and exhibitions of architecture and the arts.

History of the Games

The Asian Games were started after the end of the Second World War. The idea was to build international friendship through sport. This idea came from India, so the first Games were held in the Indian capital, New Delhi, in 1951. In that year, 489 athletes from 11 countries took part in the Games. Since then, the number has grown, and now more than 40 countries compete in the Games.

The OCA

The Asian Games are organized by the OCA. These letters stand for the Olympic Council

of Asia. Forty-five countries and regions are members of the OCA, and most of them have won medals at the Games.

Where they've been held

Most recently, the Games have been held in Doha, Qatar (2006), Guangzhou, China (2010), Incheon, South Korea (2014) and Jakarta and Palembang, Indonesia (2018).

Iraq's record in the Games

An Iraqi team has attended the Asian Games eight times since 1974. Up to 2018, Iraq has won seven gold medals, 17 silver medals and 23 bronze medals, which is unusually good for a country in a difficult situation. An extraordinary Iraqi competitor was Ali Adnan Amir, who at just ten years old competed in a Men's 200 m individual medley heat at the Asian Games in Doha, Qatar on 6th December 2006. More recently, in 2018, Iraq has shone in weightlifting, with Safaa Rashed winning gold in the Men's 85 kg event and Salwan Jassim taking silver in the Men's 105 kg event.



الالعاب الآسيوية The Asian Games

قطعة الوحدة السابعة 1

1. How often do The Asian Games take place? كل مرة تُقام دورة الألعاب الآسيوية
- **Every four years.** كل أربع سنوات
2. When did The Asian Games begin? متى بدأت دورة الألعاب الآسيوية
- **1951.** في عام 1951 ميلادي
3. Whose idea was it to hold The Asian Games? من صاحب فكرة إقامة دورة الألعاب الآسيوية
- **The idea came from India.** جاءت الفكرة من الهند
4. Where were the first Asian Games held? أين أقيمت أول دورة ألعاب آسيوية
- **New Delhi.** نيودلهي
5. Where and when were the last Asian Games held? أين ومتى أقيمت آخر دورة ألعاب آسيوية
- **Jakarta and Palembang, Indonesia (2018).** جاكارتا وباليبانك ، إندونيسيا عام 2018 ميلادي
6. Has Iraq won any medals in Asian Games? هل فاز العراق بأي ميداليات في دورة الألعاب الآسيوية
- **Yes. Up to 2018, Iraq has won seven gold, 17 silver and 23 bronze medals.** نعم ، حتى عام 2018 ، فاز العراق بسبع ميداليات ذهبية و17 فضية و23 برونزية
7. What was the idea behind the Asian Games? ما هي الفكرة وراء دورة الألعاب الآسيوية
- **To build international friendship through sport.** بناء صداقة دولية من خلال الرياضة
8. How many silver medals has Hong Kong won? كم عدد الميداليات الفضية التي فازت بها هونغ كونغ
- **79.** ميدالية
9. Where were the 1998 Asian Games held? أين أقيمت دورة الألعاب الآسيوية عام 1998
- **Bangkok (Thailand).** بانكوك ، تايلند
10. When were the Asian Games held in Busan? متى أقيمت دورة الألعاب الآسيوية في بوسان
- **2002.** عام
11. South Korea has won the most medals. (True / **False**) فازت كوريا الجنوبية بأكثر عدد من الميداليات
12. Iraq has won more gold medals than Macau. (**True** / False) فاز العراق بميداليات ذهبية أكثر من ماكاو
13. India has won more medals than Iraq. (**True** / False) فازت الهند بميداليات أكثر من العراق
14. Korea has won more gold medals than Iraq. (True / **False**) فازت كوريا بميداليات ذهبية أكثر من العراق
15. Japan has won the most bronze medals. (**True** / False) حصلت اليابان على أكبر عدد من الميداليات البرونزية
16. Vietnam has won fewer gold medals than Lebanon. (True / **False**) فازت فيتنام بميداليات ذهبية أقل من لبنان
17. Oman and Brunei have won the same number of medals. (**True** / False) فازت عمان وبروناي بنفس عدد الميداليات

Lesson 7 (AB) P. 114 - 115

تمرين (1 , 2) ص 114-115. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة



Telegram : alieng93



علي يحيى مدرس انكليزي



U7: Lesson 8 (SB) P. 84 (Two African countries) دولتين افريقيتين

Unit

7

Lesson 8: Two African countries

A What do you know about the countries below?

B Read the texts and do the Activity Book exercises.

LIBYA

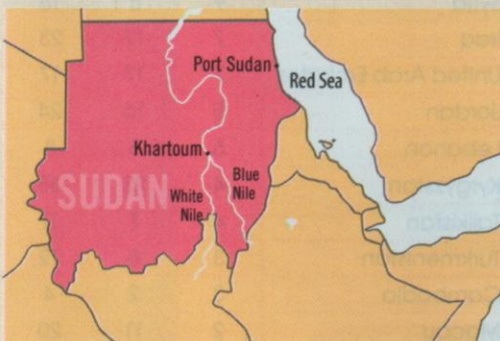


Libya is a large country in North Africa with a long coastline on the Mediterranean Sea. Most of the population live in and around the capital, Tripoli, and the second city, Benghazi. The rest of the country is mostly desert and mountain. It can be quite cold in the mountain areas in winter, but, in general, the climate is hot and dry. In the spring and autumn, the *ghibli*, a hot, dry wind that carries sand, blows. Then the temperature can rise very fast. The highest temperature in the world, 58 degrees centigrade, was recorded in Libya in 1972.

Area	1,759,541 sq. km.
Population	7,043,769
Currency	Libyan dinar
Language	Arabic

In the narrow, fertile northern area, agriculture is important and a lot of food is produced. Many people farm sheep, goats and cattle. However, Libya's main product is oil. It also has natural gas. The country has some magnificent ancient places to visit such as Leptis Magna, an important city 2,600 years ago.

SUDAN



Area	1,849,233 sq. km.
Population	45,840,054
Currency	Sudanese pound
Language	Arabic

high mountains in the south and west. Two rivers, the Blue Nile and White Nile, join at Khartoum, the capital. These are the country's main source of water.

Sudan is the third largest country in Africa. Most of the north is desert, but there are flat grasslands in the centre and forests and

The main crops and exports are cotton and sugar. Sudan has one of the world's largest sugar refineries. Sudan is the world's main producer of gum arabic. Animal farming is also important.



Two African countries دولتين افريقيتين

قطعة الوحدة السابعة 2

1. Which country is bigger? (Libya / Sudan) أي دولة أكبر؟ ليبيا / السودان
2. Which one has the fewest people? (Libya / Sudan) أي دولة لديها نسبة سكانية اقل؟ ليبيا / السودان
3. What do Libya and Sudan have in common? ما هو القاسم المشترك بين ليبيا والسودان
- They both speak Arabic. / They are both in Africa. كلاهما يتكلمان العربية / كلاهما في قارة افريقيا
4. Libya is mostly desert. (True / False) اغلب مناطق ليبيا صحراوية
5. It is always very hot in Libya. (True / False) الجو دائما حار جدا في ليبيا
6. There is no agriculture in Libya. (True / False) لا توجد زراعة في ليبيا
7. Libya produces oil. (True / False) ليبيا تنتج النفط
8. Leptis Magna is a modern city. (True / False) لبدة الكبرى مدينة حديثة
9. Sudan has a coastline on the Mediterranean. (True / False) تتمتع السودان بساحل على البحر الأبيض المتوسط
10. The capital of Sudan is Khartoum. (True / False) عاصمة السودان هي الخرطوم
11. Sudan gets most of its water from the Blue Nile. (True / False) تحصل السودان على معظم مياهها من النيل الأزرق
12. Sudan produces cotton, sugar and gum arabic. (True / False) تنتج السودان القطن والسكر والصمغ العربي
11. Oman and Brunei have won the same number of medals. (True / False)
فازت عمان وبروناي بنفس عدد الميداليات

Lesson 7 (AB) P. 116 - 117

تمرين (1, 2) ص 116. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة



5.p117/ Write a paragraph about a country.

اكتب انشاء عن دولة

(انشاء الوحدة السابعة)

Japan اليابان

Japan is not very big country, but it has a large population. Industry is very important. Japan makes cars, computers and all kinds of things for the home.

The farmers grow rice and vegetables. It is very interesting for visitors. They can see old temples and beautiful gardens.

They can also go shopping in big modern stores.

اليابان ليست دولة كبيرة جداً ، لكن التعداد السكاني فيها كبير. الصناعة مهمة جداً. اليابان تصنع السيارات وأجهزة الكمبيوتر وجميع أنواع الأشياء للمنزل.

المزارعون يزرعون الأرز والخضروات. اليابان ممتعة جداً للزوار. يستطيع الزوار رؤية المعابد القديمة والحدائق الجميلة. يمكنهم أيضاً الذهاب للتسوق في المتاجر الحديثة الكبيرة.

U7: Round up (SB) P. 85 لاطلاع

Round up (AB) P. 118

1.p118/ Complete the table.

اكمل الجدول التالي

Country الدولة	Nationality الجنسية	Country الدولة	Nationality الجنسية
England انكلترا	English انكليزي	Japan يابان	Japanese ياباني
France فرنسا	French فرنسي	Spain اسبانيا	Spanish اسباني
Canada كندا	Canadian كندي	Qatar قطر	Qatari قطري
Russia روسيا	Russian روسي	Lebanon لبنان	Lebanese لبناني

2.p118/ Write the opposite of the words.

اكتب المعاكسات للكلمات التالية

- a. happily X unhappily/sadly بحزن ، بسعادة
 b. slowly X quickly/fast بسرعة ، ببطء
 c. badly X well بصورة جيدة ، بسوء
 d. comfortably X uncomfortably بشكل مريح ، بشكل غير مريح
 e. in a friendly way X in an unfriendly way بشكل ودي ، بشكل غير ودي

3.p118/ Change the adjectives in the box to adverbs. Then use them to complete the sentences.

حول الصفات الموجودة في الصندوق الى ظروف . ثم استخدمهم لتكمل الجمل التالية

careful حذر / clear واضح / dangerous خطير / quiet هادئ

- a. TV presenters have to speak clearly بوضوح
 b. When I speak, my teacher says, 'speak up!' quietly بهدوء
 c. You should always drive carefully بحذر
 d. If you drive, you might have an accident. dangerously بصورة خطيرة



U7: Story time (SB) P. 86 – 87 (Together for a better school) معاً لمدسة افضل

Story
time

Together for a better school

A



39 Listen, read and find out.

1 Why did Ammar call his friends?

2 What was the students' reward?

During the summer vacation, Ammar was passing his school. He looked through the gate, and he was shocked by what he saw. The school grounds were a mess! The grass in the garden had grown really tall, the thorn trees had grown too big and there were weeds, rocks and rubbish everywhere.



Ammar decided that something needed to be done about the mess. The next morning, he took a large bag to the school grounds. All morning, he moved rocks and filled the bag with rubbish. When it was time to go home, he looked around. The grounds were still a mess.

'This job is too big for one person,' sighed Ammar. 'I need some help.' He made a phone call to his friend.

The next day, Ammar met Fahad in the school grounds. Fahad felt sad when he saw the untidy grounds. Together, they moved rocks and filled a bag with rubbish. When it was time to go home, they looked around. The grounds were still a big mess.

'This job is too big for two people,' sighed Fahad. 'We need more help.'

Both boys got on their phones and made some calls.



The next day, Ammar and Fahad met three of their classmates in the school grounds. Everyone felt sad when they saw the untidy state of the grounds.

'The grounds are a mess,' explained Ammar. 'We need to clean



Story
time

Together for a better school

up before the start of next term. But it is a big job and we need help.'

'My older brother has a lawn mower,' said Fahad. 'He could cut the grass.'

'My brother works for a gardener,' said Ayaa. 'He can get us some new plants.'

'My cousin works on a farm,' said Tahar. 'He can lend us some tools.'

'And my aunt knows a lot about flowers. She can tell us which weeds are poisonous and how to make beautiful flower beds,' said Raia.

Everyone got on their phones and made some calls.

Ammar and his classmates arrived at the school grounds at 7 o'clock the next morning. They all had a rubbish bag and gloves. But nobody else arrived. Everyone felt sad. Would anyone come to help them?

A few minutes later, a truck appeared. Fahad's brother got out and waved. He opened the back of the truck and carried a large lawn mower into the grounds. Next, Ayaa's brother arrived with bags of seedlings. Tahar's cousin arrived with some gloves and tools, and then Raia's aunt came and started explaining which flowers they could keep and which they should remove. Other students from the school arrived, curious about what was happening. They joined in with the tidying, and soon the grounds were busy with activity.



At 5 o'clock, everyone sat down exhausted. Ammar looked around. The grounds were beautiful! The grass was short, the trees were tidy and there were neat flower beds. A vegetable garden had been created for pumpkins and carrots, as well as a small pond made from rocks. Everyone went home feeling happy.

When the term started, the teachers and parents were delighted with the state of the school grounds. They were so impressed with the children's hard work and dedication to the environment that they gave them certificates and made them Environment Ambassadors for the school.



Together for a better school معا لمدرسة افضل

قصة الوحدة السابعة

1. Ammar saw (messy school grounds / teachers eating lunch / students cutting grass) when he walked past the school.
رأى عمار (أرض المدرسة فوضوية / المدرسون يتناولون الغداء / الطلاب يقطعون العشب) عندما مر من أمام المدرسة
 2. Ammar couldn't tidy the school grounds alone. (True / False) لم يتمكن عمار من ترتيب أرض المدرسة بمفرده
 3. Who brought the lawn mower? من أحضر جزارة العشب?
- **Fahad's brother.** شقيق فهد
 4. (Ayaa / Ayaa's sister) knew someone who could bring new plants.
(آية / أخت آية) تعرف شخصاً يمكنه جلب نباتات جديدة
 5. The teachers and parents were delighted and impressed with the students' hard work.
كان المدرسون وأولياء الأمور سعداء وأعجبوا بالعمل الجاد الذي قام به الطلاب
 6. What happened to the students when the term began? ماذا حدث للطلاب عندما بدأ الفصل الدراسي?
- **They received certificates and were made Environment Ambassadors for the school.** حصلوا على الشهادات وتم تعيينهم سفراء البيئة للمدرسة
- Story time (AB) P. 119
- تمرين (2) ص 119. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القصة

نهاية الوحدة السابعة

**النجاح ليس نتيجة لعدم ارتكاب خطأ
ولكنه نتيجة لعدم تكرار نفس الخطأ مرتين**



UNIT EIGHT / الوحدة الثامنة

U8: Lesson 1 (SB) P. 90 (Listening) الاصغاء

Lesson 1 (AB) P. 120

2.p120/ Complete the sentences with a suitable adverb or adverbial

اكمل الجمل التالية بظروف او عبارات ظرفية مناسبة (التمرين يأتي في الامتحان على شكل اسقاطات)

- a. They took the bus, so they get here quickly بسرعة
- b. Sarah's bike had a wornn tyre, so she came to school on foot سيراً على الاقدام
- c. Imad played the guitar very at the festival yesterday. well بصورة جيدة جداً
- d., I'm going to buy a new uniform in the market. After school بعد المدرسة
- e. It was the weekend, so we went to the park on Friday في يوم الجمعة

U8: Lesson 2 (SB) P. 91 (Speaking) التحدث

Lesson 2 (AB) P. 121 للاطلاع

U8: Lesson 3 (SB) P. 92 (Reading) القراءة

Lesson 3 (AB) P. 122 للاطلاع

U8: Lesson 4 (SB) P. 93 (Writing) الكتابة

Lesson 4 (AB) P. 123

1.p123/ Write a paragraph about simple event that happened to you.

اكتب انشاء عن حدث بسيط حصل لك

(انشاء الوحدة الثامنة)

A simple event that happened to me حدث بسيط حصل لي

One day, while I was walking in the street, I saw a huge man running towards me. I was really scared and thought that the man was a thief.

So, I escaped then I fell down. However, I turned round to see where the man was and found out that the man was running to catch the bus.

The people around laughed at me and I was so embarrassed.

ذات يوم ، بينما كنت أسير في الشارع ، رأيت رجلاً ضخماً يركض نحوي. كنت خائفاً حقاً وظننت أن الرجل كان لصاً. لذلك ، هربت ثم وقعت على الأرض. ومع ذلك ، استدرت لأرى مكان الرجل واكتشفت أن الرجل كان يجري ليلحق الحافلة. ضحك الناس من حولي وشعرت بالحرج جداً.



(AB) P. 126 (Ali's career) مهنة (سيرة حياة) علي

Read about Ali's career before doing Exercises 8 and 9.

Ali really enjoyed primary school. He learnt to read at five, and he used to read a lot of books at home. However, when he went to secondary school, things changed. His new friends didn't like school, so he stopped working hard and didn't do his homework, like them.

Ali found the first year easy, but the second year was different. He didn't understand the lessons and couldn't do the work. His parents were worried. They wanted him to go to university so that he could get a good job.

'School is boring,' said Ali. 'I want to leave school at 16 and get a job. That's what my friends are going to do.'

At the end of Ali's second year, the family went on holiday on a farm, and Ali loved helping the farmer with the animals. One day, one of the cows got very sick, and the farmer had to call in a vet. Ali talked to the vet about his job and decided to become one. 'You'll have to work very hard to get on the course,' said the vet.

Ali's parents were very pleased. 'You can come to the farm every summer if you work hard,' they said. Ali enjoyed his holiday but was worried about going back to school. He couldn't stop thinking about all the work he would have to do to make up for the past year.

Ali worked very hard, and by the end of the year, he was the best in his class. He knows what he wants to do now, so it's much easier for him to work hard.

Ali's career مهنة (سيرة حياة) علي

قطعة الوحدة الثامنة

1. Ali read a lot of books with his teachers at primary school. (True / **False**)

قرأ علي الكثير من الكتب مع معلميه في المدرسة الابتدائية

2. Ali found the work difficult in his second year at secondary school. (**True** / False)

علي وجد صعوبة في العمل في السنة الثانية من دراسته الثانوية

3. Ali wanted to stay at school at 16 and stay with his friends. (True / **False**)

أراد علي البقاء في المدرسة في سن 16 والبقاء مع أصدقائه

4. Ali helped the vet with the animals on the farm. (True / **False**)

علي ساعد الطبيب البيطري في رعاية الحيوانات في المزرعة

5. Ali's parents decided to come back to the farm every summer. (**True** / False)

قرر والدا علي العودة إلى المزرعة كل صيف

6. Ali continued to struggle at school after working on the farm. (True / **False**)

واصل علي المعاناة في المدرسة بعد العمل في المزرعة



7. Why did Ali want to leave secondary school? لماذا أراد علي ترك المدرسة الثانوية

- Because he made new friends who didn't like school. لأنه قام بتكوين صداقات جديدة لا يحبون المدرسة

8. Why did Ali's parents want him to go to university? لماذا أراد والدا علي أن يذهب إلى الجامعة

- Because they wanted him to get a good job. لأنهم أرادوا له أن يحصل على وظيفة جيدة

9. Why did Ali want to leave school and get a job? لماذا أراد علي ترك المدرسة والحصول على عمل

- Because his friends were going to leave school and get jobs.

لأن أصدقائه كانوا سيتركون المدرسة ويحصلون على عمل

10. Why did a vet come to the farm? لماذا أتى الطبيب البيطري إلى المزرعة

- Because one of the cows got very sick. لأن إحدى الأبقار مرضت بشدة

11. Why was Ali worried about going back to school for the third year?

لماذا كان علي قلقاً بشأن العودة إلى المدرسة للسنة الثالثة

- Because he couldn't stop thinking about the work he would have to make up.

لأنه لم يستطع التوقف عن التفكير في العمل الذي سيتعين عليه إنجازه

12. Why is it easier for Ali to work hard now? لماذا أصبح من الأسهل على علي أن يعمل بجد الآن

- Because he knows what he wants to do now. لأنه يعرف ما يريد أن يفعله الآن

Extra activities (AB) P. 124 - 127 تمارين إضافية

1.p124/ Complete the conversation. You can use the same words more than once.

أكمل المحادثة التالية ، تستطيع استخدام نفس الكلمات أكثر من مرة

A. you watch TV last night? Did

B. Yes, I did

A. What you watch? did

B. A documentary.

A. it interesting? Was

B. Yes, it was

A. What it about? was

B. Animals in Africa.

2.p124/ Complete the text with the past simple or past continuous form the verbs in the brackets.

أكمل النص التالي باستخدام صيغة الماضي البسيط أو الماضي المستمر للأفعال التي بين الأقواس

Ali (sit) was sitting in a café. He (read) was reading a book. He (wait) was waiting for his friend Jassim. He (hear) heard a taxi stop and he (look) looked up. He (see) saw his friend Jassim. He (get) was getting out of the taxi very slowly. 'What's the matter?' Ali (think) thought. Then he (see) saw Jassim (have) had a broken leg.



3.p124/ Choose the correct pronouns to complete the sentences.

اختر الضمير المناسب لتكمل الجمل التالية

- a. Jassim broke his leg and he / *him* couldn't walk.
- b. Ahmed gave his mother and father a present. He gave it to *they* / them yesterday.
- c. 'I often go to the beach with my sister,' said Noor. 'We / *Us* like the sea.'
- d. Mrs Fatima asked Mariam a question. Mariam gave *she* / her a good answer.
- e. Jassim and Hamid were late for school. 'Can you take *we* / us in the car?' Jassim asked his father.

4.p125/ Complete the sentences with the words in the box.

اكمل الجمل التالية بأستخدام الكلمات التي في الصندوق

complain يتذمر / definitely بالتأكيد / difficult صعب / facilities منشآت
officer موظف / opportunity فرصة / wages اجور

- a. School is a good to prepare for a university education. **opportunity**
- b. At university, some courses are quite easy and others are very **difficult**
- c. Modern universities have good sports **facilities**
- d. The in some jobs are not very high. **wages**
- e. Some people that they don't have enough money. **complain**
- f. You can get advice on a good job from a careers **officer**
- g. It is a good idea to study hard for the future. **definitely**

6.p126/ Write the words in the box under the correct headings.

اكتب الكلمات التي في الصندوق تحت العناوين الصحيحة

desert صحراء / journey رحلة / mosque جامع / fertile خصب / port ميناء / crops محاصيل / forest غابة
horseback ركوب الخيل / farming زراعة / grassland ارض عشبية / museum متحف / passenger مسافر
refinery معمل / mountain جبل / pyramid هرم / vegetables خضراوات

Travel سفر	Geography جغرافيا	Buildings بنايات	Agriculture زراعة
journey	desert	mosque	fertile
port	forest	museum	crops
horseback	grassland	refinery	farming
passenger	mountain	pyramid	vegetables

تمرين (8 , 9) ص 127. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة



نهاية الوحدة الثامنة

لاتنسونا من صالح دعائكم



Telegram : alieng93



علي يحيى مدرس انكليزي



كيفية الاجابة عن القطعة الخارجية

1. يجب قراءة القطعة الخارجية مرتين الى ثلاث مرات وترجمة اكبر عدد ممكن من الكلمات حتى تتعرف اكثر عن القطعة الخارجية.
2. نحذف ادوات الاستفهام من الجملة ونقوم بتقديم **الفاعل** على **الفعل**.
3. ادوات السؤال هي:
(Who / What / When / Where / Which / Why / How many / How long / How)
4. اداة السؤال (Who) وتعني (من) وهنا يجب ان نبحث عن شخص **عقل**.

Ex: Who is Sarah?

- Sarah is والباقي من القطعة

5. اداة السؤال (What) وتعني (ماذا) وهنا يجب ان نبحث عن شيء.

Ex: What does Ahmed suffer from?

- Ahmed suffers from والباقي من القطعة

6. اداة السؤال (When) وتعني (متى) وهنا يجب ان نبحث عن **زمان** او **وقت**.

Ex: When did she leave home?

- She left home والباقي من القطعة

7. اداة السؤال (Where) وتعني (اين) وهنا يجب ان نبحث عن **مكان**.

Ex: Where does Salma live?

- Salma lives in والباقي من القطعة

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8. اداة السؤال (Which) وتعني (اي) وهنا يجب ان نبحث عن شيء **خاص** او **محدد**.

Ex: Which day of the week does Ali prefer?

- Ali prefers والباقي من القطعة

9. اداة السؤال (Why) وتعني (لماذا) وهنا يجب ان نبحث عن **سبب**. وعادة نجد السبب بعد كلمة (because) او (to) المصدرية.

Ex: Why Layla is sad?

- Layla is sad because والباقي من القطعة

10. اداة السؤال (How many) وتعني (كم العدد) وهنا يجب ان نبحث عن **عدد معين**.

Ex: How many brothers does Salim have?

- Salim has والباقي من القطعة

11. اداة السؤال (How long) وتعني (كم طول المدة) وهنا يجب ان نبحث عن **مدة زمنية**.

Ex: How long did Mr. John stay in London?

- Mr. John stayed in London for والباقي من القطعة



12. اداة السؤال (How) وتعني (كيف) وهنا يجب ان نبحث عن طريقة معينة.

Ex: How did the thief escape?

- The thief escaped والباقي من القطعة

13. عند وجود (does) في السؤال يحذف ونضيف (s) الى الفعل الرئيسي.

Ex: What does Suha suffer from?

- Suha suffers from والباقي من القطعة

14. عند وجود (do) في السؤال يحذف ويبقى الفعل الرئيسي كما هو بدون اي تغيير.

Ex: Where do they go every Friday?

- They go والباقي من القطعة

15. عند وجود (did) في السؤال يحذف ونحول الفعل الرئيسي الى ماضي.

Ex: When did the match start?

- The match started والباقي من القطعة

16. اذا بدأ السؤال بأحد الافعال المساعدة:

(is/am/are/was/were/do/does/did/has/have/had/will/would/shall/should/can/could/may/might)
فيكون الجواب بـ (Yes / No) كما في المثال التالي:

Ex: Does Ahmed play football?

- Yes, he does.

- No, he doesn't.

17. قد يأتي سؤال (Give a suitable title to the passage) وتعني (اعطي عنوان مناسب للقطعة)
عند الاجابة نحذف كل ادوات السؤال ونبحث عن كلمة (صفة و اسم) تكرر كثيرا في القطعة فيكون هو الحل.

مع تمنياتي لكم بالنجاح والموفقية



اهم الافعال الغير قياسية في اللغة الانكليزية

No.	المعنى meaning	الفعل verb	الماضي past	التصريف الثالث p.p
1	يجلب	bring	brought	brought
2	يشترى	buy	bought	bought
3	يمسك	catch	caught	caught
4	يقاتل	fight	fought	fought
5	يعلم	teach	taught	taught
6	يعتقد	think	thought	thought
7	يبحث	seek	sought	sought
8	ينحني	bend	bent	bent
9	يبنى	build	built	built
10	يقرض	lend	lent	lent
11	يرسل	send	sent	sent
12	ينفق / يقضي	spend	spent	spent
13	يأتي	come	came	come
14	يصبح	become	became	become
15	يركض	run	ran	run
16	يهزم	beat	beat	beaten
17	يحصل	get	got	got / gotten
18	ينسى	forget	forgot	forgotten
19	يكلف	cost	cost	cost
20	يقطع	cut	cut	cut
21	يضرب	hit	hit	hit
22	يؤذي / يؤلم	hurt	hurt	hurt
23	يدع	let	let	let
24	يضع	put	put	put
25	يقرأ	read	read	read
26	يغلق	shut	shut	shut
27	ينتشر	spread	spread	spread
28	يزحف / يتسلل	creep	crept	crept
29	يشعر	feel	felt	felt
30	يحفظ	keep	kept	kept
31	يركع	kneel	knelt	knelt



اهم الافعال الغير قياسية في اللغة الانكليزية

No.	المعنى meaning	الفعل verb	الماضي past	التصريف الثالث p.p
32	ينام	sleep	slept	slept
33	ينحب	weep	wept	wept
34	يكنس	sweep	swept	swept
35	يتناول / يتعامل	deal	dealt	dealt
36	يقصد	mean	meant	meant
37	يشم	smell	smelt	smelt
38	يجد	find	found	found
39	يُطعم	feed	fed	fed
40	يسمع	hear	heard	heard
41	يمسك	hold	held	held
42	يغادر	leave	left	left
43	يخسر	lose	lost	lost
44	يلتقي	meet	met	met
45	يرمي	shoot	shot	shot
46	يجلس	sit	sat	sat
47	يقف	stand	stood	stood
48	يفهم	understand	understood	understood
49	يفوز	win	won	won
50	يضع	lay	laid	laid
51	يدفع	pay	paid	paid
52	يقول	say	said	said
53	يصنع	make	made	made
54	يبيع	sell	sold	sold
55	يخبر	tell	told	told
56	يملك	have	had	had
57	يبدأ	begin	began	begun
58	يشرب	drink	drank	drunk
59	يرن / يدق	ring	rang	rung
60	يعني	sing	sang	sung
61	يغطس	sink	sank	sunk
62	يسبح	swim	swam	swum



اهم الافعال الغير قياسية في اللغة الانكليزية

No.	meaning المعنى	verb الفعل	past الماضي	p.p التصريف الثالث
63	يتحمل	bear	bore	borne
64	يكسر	break	broke	broken
65	يختار	choose	chose	chosen
66	يركب	ride	rode	ridden
67	يسوق	drive	drove	driven
68	تشرق	rise	rose	risen
69	يتكلم	speak	spoke	spoken
70	يسرق	steal	stole	stolen
71	يُقسم	swear	swore	sworn
72	يمزق	tear	tore	torn
73	يلبس	wear	wore	worn
74	يكتب	write	wrote	written
75	يهز	shake	shook	shaken
76	ياخذ	take	took	taken
77	يسقط	fall	fell	fallen
78	يعطي	give	gave	given
79	يسامح	forgive	forgave	forgiven
80	يأكل	eat	ate	eaten
81	ينفخ / يهب	blow	blew	blown
82	يكبر / ينمو	grow	grew	grown
83	يعلم	know	knew	known
84	يرمي	throw	threw	thrown
85	يطير	fly	flew	flown
86	يفعل	do	did	done
87	يذهب	go	went	gone
88	يرى	see	saw	seen
89	يعض	bite	bit	bitten
90	يختبئ	hide	hid	hidden
91	يحرق	burn	burnt	burnt
92	يستيقظ	wake	woke	woken
93	يسكب	spill	spilt	spilt





English For Iraq

3RD INTERMEDIATE

2026

Grammar

Vocabulary

Textbook Passages

Prepared by : Ali Yahya



للتواصل

يمكنكم الانضمام لقناتي

على التلكرام : علي يحيى مدرس انكليزي