Grade 7

1st term

اللغة الإنجليزية

الصف السابع







الفصل الدراسي الأول

العام الدراسي 2026 ـ 2027





التواصل على رقمنا الوحيد

51093167



Grade 7

Family and Home

VOCABULARY

bond	يربط	extremely	جدا ـ للغاية
strongly	بقوة	culture	ثقافة
courtyard	ساحه الدار ـ الفناء	share	يشارك
gather	يجتمع	heritage	تراث
spacious	واسع ـ فسيح	tradition	تقليد
happily	بسعادة	brilliant	باهر
elder	كبير بالسن	Close (adj)	قريب
hospitality	ضيافة	Look forward to	يتطلع الي
role	دور	weekly	اسبوعي
manage	يدير	relax	يسترخي
wisdom	حكمة	definitely	بلا شك
united	متحد		

A) Choose the correct word from a, b, c, and d:

1. The children love to ..... in the living room and play games.

a) share b) gather c) manage d) bond

2. It is ..... hot in Kuwait in summer.

a) extremely b) wisdom c) close d) brilliant

3. It is a family ..... to have a big dinner together on Friday.

a) culture b) tradition c) heritage d) hospitality

4. The new villa has lots of ..... rooms.

a) brilliant b) weekly c) strongly d) spacious

5. They welcomed us very ..... and offered us delicious food.

a) happily b) elder c) united d) close

6. My grandfather is an ..... man with a lot of experience.

a) elder b) close c) brilliant d) weekly

7. We ..... our food with the poor during Ramadan.

a) gather b) share c) manage d) relax

8. I always ..... seeing my cousins during the holidays.

a) look forward to b) bond c) manage d) definitely

9. The teacher helped the students ..... their time better.

a) gather b) manage c) share d) relax

10. We sat in the ..... and drank tea in the evening breeze.

a) courtyard b) heritage c) culture d) role

B1) Fill in the spaces with the suitable word from the list: ③

(united - role - relax - wisdom- hospitality)

1- After a long day at school, I like to .....and have fun.

2- Kuwaiti people are famous for their .....and kindness.

3- My teacher has an important .....in improving my English.

4- My team stood .....and won the game.

Answers				
B	1. relax	2. hospitality	3. role	4. united

GRAMMAR

Have got

يملك / عنده / لديه

Have got بمعنى لديه أو عنده وتعبر عن الملكية

I, we, They, You	have got
He, She, It	has got

- I have gota new red car.
- My friends have gotsmartphones.
- We have gotmany presents.
- She has gota nice car.
- Mr. Ahmed has got a big house.

(Negative) النفي

لنفي جملة بها have got - has got : نستخدم الجدول الاتي

have got	haven't got
has got	hasn't got

EX: - I have got a beautiful dress. (make negative)

I **haven't got** a beautiful dress.

EX: - They have got a big house. (make negative)

They **haven't got** a big house.

Ask question السؤال

أداة الاستفهام + have has + الفاعل + got ?

EX: Kuwaiti people have got modern houses. (ask question)

What have Kuwaiti people got? (ask question)

EX: Yes, I have got a small cat.

Have you got a small cat?

Yes, I've. No, I haven't

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A) Choose the correct answer from a, b, c and d: ④

1- The boys ..... got many balls.

a) has b) have c) does d) are

2- They've ..... a lot of stories.

a) got b) get c) getting d) gets

3- ..... have got a camera.

a) Sara b) She c) Hana d) Hana and Sara

4- I ..... got a new laptop.

a) 've b) 'd c) 's d) 're

B) Do as shown between brackets:

1- Our teachers (has) got new ways of teaching. (Correct the verb)

.....

2- My sisters have (get) new dresses. (Correct the verb)

.....

3- I've got sunglasses. (make negative)

.....

4- They have got many science books. (ask question)

.....

Answers

B	1- have 2- got 3- I've not got sunglasses. 4- What have they got?

الاجابة

The present simple tense

The form:

We use the present simple for routines and facts.

Affirmative

I, we, They, You	(Infinitive) Play
He, She, It	(Verb + s) Plays

- I pray five times a day.
- She prays five times a day.

Key words كلمات دالة

Always - usually - often - sometimes - never - every day

Correct the verb:

1- He (eat) meat on Fridays.

.....

2- Yaseen (ride) his bike every week.

.....

3- Yousef usually (brush) his teeth at night.

.....

4- Fahed always (study) English.

.....

The Answers			
1- eats	2- rides	3- brushes	4- studies

Negative:

I, we, They, You	don't play
He, She, It	doesn't play

1- They **play** tennis daily. (Make negative)

They **don't** play tennis daily.

2-He play**s** tennis daily.

He doesn't play tennis daily.

3- I go to the club every day.

.....

4- They walk to school daily.

.....

5- He walks to school daily.

.....

6- Ahmed watches TV on Mondays.

.....



The Answers
3- I **don'tgo** to the club every day.
4- They **don't walk** to school daily.
5- He **doesn't walkto** school daily.
6- Ahmed **doesn't watch** TV on Mondays

Make questions:

1- Yes, he goes to school by bus.

Do / Does + فاعل + مصدر الفعل .....؟

Does he go to school by bus?

Yes, he does - أو No, he doesn't

2- He lives in London. (Ask)

Wh - word + أداة استفهام do / does + فاعل + مصدر الفعل ؟

Where does he live?

3- She always helps at home.

.....

4- They watch TV in the evening.

.....

5- I usually eat fish and chips.

.....

The Answers
3- How often does she help at home?
4- When do they watch TV?
5- How often do you eat fish and chips?

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سوي إسكان وحمل حسابتنا

Reading comprehension

7

Read the following text carefully, then answer the questions below:

Most students spend their school days sitting at desks learning. Salim does a lot more than sitting at a desk when he is in school. He climbs up high ladders, walks down the sides of buildings and rides in a fire engine. He is learning to be a firefighter from 8 to2 a.m. at the Fire School, for two days each week. Salim sits in a classroom to learn science, math, and emergency medicine. He learns the science of fires, how to calculate water pressure, and how to treat medical emergencies.

During the other three days, he goes outside and learns how to climb buildings, rescue people trapped in burning buildings and many other things.

"Firefighter and their colleagues have to know lots of different things," They have to treat medical emergencies, know how to handle dangerous chemicals, and rescue people who have fallen from high places. Teamwork is one of the most important lessons students learn at the school. Working together saves lives. Fighting fires is not easy. Each time firefighters go out, they know they might not come back.

A) Choose the correct answer from a, b, c and d:-

1- Which of the following is the best title for the passage?

a) Salim's life b) Firefighters work c) Fire school d) A school day

2- What is the meaning of the underlined word "handle" in the 2nd paragraph?

a) calculate b) climb c) control d) sink

3- The underlined pronoun (he) in the 1"paragraph refers to:

a) a firefighter b) Salim c) a student d) a colleague

4- Students in the fire school study.

a) maths b) science c) many subjects d) medicine

5- Students have to spend .daily at school.

a) 7 hours b) 6 hours c) 5 hours d) 8 hours

6- The purpose of the text is to.

a) show that the firefighters' job is rewarding.

b) explain that firefighters have an easy and comfortable work.

c) focus on the fact that it is safe to be a firefighter.

d) tell us that it is enjoyable to study fire.

B) Answer the following questions.

1- Why do some people still want to be fire fighters?

.....

2- How do firefighters work?

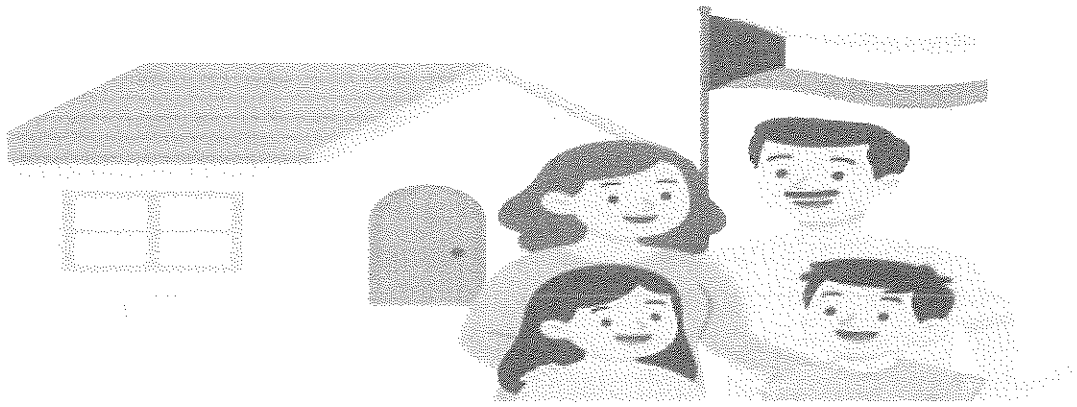
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Answers

B	1. Because fire fighters learn many things and rescue others' lives. 2. They learn how to climb buildings, rescue people trapped in burning buildings and many other things.

FAMILY AND HOME

الوحدة التعليمية ٦: الأسرة والمنزل



Writing

My dream home is very nice and comfortable, withlovely rooms and many fun activities to do there.

Plan and write a report of two paragraphs describing your dream home and the activities you can enjoy there.

a. Fill in the following plan.

Topic sentence: (Write your main idea clearly.)

.....

Supporting details: (Add 2-3 specific details or examples.)

.....

.....

.....

Concluding sentence: (End with how you feel or your final idea.)

.....

Paragraph (2): The activities I can enjoy there

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

The plan

Paragraph (1): My Dream Home

Topic sentence:

My dream home is very nice, comfortable, and filled with lovely rooms.

Supporting details:

It has a big living room with soft sofas, a kitchen with everything my family needs, and bedrooms that are bright and cozy. The house also has a garden with colorful flowers and a swimming pool.

Concluding sentence:

I feel very happy when I imagine living in my dream home.

Paragraph (2): The Activities I Can Enjoy There

Topic sentence:

There are many fun activities I can enjoy in my dream home.

Supporting details:

I can swim in the pool with my friends, read books in my quiet room, and play games in the garden. Sometimes, I can also watch movies with my family in the living room.

Concluding sentence:

My dream home is full of fun activities that make me feel relaxed and excited.

My Dream Home

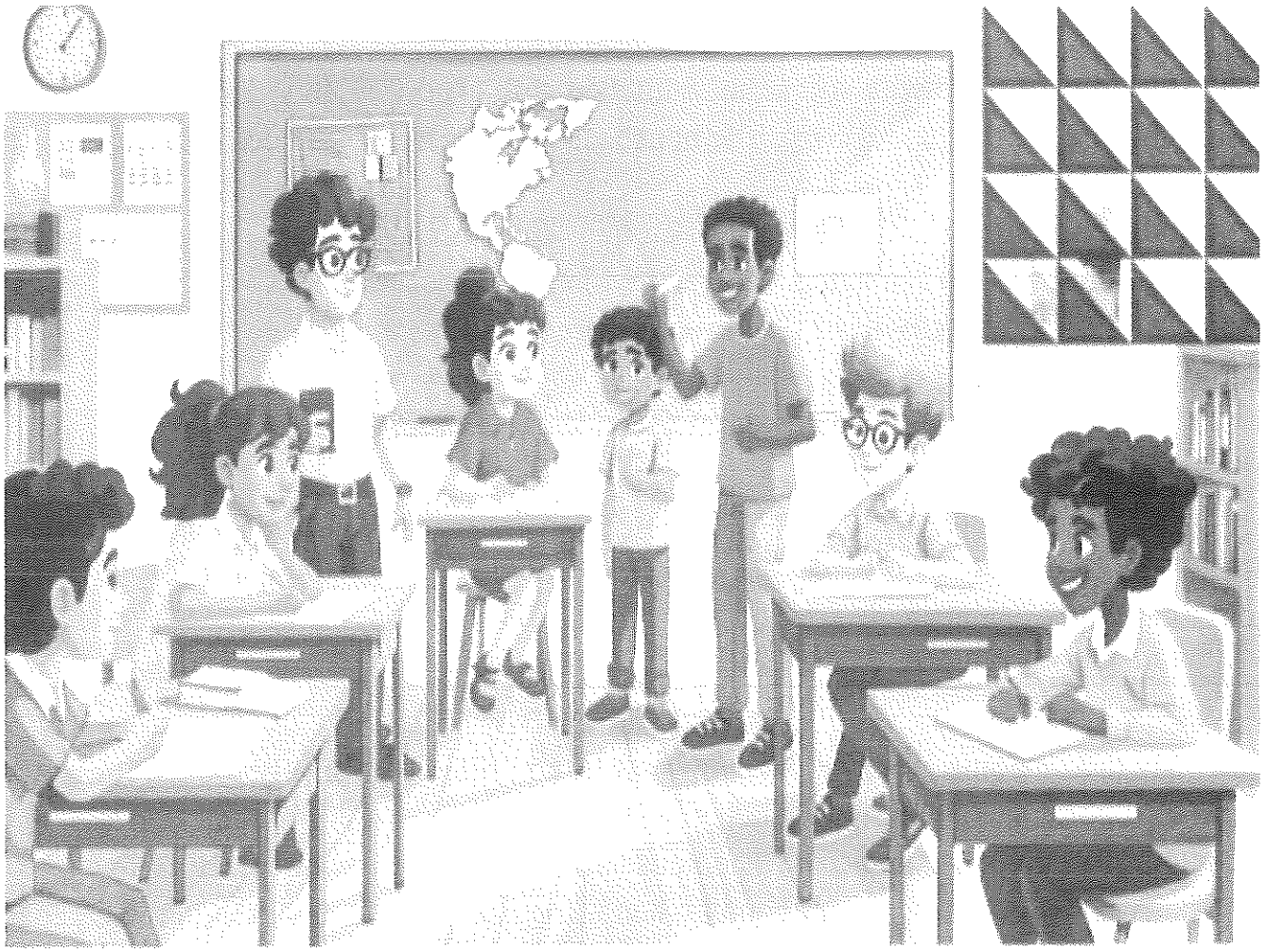
My dream home is very nice, comfortable, and filled with lovely rooms. It has a big living room with soft sofas, a kitchen with everything my family needs, and bedrooms that are bright and cozy. The house also has a garden with colorful flowers and a swimming pool. I feel very happy when I imagine living in my dream home.

There are many fun activities I can enjoy in my dream home. I can swim in the pool with my friends, read books in my quiet room, and play games in the garden. Sometimes, I can also watch movies with my family in the living room. My dream home is full of fun activities that make me feel relaxed and excited.

منزل أحلامي جميل جدا، ومريح ومليء بالغرف الرائعة. يحتوي على غرفة معيشة كبيرة بها أرائك ناعمة، ومطبخ فيه كل ما تحتاجه عائلتي، وغرف نوم مشرقة ومريحة، كما يحتوي المنزل على حديقة بها زهور ملونة وحوض سباحة. أشعر بسعادة كبيرة عندما أتخيل نفسي أعيش في منزلي الحلمي.

هناك العديد من الأنشطة الممتعة التي يمكنني الاستمتاع بها في منزل أحلامي. يمكنني السباحة في المسبح مع أصدقائي، وقراءة الكتب في غرفتي الهادئة، ولعب الألعاب في الحديقة، وأحيانا، يمكنني أيضا مشاهدة الأفلام مع عائلتي في غرفة المعيشة منزل أحلامي مليء بالأنشطة الممتعة التي تجعلني أشعر بالراحة والحماس.

Learning Unit 2



School
&
Responsibility

Be part of the learning experience

Unit 2

School & Responsibility

VOCABULARY

nervous (adj)	متوتر	lead (v)	يقود
responsible (adj)	مسؤول	effectively (adv)	بفعالية
organised (adj)	منظم	effort (n)	جهد
discussion (n)	مناقشة	patient (adj)	صبور
value (v)	يقدر / يثمن	friendly (adj)	ودود
challenge (n)	تحد	polite (adj)	مهذب
confident (adj)	واثق	positively (adv)	بشكل إيجابي
regularly (adv)	بانتظام	recognise (v)	يتعرف / يدرك
cheer (v)	يهتف / يشجع	honour (v)	يكرم / يشرف
hard (adv)	بجد / بجهد	faith (n)	إيمان
respectful (adj)	محترم / يظهر الاحترام		

A) Choose the correct word from a, b, c, and d:

1. Students should be ..... for completing their homework on time.

a) nervous b) responsible c) cheer d) honour

2. We had a class ..... about how to improve our school environment.

a) discussion b) value c) lead d) polite

3. Teachers always ..... students who show good behavior.

a) honour b) challenge c) recognise d) cheer

4. You need to work ..... if you want to succeed in your exams.

a) friendly b) hard c) respectful d) nervous

5. It's important to speak to your classmates in a ..... way.

a) polite b) patient c) confident d) effort

6. She is very .....; she always keeps her books and notes in order.

a) organised b) nervous c) cheer d) honour

7. He answered the question ..... and clearly.

a) effectively b) friendly c) challenge d) value

8. We should treat our teachers ..... and listen carefully.

a) hard b) respectfully c) positively d) nervous

9. I feel ..... before giving a presentation in front of the class.
a) confident b) nervous c) polite d) lead

10. They ..... the team by encouraging them during the match.
a) cheer b) lead c) recognise d) value

11. She always speaks ..... about her classmates and teachers.
a) positively b) hard c) challenge d) discussion

12. The teacher gave us a ..... to finish the project in two days.
a) faith b) challenge c) honour d) friendly

B) Fill in the spaces with the suitable word from the list:

(confident - effort - polite - teamwork - recognise)

1- You need to make a big ..... if you want to improve your grades.
2- The teacher asked us to work in ..... to finish the science project.
3- I felt very ..... when I gave my presentation in front of the class.
4- Always be ..... when you speak to your classmates and teachers.

C) Fill in the spaces with the suitable word from the list:

(organised - patient - rules - discussion - responsible)

5- We had a class ..... about how to reduce bullying at school.
6- You must be ..... and wait for your turn to speak.
7- Students should be ..... for bringing their books every day.
8- It's important to stay ..... so you don't lose your homework.

Answers

A	**1- effort**	**2- teamwork**	**3- confident**	**4- polite**
B	**5- discussion**	**6- patient**	**7- responsible**	**8- organised**

GRAMMAR

Have / Has to - Don't / Doesn't have to

نستخدم have to / has to للتعبير عن الواجب أو الالتزام بشيء ما ، أي أن هناك قانونا أو قاعدة يجب اتباعها.

الفاعل	الفعل المستخدم
I / You / We / They / Plural Nouns	have to
He / She / It / Singular Nouns	has to

- Students have to wear the school uniform.	يجب على الطلاب ارتداء الزي المدرسي
- She has to do her homework every day.	يجب عليها أن تؤدي واجبها كل يوم
- We have to respect our teachers.	يجب أن نحترم معلمينا
- The class captain has to lead the group.	يجب على قائد الصف أن يقود المجموعة

النفي : Don't have to / Doesn't have to

نستخدم don't have to / doesn't have to للتعبير عن عدم وجود ضرورة لفعل شيء ما.
أي أن الفعل اختياري وليس إلزاميا.

النفي	الفاعل
don't have to	I / You / We / They اسم جمع
doesn't have to	He / She / It اسم مفرد

- You don't have to bring your own books; the school provides them.
لا يجب عليك إحضار كتبك الخاصة؛ المدرسة توفرها.
- He doesn't have to stay after school today.
لا يجب عليه البقاء بعد المدرسة اليوم.
- We don't have to do the project alone; we can work in teams.
لا يجب أن نقوم بالمشروع بمفردنا؛ يمكننا العمل في مجموعات.

الاستفهام Do / Does

نستخدم + Do / Does الفاعل + have to + الفعل الأساسي؟ للسؤال عن الواجب أو الالتزام.

السؤال	الفاعل
Do you have to...?	I / You / We / They / Plural Nouns
Does he/she have to...?	He / She / It / Singular Nouns

- Do we have to bring our homework tomorrow?
هل يجب أن نحضر واجبنا غدًا؟
- Does she have to wear the school uniform every day?
هل يجب عليها ارتداء الزي المدرسي كل يوم؟
- Do students have to follow the school rules?
هل يجب على الطلاب اتباع قواعد المدرسة؟

الاستفهام بكلمات السؤال (Wh-Questions)

- Wh-word + do / does + الفاعل + have to + الفعل الأساسي؟
- What do we have to bring for the science project?
ماذا يجب أن نحضر المشروع العلوم؟
- When does he have to arrive at school?
متى يجب عليه أن يصل إلى المدرسة؟
- Why do students have to wear uniforms?
لماذا يجب على الطلاب ارتداء الزي المدرسي؟

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14 الأفعال الناقصة Modal Verbs

هي أفعال مساعدة تستخدم مع الفعل الأساسي لتعطيه معنى إضافيًا
مثل: الوجوب، النصيحة، الإذن، الاحتمال أو القدرة. ودائمًا ما يأتي بعدها الفعل في المصدر بدون أية إضافات

1. Must

المعنى: يجب ـ تدل على الوجوب القوي أو الضرورة القصوى.

تركيب الجملة Subject + must + base verb **فاعل مصدر**

- Students must follow the school rules.
  يجب على الطلاب اتباع قواعد المدرسة
- You must do your homework before watching TV.
  يجب أن تنهي واجبك قبل مشاهدة التلفاز

النفي : Must not (mustn't)

المعنى: يمنع / لا يجب أبدًا ـ تدل على المنع التام.

- You mustn't use your phone during the exam.
  لا يجب أن تستخدم هاتفك أثناء الامتحان
- Students mustn't be late to class.
  لا يجب على الطلاب التأخر عن الحصة

السؤال بـ : Must "

Must + subject + base verb ?

- Must we bring our books every day?
  هل يجب أن نحضر كتبنا كل يوم؟
- Must he wear the school uniform?
  هل يجب عليه ارتداء الزي المدرسي؟

Must + السؤال بكلمة استفهام

- Why must students follow the rules?
  لماذا يجب على الطلاب اتباع القواعد؟
- When must we submit the project?
  متى يجب أن تسلم المشروع ؟

2. Should

المعنى: ينبغي ـ تدل على النصيحة أو التوصية.

Subject + should + base verb **فاعل**

- You should study for the test.
  ينبغي أن تذاكر للاختبار
- Students should be respectful to their teachers.
  ينبغي أن يكون الطلاب محترمين لمعلميهم

النفي :Should not (shouldn't)

- You shouldn't talk during the lesson.
  لا ينبغي أن تتحدث أثناء الدرس

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- We shouldn't ignore the school rules.
لا ينبغي أن نتجاهل قواعد المدرسة .

السؤال بـ "Should":

- Should I bring my notebook to class?
هل ينبغي أن أحضر دفتري إلى الحصة؟
- Should we help our classmates?
هل ينبغي أن تساعد زملاءنا؟

السؤال بكلمة استفهام + Should

- What should I do if I forget my homework?
ماذا ينبغي أن أفعل إذا نسيت واجبي؟
- How should we behave in the library?
كيف ينبغي أن نتصرف في المكتبة؟

3. May

المعنى: قد ـ تدل على الاحتمال أو طلب الإذن بطريقة رسمية.

Subject + may + base verb

- You may leave early today.
قد يسمح لك بالمغادرة مبكرا اليوم .
- It may rain, so bring your umbrella.
قد تمطر، لذا أحضر مظلتك .

النفي : May not

- You may not enter the lab without permission.
لا يسمح لك بدخول المختبر بدون إذن .

السؤال بـ : "May"

- May I go to the nurse?
هل يمكنني الذهاب إلى الممرضة؟
- May we use the computer lab now?
هل يمكننا استخدام معمل الحاسوب الآن؟

السؤال بكلمة استفهام : May +

- When may we start the exam?
متى يمكننا بدء الامتحان؟
- Why may students leave early today?
لماذا قد يسمح للطلاب بالمغادرة مبكرا اليوم؟

4. Can

المعنى: يمكن ـ تدل على القدرة أو الإذن.

فاعل Subject + can + base verb

- I can solve this math problem.
أستطيع حل هذه المسألة الرياضية
- You can ask the teacher for help.
يمكنك أن تطلب المساعدة من المعلم

النفي: Can't (cannot)

You can't eat in the classroom.
لا يمكنك الأكل في الفصل

He can't come to school today.
لا يستطيع الحضور إلى المدرسة اليوم .

السؤال بـ " Can"

Can we use the library after school?
هل يمكننا استخدام المكتبة بعد المدرسة؟

Can she join the science club?
هل يمكنها الانضمام إلى نادي العلوم؟

السؤال بكلمة استفهام : + Can

What can we do to help the environment?
ماذا يمكننا أن نفعل المساعدة البيئة؟

Where can I find the homework instructions?
أين يمكنني أن أجد تعليمات الواجب؟

كلمات داله علي الأفعال الناقصة:

Modal Verb	كلمات دالة
must	always, every day, at all times, it's necessary
should	I think, maybe, in my opinion, it's better to
may	perhaps, maybe, possibly, if necessary
n c	able to, know how to, allowed to, possible

Have to / Has to – Don't / Doesn't have to

A) Choose the correct answer from a, b, c and d:

1. Students ..... bring their books every day.
a) has to b) have to c) don't have to d) doesn't have to

2. She ..... wear the school uniform on Fridays.
a) doesn't have to b) don't have to c) has to d) have to

3. We ..... respect our teachers.
a) have to b) has to c) doesn't have to d) don't have to

4. He ..... stay after school today; it's optional.
a) have to b) doesn't have to c) has to d) don't have to

5. You ..... complete the homework before the weekend.
a) has to b) have to c) doesn't have to d) don't have to

6. They ..... attend the meeting if they are busy.
a) don't have to b) doesn't have to c) have to d) has to

(Modal Verbs: Must / Should / May / Can)

A) Choose the correct answer from a, b, c and d:

1. You ..... follow the school rules at all times.
a) may b) should c) must d) can

2. Students ..... be polite to their classmates
a) may b) should c) must d) can

3. We ..... use the library during break time.
a) can b) must c) should d) may

4. You ..... eat in class; it's not allowed.
a) can b) must c) may d) mustn't

5. I ..... ask the teacher for help if I don't understand.
a) may b) must c) can d) should

6. She ..... submit her project today; the deadline is next week.
a) must b) doesn't have to c) may d) should

B) Do as shown between brackets – Have/Has to - Don't/Doesn't have to

1- The students (has) to bring their books every day. (Correct the verb)
.....
2- She has to wear the school uniform. (Make negative)
.....
3- We have to respect our teachers. (Ask a question with "Do")
.....
4- He has to arrive early. (Ask a question with "When")
.....
5- You don't have to stay after school. (Make affirmative)
.....
6- They have to submit the project. (Ask a question with "Why")
.....

B) Do as shown between brackets- Modal Verbs: must/ should/ may/ can

7- Students (must) eat unhealthy food. (Make negative)
.....
8- You should help your classmates. (Ask a question with "Should")
.....
9- We may leave early today. (Make negative)
.....
10- He can solve the problem. (Ask a question with "Can")
.....
11- I should revise my lessons. (Ask a question with "What")
.....
12- She may join the club next week. (Ask a question with "When")
.....

Answers

1-	The students have to bring their books every day.
2-	She doesn't have to wear the school uniform on Fridays
3-	Do we have to respect our teachers?
4-	When does he have to arrive early?
5-	You have to stay after school.
6-	Why do they have to submit the project?
7-	Students mustn'teat unhealthy food
8-	Should you help your classmates?
9-	We may not leave early today.
10-	Can he solve the problem?
11-	What should I revise in my lessons?
12-	When may she join the club next week?

Reading comprehension

Read the following text carefully, then answer the questions below:

Chess is called the game of kings. People have been playing it for over 500 years. Chess is based on an older Indian game. The chess we play today is from Europe. Chess is a two-player game. One player uses the white pieces. The other uses the black pieces. Each piece moves in a special way. One piece is called the king. Each player has one. The game ends when a player loses his king. There are many rules for playing chess. **They** are very difficult.

Some people think that chess is more than a game. They think that chess makes the minds **stronger**. Good chess players use their brains when they think about what will happen next. These skills are useful in life and in chess.

Chess isn't just for people. We can also play chess with computers. Playing chess with computers started in 1970s. at first, computers made mistakes. As time went on, they became smarter. In 1997, a computer beat the best player in the world. It was a very big computer called Deep Blue. By 2006, a cell phone could beat the best players in the world.

A) Choose the correct answer from a, b, c, and d:

1- The best title for the passage is.....

a) a famous player

b) playing chess

c) computer mistakes

d) losing games

2- The underlined pronoun (They) in the 1st paragraph refers to....

a) kings

b) rules

c) pieces

d) years

3- The underlined word (stronger) in the 2nd paragraph is the opposite to.

a) weaker

b) bigger

c) shorter

d) heavier

4- The chess game ends when a player.....

a) uses the black pieces

b) uses the white pieces

c) loses his king

d) thinks of an older Indian game



5- The writer's purpose of writing this text is to.....

a) name countries in which we can play chess.

b) list the bad sides of having chess in homes.

c) explain how people lose in chess game.

d) give information about chess.

6- according to the passage, which of the following statements is NOT TRUE?

a) People have been playing chess for over 30 years.

c) Good chess players think about what will happen next.

b) People can play chess with computer.

d) A computer can beat the best player in the world.

B) Answer the following questions:

1- What is chess called?

.....

2- How many players do we need to play chess?

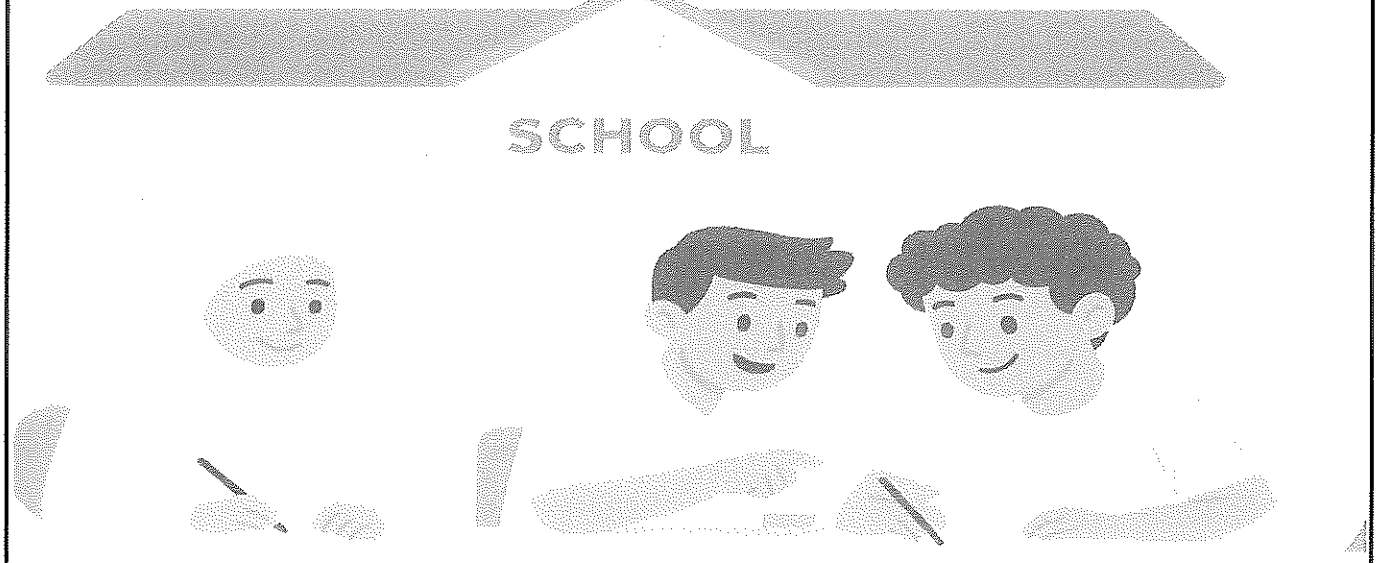
.....

Answers

B	1- chess is called the game of kings. 2- two players.	الاجابة

School & Responsibility

الوحدة التعليمية 2
المدرسة والمسؤولية



Writing

20

Responsibilities At School

Being a good student means being responsible for the things I should do and being careful about the things I shouldn't do. Plan and write a report of two paragraphs about your responsibilities at school and the things you shouldn't do.

Paragraph (1): Responsibilities at school

Topic sentence: (Write your main idea clearly.)

.....

Supporting details: (Add 2-3 specific details or examples.)

.....

.....

.....

Concluding sentence: (End with how you feel or your final idea.)

.....

Paragraph (2): The things I shouldn't do Topic sentence

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

The report

.....

.....

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Responsibilities At School

Paragraph 1: Responsibilities at school

Topic Sentence: I have many responsibilities at school that help me become a better student.

Supporting Details:

- I have to attend classes on time and be prepared.
- I must complete my homework and study for exams regularly.

I should respect my teachers and classmates.

Concluding Sentence: These responsibilities make me feel proud and help me succeed in school.

Paragraph 2: Things I shouldn't do

Topic Sentence: There are also things I shouldn't do as a responsible student.

Supporting Details:

- I shouldn't be late or skip classes.
- I mustn't use my phone during lessons or cheat in exams.
- I shouldn't be rude or disrespectful to others.

Concluding Sentence: Avoiding these actions helps me stay focused and respected in school.

Being a good student means taking responsibility for my actions. I have to attend school on time and be ready for my lessons. I must complete my homework and study regularly to improve my performance. I should also respect my teachers and classmates, and follow the school rules. These responsibilities help me grow and feel proud of myself.

As a responsible student, I know there are things I shouldn't do. I shouldn't be late or miss classes without a reason. I mustn't use my phone during lessons or cheat in exams. I shouldn't be rude or disrespectful to anyone at school. By avoiding these behaviors, I stay focused, respected, and set a good example for others.

كوني طالبا جيدا يعني أن أتحمل مسؤولية أفعالي. يجب أن أذهب إلى المدرسة في الوقت المحدد وأن أكون مستعدا لدروسي. يجب أن أنجز واجباتي المنزلية وأذاكر بانتظام لتحسين أدائي. ينبغي أيضا أن أحترم معلمي وزملائي، وأن التزم بقوانين المدرسة. هذه المسؤوليات تساعدني على النمو وتمنحني شعورا بالفخر.

كطالب مسؤول، أعلم أن هناك أشياء لا يجب أن أفعلها، لا ينبغي أن أتأخر أو أتغيب عن الحصص دون سبب. لا يجب أن أستخدم هاتفي أثناء الدروس أو أغش في الامتحانات لا ينبغي أن أكون غير مهذب أو غير محترم لأي شخص في المدرسة. من خلال تجنب هذه التصرفات، أبقى مركزا، ومحترما، وأكون قدوة حسنة للآخرين.

LEARNING UNIT 3



Safety & Instructions

Unit 3

Safety & Instructions

VOCABULARY

confidently (adv)	بثقة	memorable (adj)	لا ينسى / مميز
prevent (v)	يمنع	ensure (v)	يضمن / يتأكد
public (adj)	عام / للجمهور	currently (adv)	حاليا
avoid (v)	يتجنب	pack (v)	يحزم / يجهز
pedestrian (n)	مشاة / شخص يمشي	essential (adj)	ضروري / أساسي
safely (adv)	بأمان	hydrated (adj)	رطب / مشبع بالماء
constantly (adv)	باستمرار	mark (v)	يضع علامة / يحدد
surrounding (n)	البيئة المحيطة / ما حولك	campsite (n)	موقع التخييم
alert (adj)	منتبه / يقظ	whereabouts (n)	مكان التواجد / الموقع
delay (n)	تأخير	campfire (n)	نار التخييم / موقد نار
announcement (n)	إعلان / تنويه	litter (v)	يرمي القمامة
de tination (n)	وجهة / مكان الوصول	properly (adv)	بشكل صحيح / بطريقة مناسبة

A) Choose the correct word from a, b, c, and d:

1. You should cross the street at the ..... to stay safe.

a) pedestrian b) campsite c) announcement d) destination

2. Drivers must stay ..... while driving near schools.

a) alert b) hydrated c) memorable d) public

3. The teacher made an important ..... about the trip.

a) announcement b) campfire c) delay d) litter

4. We arrived at our ..... after a long and safe journey.

a) destination b) surroundings c) delay d) campsite

5. You should drink water to stay ..... during outdoor activities.

a) hydrated b) safely c) confidently d) properly

6. Always walk ..... on the road and use the sidewalk.

a) safely b) constantly c) confidently d) properly

7. The students listened ..... to the safety instructions.

a) confidently b) properly c) constantly d) public

8. We must ..... accidents by following the rules.

a) prevent b) pack c) mark d) litter

9. The guide showed us the ..... of the camp on the map.

a) whereabouts b) announcement c) delay d) destination

10. It's important to ..... your bag before going on a trip.

a) pack b) mark c) avoid d) litter

11. The fireman gave a ..... speech about safety.

a) memorable b) hydrated c) essential d) alert

12. We must not ..... in nature reserves.

a) litter b) prevent c) mark d) delay

13. The campers sat around the ..... and told stories.

a) campfire b) pedestrian c) announcement d) delay

14. The teacher asked us to behave ..... during the trip.

a) properly b) confidently c) constantly d) safely

15. The bus had a short ..... because of traffic.

a) delay b) destination c) campsite d) surroundings

16. We should ..... the important points in our safety notes.

a) mark b) pack c) avoid d) litter

17.The area around the school is a ..... place.

a) public b) hydrated c) essential d) memorable

18. The teacher reminded us to be aware of our ..... at all times.

a) surroundings b) campfire c) announcement d) delay

19. You should ..... dangerous places when walking alone.

a) avoid b) mark c) pack d) litter

20. The first aid kit is an ..... item for every trip.

a) essential b) confidently c) public d) delay

B1) Fill in the spaces with the suitable word from the list:

(alert - hydrated - announcement - delay - surroundings - pedestrian)

1. The teacher made an important ..... before the emergency drill.
2. You must stay ..... when crossing busy streets.
3. The hikers checked their ..... before setting up the tent.
4. The train had a long ..... due to bad weather.
5. To stay healthy during the trip, we must remain ..... at all times.

B2) Fill in the spaces with the suitable word from the list:

(destination - litter - pack - safely - essential - campfire)

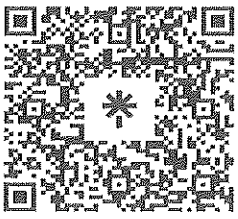
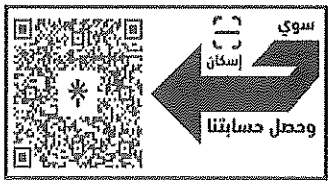
6. We sat around the warm ..... and shared stories.
7. The first aid kit is an ..... item for every school trip.
8. You should ..... your bag carefully before leaving.
9. The students arrived ..... at the museum after a long ride.
10. Never ..... in public places; always use the trash bins.

Answers					
A	1- announcement	2- alert	3- surroundings	4- delay	5- hydrated
B	6- campfire	7- essential	8- pack	9- safely	10- litter







GRAMMAR

The Present Continuous Tense

زمن المضارع المستمر

يستخدم المضارع المستمر للتعبير عن ما يحدث الآن في الوقت الحالي ويستخدم ليعبر عن خطط مستقبلية.

شكل الفعل

الفاعل + am / is / are + (الفعل verb) + ing

EX: - I am studying English now.
- Look, my friend is watching a new film.
- Listen, they are singing the National anthem.

الكلمات الدالة على الزمن

now / nowadays / look / listen / at this moment

making negative / النفي

الفاعل + am / is / are + not (n't) + verb + ing

EX: - I am not studying English now.
- Look, my friend isn't watching a new film.
- Listen, they aren't singing the National anthem.

asking a question / السؤال

أداة الاستفهام + is / are + الفاعل + verb + ing?

EX: - What are you studying now?
- Who is watching a new film?
- What are they singing?

A) Choose the correct answer from a, b, c, and d:

1. My brother is ..... the door now.

a) knocks b) knock c) knocking d) knocked

2. Look, he ..... on the beach.

a) is walk b) is walking c) walks d) walking

3. She is ..... the picture now.

a) to paint b) painting c) is painting d) paints

4. He is playing football .....

a) yet b) already c) just d) now

B) do as shown between brackets:

1. Nasser is (read) a book now. (correct the verb)

.....

2. She is writing the report. (make negative)

.....

3. They are playing tennis in the club now. (ask a question)

.....

4. I'm reading English book now. (ask a question)

.....

Answers

B	1- reading 2- She isn't writing the report. 3- Where are they playing tennis now? 4- What are you reading now?

الاجابة

Purpose Connectors

هي أدوات ربط تستخدم لربط الفعل بالهدف أو الغرض منه، أي أنها تجيب على سؤال:

Why do we do this ? ⟵ لماذا تفعل هذا ؟

*1- to + base verb

الاستخدام:

نستخدم to متبوعة بالفعل الأساسي (بدون إضافات) للتعبير عن الهدف بشكل مباشر وبسيط.

القاعدة:

Subject + verb + to + base verb + complement فاعل

- We wear helmets to protect our heads.
  نرتدي الخوذات لحماية رؤوسنا.
- Students listen carefully to understand the safety instructions.
  يستمع الطلاب بعناية لفهم تعليمات السلامة .
- I carry a first aid kit to help in emergencies.
  أحمل حقيبة الإسعافات الأولية للمساعدة في الحالات الطارئة .

طريقة الحل:

ابحث عن الفعل الأساسي، ثم اسأل نفسك: لماذا؟

أضف + to الفعل الذي يعبر عن الهدف.

*2- in order to + base verb

الاستخدام:

نستخدم in order to للتعبير عن الهدف بطريقة أكثر رسمية أو توضيحية، وغالبا ما تستخدم في الكتابة الأكاديمية أو الرسمية

القاعدة:

Subject + verb + in order to + base verb + complement

- We follow the instructions in order to stay safe.
  نتبع التعليمات لكي نبقى بأمان.
- The teacher explained the rules in order to prevent accidents.
  شرح المعلم القواعد لتجنب الحوادث

- They marked the emergency exits in order to guide students during a fire drill.
وضعوا علامات على مخارج الطوارئ لإرشاد الطلاب أثناء تدريب الحريق .

طريقة الحل:

استخدم **Order to** عندما تريد توضيح الهدف بشكل رسمي أو عند الكتابة في تقارير أو مقالات.

*3- so that + subject + verb

الاستخدام:

نستخدم **so that** عندما نريد أن نوضح الهدف بوجود فاعل جديد في الجملة الثانية،
أي أن هناك شخصا آخر سيستفيد أو يتأثر بالفعل

القاعدة:

Subject + verb + so that + new subject + verb + complement

- We explain the safety rules so that students understand them.
نشرح قواعد السلامة لكي يفهمها الطلاب
- I arrived early so that I could help with the preparations.
وصلت مبكرا لكي أتمكن من المساعدة في التحضيرات
- They gave clear instructions so that everyone could follow them.
قدموا تعليمات واضحة لكي يتمكن الجميع من اتباعها

طريقة الحل:

استخدم **so that** عندما يكون هناك فاعل جديد في الجملة الثانية، وغالبا ما تأتي بعدها أفعال مثل:
can / could / will / would

مقارنة سريعة بين الأدوات الثلاث:

الأداة	الاستخدام	الفاعل في الجملة الثانية
to	مباشر وبسيط	لا يوجد
in order to	رسمي ومفصل	لا يوجد
so that	يوضح التأثير على شخص آخر	يوجد فاعل جديد

كلمات دالة على الغرض : Purpose Indicators

الكلمة	الاستخدام
to	هدف مباشر
in order to	هدف رسمي أو أكاديمي
so that	هدف يتضمن فاعل جديد وتأثير

A) Choose the correct answer from a, b, c and d:

1. We wear seatbelts ..... reduce the risk of injury.
a) to b) so that c) in order d) in order to

2. The school gave clear instructions ..... students could follow them easily.
a) to b) in order to c) so that d) for

3. I arrived early ..... I could help with the safety preparations.
a) to b) so that c) in order d) for

4. The teacher explained the rules ..... prevent accidents.
a) so that b) to c) in order to d) for

5. We marked the emergency exits ..... guide students during the drill.
a) in order to b) so that c) to d) in order
6. He studied the safety manual ..... he could answer all the questions.
a) to b) in order to c) so that d) for
7. The school organized a workshop ..... raise awareness about safety.
a) in order to b) so that c) to d) for
8. I packed my bag carefully ..... avoid forgetting anything important.
a) so that b) to c) in order to d) for
9. We practiced the fire drill ..... everyone knows what to do.
a) to b) so that c) in order to d) for
10.She checked the surroundings ..... ensure the area was safe.
a) to b) so that c) in order to d) for

B) Do as shown between brackets:

1.We follow the safety rules. (Add "to stay safe")
.....
2.The teacher gave instructions. (Add "so that students understand")
.....
3.I arrived early. (Add "in order to help with the setup")
.....
4.They wear helmets. (Add "to protect their heads")
.....
5.We marked the exits. (Add "so that students can find them")
.....
6.She studied the manual. (Add "in order to pass the test")
.....
7.I packed my bag. (Add "to avoid forgetting anything")
.....
8.The school held a meeting. (Add "so that parents know the safety plan")
.....
9.He checked the wires. (Add "in order to prevent accidents")
.....
10.We practiced the drill. (Add "so that everyone knows what to do")
.....

Do as shown:

1.	We follow the safety rules to stay safe
2.	The teacher gave instructions so that students understand
3.	I arrived early in order to help with the setup
4.	They wear helmets to protect their heads
5.	We marked the exits so that students can find them
6.	She studied the manual in order to pass the test
7.	I packed my bag to avoid forgetting anything
8.	The school held a meeting so that parents know the safety plan
9.	He checked the wires in order to prevent accidents
10.	We practiced the drill so that everyone knows what to do

Reading comprehension

30

Read the following passage and then answer the questions below:

Turtles are one of the oldest animals in the world. They can live for about 150 years. You can find them living almost anywhere. There are two main types of turtles, sea turtles and land turtles. The largest turtle in the world is the leatherback sea turtle, which can weigh over 90 kg.

Turtles are special animals! They can live in land and in the sea. The temperature of their body changes based on how hot or cold it is outside. Turtles have a hard shell covering their bodies. They are able to hide their heads inside their shells if they feel anxious

This will keep them safe from other dangerous animals. The hard shell may make them move slowly. They will not need to run fast from other animals if they can hide inside the shell. You may wonder what do turtle eat? There are several types of turtles which can eat different types of food. Land turtles eat only plants such as grass and fruits. However, sea turtles eat sea animals like jellyfish and squid. Some turtles eat both meat and plants

A) Choose the correct answer from a, b ,c and d.

1- The best title of the passage is.....

a) sea animals
b) the trip to the aquarium
c) the hard shell
d) all about turtles

2- The underlined pronoun "They" in the 3rd paragraph refers to .....

a) heads
b) bodies
c) turtles
d) shells

3-The underlined word "anxious" in the 3rd paragraph means .....

a) happy
b) hungry
c) worried
d) cheerful

4- According to the passage, turtles can.....

a) eat only one type of food
b) run from dangerous animals
c) live for up to 150 years
d) hide inside their shells to eat

المعلّم للمذكرات التعليمية للمتوسط والثانوي
مذكرات أبو محمد
51093167
Teacher for Educational Books

5- The writer's purpose of writing this passage is to .....

a) explain the life of the sea animals.

b) entertain us with a funny story.

c) give us information about turtles.

d) show us to take care of turtles

6- According to the passage, all of the following statements are NOT TRUE except:.....

a) Turtles can live in both land and sea.

b) The hard shell helps turtles to move fast.

c) The turtle's body temperature is always cold.

d) The smallest turtle is the leatherback sea turtle.

B) Answer the following question:

1- What are the types of turtles?

.....

2- Why do turtles have hard shells?

.....

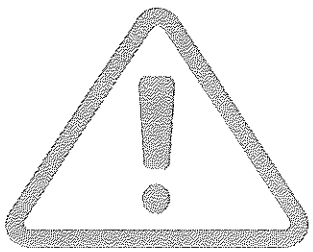
Answers

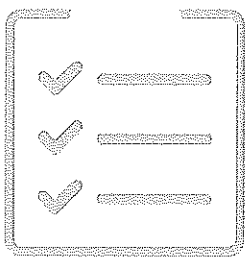
B	1- there are two types of turtles, sea turtles and land turtles. 2- because shells can keep them safe from other dangerous animals as they are able to hide their heads inside their shells.

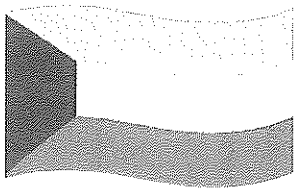
LEARNING UNIT 3

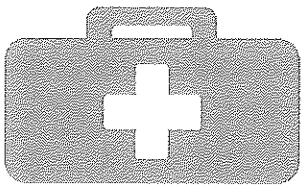
SAFETY & INSTRUCTIONS

الوحدة التعليمية 3 | الأمان والتعليمات











Safety Instructions

When people go out, they should follow safety instructions to be safe.
Plan and write a report of two paragraphs explaining what safety instructions everyone should follow outdoors (mall, park, street, airport, or camping) and why these instructions are important.

Paragraph (1): Safety instructions everyone should follow

Topic sentence: (Write your main idea clearly.)

.....

Supporting details: (Add 2-3 specific details or examples.)

.....

.....

Concluding sentence: (End with how you feel or your final idea.)

.....

Paragraph (2): Why they are important Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

The report

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Safety Instructions

Paragraph 1: Safety instructions everyone should follow

Topic Sentence: People should follow safety instructions when they are outdoors to stay safe.

Supporting Details:

- Use pedestrian crossings and follow traffic lights in the street.
- Keep your belongings close and avoid crowded areas in malls and airports.
- Follow camping rules like keeping the campfire small and disposing of litter properly.

Concluding Sentence: Following these instructions helps everyone enjoy their time safely and responsibly.

Paragraph 2: Why they are important

Topic Sentence: Safety instructions are important because they protect people from danger and accidents.

Supporting Details:

- They help prevent injuries and keep public places organized.
- They teach people how to act in emergencies like fires or lost items.
- They reduce risks and make outdoor activities more enjoyable.

Concluding Sentence: When people follow safety instructions, they protect themselves and others, making the community safer.

The Report

[[[[When people go outdoors, they should follow safety instructions to stay safe. In the street, it is important to use pedestrian crossings and follow traffic signals. In places like malls and airports, people should keep their belongings close and avoid crowded areas. During camping, everyone should follow rules such as keeping the campfire small and throwing litter in the right place. These instructions help people enjoy their time safely and avoid problems.

Safety instructions are important because they protect people from danger. They help prevent accidents and keep public places clean and organized. In emergencies, safety rules guide people to act quickly and correctly. They also reduce risks and make outdoor activities more fun and relaxing. When people follow safety instructions, they protect themselves and others, and make the world a safer place.

عندما يخرج الناس إلى الأماكن العامة، يجب عليهم اتباع تعليمات السلامة للبقاء آمنين. في الشارع، استخدام ممرات المشاة واتباع إشارات المرور في الأماكن مثل المجمعات التجارية والمطارات، يجب على الناس من المهم الحفاظ على ممتلكاتهم وتجنب الأماكن المزدحمة، أثناء التخييم، يجب على الجميع اتباع القواعد مثل إبقاء نار التخييم صغيرة والتخلص من القمامة بشكل صحيح. هذه التعليمات تساعد الناس على الاستمتاع بوقتهم بأمان وتجنب المشاكل.

وتنظيم تعليمات السلامة مهمة لأنها تحمي الناس من الخطر. فهي تساعد على منع الحوادث وتحافظ على نظافة تقلل من الأماكن العامة. في حالات الطوارئ، توجه القواعد الناس للتصرف بسرعة وبشكل صحيح، كما أنها يحمون أنفسهم المخاطر وتجعل الأنشطة الخارجية أكثر متعة وراحة عندما يتبع الناس تعليمات السلامة، فإنهم والآخرين، ويجعلون العالم مكانا أكثر أمانا.

10. During Eid, families ..... gifts and sweets.
a) exchange b) waste c) collect d) appreciate

11. We should not ..... food during celebrations.
a) waste b) collect c) include d) strengthen

12. The teacher reminded us to be ..... during the ceremony.
a) well-mannered b) thrilling c) joyful d) festive

13. The lanterns are a ..... of hope and happiness.
a) sign b) celebration c) gratitude d) community

14. The event helped ..... the bond between students and teachers.
a) strengthen b) waste c) include d) appreciate

15. The celebration ..... all students, regardless of their background.
a) includes b) collects c) appreciates d) signs

16. The school organized a ..... to honor national traditions.
a) celebration b) tolerance c) generosity d) harmony

17. People showed great ..... by donating food to the poor.
a) generosity b) gratitude c) community d) preparation

18. The festival is ..... held in February every year.
a) typically b) respectfully c) warmly d) cheerfully

19. The children ..... sweets from the decorated table.
a) collect b) waste c) exchange d) strengthen

20. Religious celebrations teach us ..... and respect for others.
a) tolerance b) joy c) generosity d) thrill

B) Fill in the spaces with the suitable word from the list.

(gratitude - festive - warmly - generosity - thrilling - community)

1- The host welcomed the guests ..... and offered them traditional sweets.
2- The fireworks show was so ..... that the crowd cheered loudly.
3- People show their ..... by giving gifts to the poor during celebrations.
4- The streets looked very ..... with lights, music, and decorations.
5- The whole ..... joined the national celebration in the city square.

(respectfully - joyful - togetherness - collect - celebration - sign)

6- The children danced ..... during the school's cultural event.
7- The lanterns are a ..... of peace and hope.
8- The family gathered in a spirit of ..... to enjoy the holiday meal.
9- Students were asked to behave ..... during the ceremony.
10- The school organized a big ..... to honor national traditions.

Answers (B)

1- warmly	2- thrilling	3- generosity	4- festive	5- community
6- joyful	7- sign	8- togetherness	9- respectfully	10- celebration

تكوين الجملة الأساسي

subject + verb + object

مفعول + فعل + فاعل

Examples:

- Ahmed is translating the email.
- The man was fixing the car.
- My sister can finish the task.

تكوين الجملة المبني للمجهول

Object + (v.to.be the same tense of sentence) + V3 + by + subject

مفعول + (v.to.be نفس زمن الجملة) + V3+ by + الفاعل

Examples:

- The email is being translated by Ahmed.
- The car was being fixed by the man.
- The task can be finished by my sister.

خطوات التحويل للمبني للمجهول:

١- المفعول يأتي في بداية الجملة مكان الفاعل.

٢- الفعل ينقسم إلى (1) (v.to.be) في نفس زمن الجملة.

(2) التصريف الثالث (V3) من الفعل الأساسي للجملة.

٣- الفاعل يأتي آخر الجملة مسبوقا بحرف الجر by

Passive Voice المبني للمجهول

What is it ? ما هو المبني للمجهول ؟

In passive voice, the action is more important than the doer.

في المبني للمجهول، نركز على الفعل نفسه وليس من قام به

Present Simple Passive

Structure: am / is / are + past participle (V.3)

Example:

Organic food is sold in many Kuwaiti stores.

يُباع الطعام العضوي في العديد من المتاجر الكويتية



Modals Passive

Structure: modal + be + past participle

Example:

Traditional recipes should be preserved for future generations.

يجب الحفاظ على الوصفات التقليدية للأجيال القادمة

Modal	Use	Arabic Meaning
can	ability / possibility	يستطيع / يمكن
could	past ability / polite request	كان يستطيع / طلب مؤدب
may	permission / possibility	قد / يسمح بـ
might	weak possibility	ربما / احتمال ضعيف
must	strong necessity / obligation	يجب / ضرورة قوية
should	advice / recommendation	ينبغي / نصيحة
will	future certainty	سوف / تأكيد للمستقبل
would	polite request / hypothetical	سوف (بشكل افتراضي أو مؤدب)

Practice Questions:

1- People eat healthy food in Kuwait. → (Passive)

Healthy food is eaten in Kuwait.

2- We must protect food traditions. → (Passive)

Food traditions must be protected.

A) Choose the correct answer from a, b, c, and d:

1. Safety instructions ___ in every classroom.

a) give b) are given c) gives d) giving

2. Emergency exits ___ clearly in the school building.

a) are marked b) mark c) marked d) marking

3. First aid kits ___ in all school buses.

a) keep b) are kept c) keeps d) keeping

4. Students ___ be trained to follow safety rules.

a) should b) should train c) should be trained d) should training

5. Safety signs ___ be placed near dangerous areas.

a) must b) must be placed c) must placing d) must place

6. Instructions _____ be followed carefully.

a) can b) can be followed c) can following d) can follow

7. Fire alarms _____ tested regularly.

a) are b) are tested c) test d) testing

8. Students _____ be reminded of safety rules every week.

a) may b) may be reminded c) may reminding d) may remind

9. Safety equipment _____ be checked before every trip.

a) should b) should be checked c) should checking d) should check

10. Dangerous tools _____ be used without supervision.

a) mustn't b) mustn't be used c) mustn't using d) mustn't use

B) Do as shown between brackets (Passive Voice - Present Simple & Modals):

1. Teachers give safety instructions. (Change into passive)

.....

2. The school marks emergency exits. (Change into passive)

.....

3. We keep first aid kits in the lab. (Change into passive)

.....

4. Students should follow safety rules. (Change into passive)

.....

5. The staff must place warning signs. (Change into passive)

.....

6. You can follow the instructions easily. (Change into passive)

.....

7. They test fire alarms every month. (Change into passive)

.....

8. Teachers may remind students of safety rules. (Change into passive)

.....

9. We should check safety equipment before trips. (Change into passive)

.....

10. Students mustn't use dangerous tools. (Change into passive)

.....

1.	Safety instructions are given by teachers
2.	Emergency exits are marked by the school
3.	First aid kits are kept in the lab
4.	Safety rules should be followed by students
5.	Warning signs must be placed by the staff
6.	Instructions can be followed easily
7.	Fire alarms are tested every month
8.	Students may be reminded of safety rules
9.	Safety equipment should be checked before trips
10.	Dangerous tools mustn't be used by students

Countable and Uncountable

Countable nouns الأسماء المعدودة التي يضاف لها (s / es) الجمع أو يتغير شكلها		Uncountable nouns الأسماء غير المعدودة (الكميات)
EX:		**EX:**
An ant	Ants	Honey
A book	Books	Oil
A tooth	Teeth	Rice
A man	Men	Water
A person	People	Butter

some and any

Some بعض تستخدم في الجملة المثبتة	Any أي تستخدم في الجملة المنفية والسؤال
EX: There are some oranges in the basket. I saw some students in the corridor.	**EX:** I didn't buy any bags last year. Do you have any kind of juice?

A and an

An قبل الاسم المفرد المبدوء بصوت متحرك الحروف المتحركة 5 هم (a / e / I / o / u)	A قبل الاسم المفرد المبدوء بصوت ساكن باقي الحروف ساكنة
An apple An envelope An ink An orange An umbrella	A door A star A horse A bottle A man

لاحظ كلمة **an hour**

an قبل **hour** تبدأ بحرف **h** لأنه صامت لا ينطق

A) Choose the correct answer from a, b, c, and d:

1- I don't have .....time to write the lesson.

a) a b) an c) some d) any

2 -There is .....milk in the cup.

a) a b) an c) some d) any

3- The child ate .....orange his mother gave.

a) a b) an c) some d) any

4- Do you have got .....money to buy a skirt?

a) a b) an c) some d) any

التواصل على رقمنا الوحيد
51093167

B) Do as shown between brackets:

1- She used some brushes to paint the wall. (make negative)

.....

2- They had (a) accident yesterday. (correct)

.....

3- I saw .....birds in the sky. (choose: any/some)

.....

4- I can speak some languages. (make negative)

.....

Answers

B	1- She didn't use any brushes to paint the wall. 2- an 3- Some 4- I can't speak any languages.

Countable and Uncountable

Countable nouns الأسماء المعدودة التي يضاف لها (s/es) الجمع أو يتغير شكلها		Uncountable nouns الأسماء غير المعدودة (الكميات)
EX:		**EX:**
An ant	Ants	Honey
A book	Books	Oil
A tooth	Teeth	Rice
A man	Men	Water
A person	People	Butter

How many / How much

How many? كم عدد ؟

How many + اسم جمع (معدود) + فعل مساعد + فاعل + فعل أساسي

Examples:

- How many bags do you have?
- How many oranges does your sister eat?
- How many bottles of water are there on the table?

How much? ما كمية ؟

How much + اسم كمية (غير معدود) + فعل مساعد + فاعل + فعل أساسي

Examples:

- ➤ How much milk do you drink?
- ➤ How much oil did your sister buy?
- ➤ How much water is there on the table?

A) Choose the correct word from a, b, c and d:

1. If you sleep well, you .....feel tired.

a) will b) would c) will not d) would not

2. I'd buy a car if I .....money.

a) save b) saving c) would save d) saved

3. My brother is rich. .....company is in Kuwait city.

a) He b) Has c) His d) Him

4. How .....spoons of honey do you eat every morning?

a) much b) many c) often d) old

5. If I were you, I .....meet my friends.

a) will b) will were c) would d) was

Do as shown between brackets:

1- You will get high marks. You study too hard. (join: use (If))

.....

2- My mother bought five bags yesterday? (How many)

.....

3- If I ..... you, I would go shopping. (complete)

.....

4- I drink a lot of water. (Ask question)

.....

5-Mona (go) to cinema if she finishes her work. (correct)

.....

المعلم للمذكرات التعليمية للمتوسط والثانوي
مذكرات أبو محمد
51093167
Teacher for Educational Books

Answers

B	1- If you study too hard, you will get high marks. 2- How many bags did your mother buy yesterday? 3- Were 4- How much water do you drink? 5- will go.

الاجابة

Reading Comprehension

Read the following passage and answer the questions below:

The dictionary is the most important tool for all language learners. It gives them different meanings and spelling of words. Most dictionaries help us pronounce words correctly by providing pronunciation and phonetic symbols. Moreover, they show the learners how to use the words correctly by giving them examples in meaningful sentences.

When you find a new word in a comprehension passage, it isn't a good way to think directly about using the dictionary all the time to know its meaning. It is better for you to try first to understand the main idea of the passage and guess its meaning. Second, don't forget to look at the opposite of the word and try to remember it. If these two ways are not helpful, get the dictionary then and look it up. You'll find different meanings for one word. You infer the suitable meaning through the text.

Some books have a mini-dictionary on their backs. Electronic dictionaries are the latest. They have more advantages than printed ones because they are easy to download and carry, you can take them with you everywhere and listen clearly to the correct way of pronouncing words. Fortunately, smartphones can be supplied with different dictionary application.

A) Choose the correct answer from a, b, c and d:

1- The best title for the passage is .....

a) phonetics symbols
b) language learners
c) the importance of dictionaries
d) new words

2- The opposite of the underlined word (remember) in the 2nd paragraph is .....

a) find
b) guess
c) forget
d) try

3- The underlined pronoun "their" in the 3rd paragraph refers to.....

a) exams
b) books
c) symbols
d) meanings

4-The purpose of writing this passage is to .....

a) suggest ways to get dictionaries.
b) inform us that smartphones have dictionaries.
c) tell us the most important tool for language learners.
d) show how we guess the meaning of words.

5- The electronic dictionaries.....

a) used at home only.
b) were very old.
c) aren't better than the printed ones.
d) have pronunciation.

6- According to the text, all the following statements are NOT TRUE except.....

a) Most dictionaries don't have pronunciation or phonetic symbols.
b) You should directly use a dictionary when you don't know the meaning of a word.
c) It's impossible to download dictionaries on smartphones.
d) Some dictionaries give examples and use the words in meaningful sentences.

B) Answer the following questions:

1- What are the advantages of the electronic dictionaries?

.....

2- Why is using the dictionary all the time directly is not a correct way?

.....

Answers	
B	1- Electronic dictionaries are easy to download and carry. They can be taken everywhere. 2- because it is better to try to understand and guess the meaning of the word and also try to remember its opposite.

Celebrations Around the World

الوحدة التعليمية 4

احتفالات حول العالم



Celebration

People prepare their homes, food, and clothes to make a special celebration. Plan and write a report of two paragraphs explaining how you prepare for a celebration and what activities of this celebration you enjoy doing.

Paragraph (1): The preparations for the celebration

Topic sentence: (Write your main idea clearly.)

.....

Supporting details: (Add 2-3 specific details or examples.)

.....

.....

.....

Concluding sentence: (End with how you feel or your final idea.)

.....

Paragraph (2): The activities I enjoy doing

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

The report

.....

.....

.....

.....

.....

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.....

.....

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.....

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.....

.....

The Plan

Paragraph (1): The preparations for the celebration
Topic sentence:
Preparing for a celebration is always an exciting and joyful experience.
Supporting details:
First, I clean and decorate my home with colorful lights and festive ornaments.
Then, I help my family prepare delicious traditional food that everyone enjoys.
I also choose special clothes to wear that match the theme of the celebration.
Concluding sentence:
These preparations make me feel proud and excited to share happiness with others.
Paragraph (2): The activities I enjoy doing
Topic sentence:
During the celebration, I enjoy many fun and meaningful activities.
Supporting details:
I love spending time with my family and friends, playing games and sharing stories.
Watching fireworks and listening to music always fills me with joy.
I also enjoy giving gifts and helping those in need, which makes the celebration more special.
Concluding sentence:
These activities bring me closer to others and make the celebration unforgettable.

The Report (Full Version)

Preparing for a celebration is always an exciting and joyful experience. First, I clean and decorate my home with colorful lights and festive ornaments. Then, I help my family prepare delicious traditional food that everyone enjoys. I also choose special clothes to wear that match the theme of the celebration. These preparations make me feel proud and excited to share happiness with others. During the celebration, I enjoy many fun and meaningful activities. I love spending time with my family and friends, playing games and sharing stories. Watching fireworks and listening to music always fills me with joy. I also enjoy giving gifts and helping those in need, which makes the celebration more special. These activities bring me closer to others and make the celebration unforgettable.

التحضير للاحتفال دائما ما يكون تجربة ممتعة ومليئة بالحماس. أولا، أقوم بتنظيف وتزيين المنزل بالأضواء الملونة والزينة الاحتفالية. ثم أساعد عائلتي في إعداد الطعام التقليدي اللذيذ الذي يحبه الجميع. كما أختار ملابس خاصة تتناسب مع موضوع الاحتفال. هذه التحضيرات تجعلني أشعر بالفخر والحماس المشاركة الفرح مع الآخرين. خلال الاحتفال، استمتع بالعديد من الأنشطة الممتعة والمليئة بالمعنى. أحب قضاء الوقت مع عائلتي وأصدقائي، نلعب الألعاب ونتبادل القصص مشاهدة الألعاب النارية والاستماع إلى الموسيقى يملأني بالفرح. كما استمتع بتقديم الهدايا ومساعدة المحتاجين، مما يجعل الاحتفال أكثر تميزا. هذه الأنشطة تقربني من الآخرين وتجعل الاحتفال لا ينسى.

Reading comprehension

Read the following passage and then answer the questions below:

Can animals be trained to work for us? Some scientists think that one day, animals may be trained to do some simple jobs that are now done by people. They point out that at the circus for example; we may see elephants, lions, tigers, monkeys, and other animals doing skillful things. Perhaps you have seen them on television or in a film. You may notice that the trainer gives the animals a cube of sugar as a reward when they do something well. People use horses, elephants, and oxen to pull cars and move heavy things. Policemen use dogs to find wanted persons, other use dogs to search for missing or lost people. Scientists say that many different animals may be trained to do several simple jobs if they know they will get a reward for that. Of course, as we know, dogs can be used to guard houses. In Russia, for example, pigeons, which are birds with good eyesight, are being used for watching out. At the same time, a few seeds are given to the pigeon as a reward. Monkeys are trained in America to help drivers and scientists. Perhaps in the future, these monkeys may help farmers to collect fruit and vegetables.

A) Choose the correct answer from a, b, c, and d:

1- The best title for the passage could be....

a) helpful animals b) dangerous animals
c) smart scientists d) skillful drivers

2- The under lined word (simple) in the 1st paragraph is the opposite of.....

a) wrong b) sad
c) difficult d) busy

3- The underlined word "which" in the 2nd paragraph refers to.

a) dogs b) pigeons
c) jobs d) homes

4-According to the passage, one of these animals could be used on the farm.

a) monkeys b) elephants
c) lions d) tigers

5- According to the passage, one of the following statements is NOT TRUE:

a) Pigeons are used for watching out.
b) Dogs are used for guarding houses.
c) Monkeys help scientists and drivers in Russia.
d) Animals will be able to do simple jobs in the future.

6- The writer wrote the text to

a) tell us about a visit to circus. b) show what animal trainer can do.
c) advise people to keep animals at home. d)inform us that animals can be trained.

B) Answer the following questions:

1- Which animal is used to find missing people?

.....

2- Why does a trainer give the animals a cube of sugar?

.....

Answers

B	1- dogs	2- as a reward

Read the following passage and then answer the questions below:

Children and adult are alike. They enjoy flying a kite on a windy day. However, kites are not always the bright and pretty toys we think of today. Kites started as tools for war. The Chinese flew kites around 3000 years ago. They used them to get information and send messages.

Since then, kites have become more than just pieces of flying art. They have played significant roles in discoveries. Perhaps the best-known use of a kite was in scientific experiment described by Benjamin Franklin in 1752. He hoped to prove the connection between lightning and electricity. Another important use of kites was by the Wright brothers in the early 1900s. They used kites their ideas about flying, which helped them invent the world's first aeroplane.

Even now, kites are still an essential part of religious and cultural celebrations, and they have become a part of festivals around the world. The planes that allow us to travel worldwide have all descended from the simple kite. They all have the same basic idea.

A) Choose the correct answer from a, b, c and d:

1- The best title for the passage could be.....

a) a windy day

b) the history of kites

c) scientific experiments

d) religious celebration

2- The pronoun "them" in the 1st paragraph refers to.....

a) tools

b) years

c) The Chinese

d) kites

3- The under lined word "descended" in the last paragraph means.....

a) flew

b) came

c) helped

d) enjoyed

4- Franklin used kites in 1752 .....

a) because they are bright and pretty toys.

b) because kites are an important part of religious celebration.

c) to prove the connection between lightning and electricity.

d) to test his ideas about flying and invent the world's aeroplane.

5- According to the text, all the following statements are TRUE except.....

a) Kites helped to invent cars.

b) Kites were used as tools for war.

c) Kites are used in scientific experiments.

d) Kites are used in some cultural celebration.

6- The writer's purpose of the passage is to.....

a) advise us to buy kites for children.

b) suggest new ways to celebrate a festival

c) encourage the readers to use kites in the festivals.

d) tell the readers some information about kites.



B) Answer the following questions:

1- When did the Chinese fly kites?

.....

2- How are the planes similar to kites?

.....

Answers	
B	1- around 3000 years ago. 2- Kites were used to test the ideas of flying. Even now, the planes and the kites have the same basic idea.

Base Verb / Infinitive	الترجمة	Past Simple (V2)	Past Participle (V3)
be	يكون	was/were	been
beat	يضرب	Beat	beaten
become	يصبح	Became	become
begin	يبدأ	Began	begun
bend	ينحني	Bent	bent
bet	يراهن	Bet	bet
bite	يعض	Bit	bitten
blow	ينفخ	Blew	blown
break	يكسر	Broke	broken
bring	يجلب	Brought	brought
broadcast	يبث	broadcast	broadcast
build	يبني	Built	built
burst	ينفجر	Burst	burst
buy	يشتري	Bought	bought
catch	يمسك	Caught	caught
choose	يختار	Chose	chosen
come	يأتي	Came	come
cost	يكلف	Cost	cost
creep	يزحف	Crept	crept
cut	يقطع	Cut	cut
deal	يتعامل	Dealt	dealt
dig	يحفر	Dug	dug
do	يفعل	Did	done
draw	يرسم	Drew	drawn
drink	يشرب	Drank	drunk
drive	يقود	Drove	driven
eat	يأكل	Ate	eaten
fall	يسقط	Fell	fallen
feed	يطعم	Fed	fed
feel	يشعر	Felt	felt
fight	يحارب	Fought	fought
find	يجد	Found	found
flee	يهرب	Fled	fled
fly	يطير	Flew	flown

forget	ينسى	Forgot	forgotten
forgive	يغفر	forgave	forgiven
freeze	يتجمد	froze	frozen
get	يحصل	got	got/gotten
give	يعطي	gave	given
go	يذهب	went	gone
grow	ينمو	grew	grown
hang	يعلق	hung	hung
have	يملك	had	had
hear	يسمع	heard	heard
hide	يختبئ	hid	hidden
hit	يضرب	hit	hit
hold	يمسك	held	held
hurt	يؤذي	hurt	hurt
keep	يحافظ	kept	kept
kneel	يجثو	knelt	knelt
know	يعرف	knew	known
lay	يضع	laid	laid
lead	يقود	led	led
leave	يغادر	left	left
lend	يقرض	lent	lent
let	يدع	let	let
lie	يستلقي	lay	lain
light	يشعل	lit	lit
lose	يفقد	lost	lost
make	يصنع	made	made
mean	يعني	meant	meant
meet	يقابل	met	met
pay	يدفع	paid	paid
put	يضع	put	put
read	يقرأ	read	read
ride	يركب	rode	ridden
ring	يرن	rang	rung
rise	ينهض	rose	risen
run	يركض	ran	run

say	يقول	said	Said
see	يرى	saw	Seen
sell	يبيع	sold	sold
send	يرسل	sent	sent
set	يضع	set	set
shake	يهز	shook	shaken
shine	يلمع	shone	shone
shoot	يطلق النار	shot	shot
show	يعرض	showed	shown
shut	يغلق	shut	shut
sing	يغني	sang	sung
sink	يفرق	sank	sunk
sit	يجلس	sat	sat
sleep	ينام	slept	slept
speak	يتحدث	spoke	spoken
spend	ينفق	spent	spent
stand	يقف	stood	stood
steal	يسرق	stole	stolen
stick	يلتصق	stuck	stuck
strike	يضرب	struck	struck
swim	يسبح	swam	swum
take	يأخذ	took	taken
teach	يعلم	taught	taught
tear	يمزق	tore	torn
tell	يخبر	told	told
think	يفكر	thought	thought
throw	يرمي	threw	thrown
understand	يفهم	understood	understood
wake	يستيقظ	woke	woken
wear	يرتدي	wore	worn
win	يفوز	won	won
write	يكتب	wrote	written