



# **بطاقات التعلم الذاتي في مبحث اللغة الإنجليزية الصف الحادي عشر (الفرع الأدبي) الفصل الدراسي الثاني**

**إعداد**

**لجنة مبحث اللغة الإنجليزية**

**قسم الإشراف التربوي - مديرية التربية والتعليم شرق خانيونس**

**إشراف عام**

**الإدارة العامة للإشراف والتأهيل التربوي**

**غزة 2020م**

### فريق الإعداد

أ. هيام ابراهيم داود الرقب	مشرف تربوي - مديرية شرق خانيونس
أ. يحيى فضل محمد الاغا	مشرف تربوي - مديرية شرق خانيونس
أ. هلا خليل احمد أبو جامع	معلم - مديرية شرق خانيونس
أ. تهاني محمد اسماعيل ابو مصطفى	معلم - مديرية شرق خانيونس
أ. منال جلال حرب المصري	معلم - مديرية شرق خانيونس
أ. صفيه يوسف جمعه المصري	معلم - مديرية شرق خانيونس

### إشراف ومتابعة مديرية التربية والتعليم

أ. هيام ابراهيم داود الرقب	أ. يحيى فضل محمد الاغا
مشرف تربوي - مديرية شرق خانيونس	مشرف تربوي - مديرية شرق خانيونس

يمثل إغلاق المدارس في جميع أنحاء العالم نتيجة لجائحة COVID-19 خطراً غير مسبوق على تعليم الأطفال وحمايتهم وعافيتهم، ولا يقتصر الأثر السلبي لإغلاق المدارس على تدني مستويات تحصيل الطلبة، بل يتعدى ذلك إلى الأضرار النفسية والسلوكية والصحية والاجتماعية نتيجة غياب دور المدرسة كمؤسسة تربية. وقد تسبب إغلاق المدارس بتكلفة اجتماعية واقتصادية باهظة؛ وبالعديد من الآثار التربوية السلبية، حيث أشارت اليونسكو في تقريرها الصادر في إبريل 2019 أن إغلاق المدارس والمؤسسات التعليمية تسبب بحرمان الأطفال والشباب من فرص النمو والتطور، حيث يحظى الأطفال بفرص تعليمية أقل خارج المدرسة؛ ولا سيما بالنسبة إلى الأهل محدودي التعليم والموارد.

إن اعتماد برامج التعليم عن بُعد بكافة أشكالها يُسهم في تخفيف الأضرار التربوية الناجمة عن إغلاق المؤسسات التعليمية؛ غير أن أشكال التعليم عن بُعد التي يتم استخدامها يجب أن تتسجم مع خصائص المرحلة العمرية للمتعلمين وإمكاناتهم، كما ينبغي أن تُساعد المتعلمين بشكل أفضل على اكتساب المفاهيم وإتقان المهارات العلمية والحياتية المختلفة.

ومن هذا المنطلق نبعت فكرة تقديم بطاقات التعلم الذاتي للأطفال في المرحلة الأساسية من الأول حتى التاسع الأساسي؛ والتي ركزت على تقديم المفاهيم والمهارات الأساسية الخاصة بكل صف أو مبحث بأسلوب مُبسّط يساعد الأطفال على اكتسابها، حيث تضمنت كل بطاقة مجموعة من الإرشادات الخاصة بالطالب وولي أمره؛ بالإضافة إلى تقديم المفهوم/المهارة بطريقة سهلة وبسيطة مُدعمة بالأمثلة والتدريبات بما يساعد المتعلم على اكتساب المفهوم وإتقان المهارة ذاتياً.

والله ولي التوفيق،،،

د. محمود أمين مطر

مدير عام الإشراف والتأهيل التربوي

رقم البطاقة	الموضوع	رقم الصفحة
5-1	الوحدة السابعة: <b>The food on your table</b>	13 -7
	اختبار: الوحدة السابعة	16-14
	مفتاح الإجابة لبطاقات الوحدة السابعة والاختبار الأول	18-17
12-6	الوحدة الثامنة: <b>Amazing animals</b>	28-19
	اختبار: الوحدة الثامنة	31-29
	مفتاح الإجابة لبطاقات الوحدة الثامنة والاختبار الثاني	33-32
18-13	الوحدة التاسعة: <b>Once Upon a time</b>	44-34
	اختبار: الوحدة التاسعة	46-45
	مفتاح الإجابة لبطاقات الوحدة التاسعة والاختبار الثالث	48-47
23-19	الوحدة العاشرة: <b>Political systems</b>	55-49
	اختبار: الوحدة العاشرة	56
	مفتاح الإجابة لبطاقات الوحدة العاشرة والاختبار الرابع	57
24	الكتاب الثاني: <b>chapter 1</b>	61-58
25	الكتاب الثاني: <b>chapter 2</b>	63-62
26	الكتاب الثاني: <b>chapter 3</b>	66-64
	مفتاح الإجابة للفصل الأول	67
	مفتاح الإجابة للفصل الثاني	68
	مفتاح الإجابة للفصل الثالث	69

## ما هي بطاقات التعلم الذاتي؟

مجموعة من البطاقات المرافقة للكتاب المدرسي؛ والداعمة لتعلم طلبة الصفوف من الأول حتى التاسع الأساسي في المباحث المختلفة، ويركز محتوى تلك البطاقات على المفاهيم والمهارات الأساسية في كل مبحث، بحيث يتم عرض المفهوم أو المهارة مع بعض الأمثلة المعبنة والتوضيحية؛ وتدريبات للتقويم الذاتي، كما تتضمن البطاقة مجموعة من الإرشادات ذات العلاقة بتعلم المهارة؛ وروابط لمحتوى رقمي مُساند (فيديو تعليمي، مقطع صوتي، لعبة تربوية ...).

## نصائح وإرشادات

### عزيزي ولي الأمر:

التعلم الذاتي مسؤولية شخصية لدى الفرد؛ غير أن الأطفال يحتاجون دعماً وإشرافاً مباشراً من أمهاتهم وآبائهم ليتمكنوا من التعلم الذاتي بشكل فاعل ومنظم، ولتحقيق هذا الدعم بالشكل المطلوب؛ إليك بعض النصائح والإرشادات:

- تذكر أن التعليم لا يقتصر فقط على الذهاب إلى المدرسة، فهناك الكثير من الأشياء يتعلمها الأطفال خارج المدرسة.
- تذكر أن لكل فرد شخصيته وطبيعته الخاصة، وليس بالضرورة أن تنجح الطريقة التي استخدمها صديقك في التعامل مع طفله، للتعامل مع طفلك أنت.
- لا تحاول التقليل من شأن قيمة التعلم الذاتي أو جدواه أمام ابنك؛ وتحدث معه عن مسؤوليته عن تعلمه في ظل تعطل الدوام المدرسي.
- عزز كل تقدم يحرزه الطفل؛ وارفع من معنوياته بعبارات الثناء والتشجيع أمام الآخرين، مع مراعاة الثناء عليه بحكمة من غير إفراط أو تفريط.
- ابتعد عن مقارنة طفلك بأقرانه حتى لا تؤثر سلباً على نفسيته وإشعاره بالإحباط.
- عوّد الطفل على تحمل المسؤولية والاهتمام بنفسه كحل الواجبات والقدرة على اتخاذ القرار بنفسه.
- اغلق الفيسبوك وأي وسيلة تواصل اجتماعي أخرى؛ حتى يصبح بإمكانك التركيز على ما يتعلمه طفلك.
- خصّص وقتاً ثابتاً لتعلم طفلك كل يوم؛ ولا تكلفه بأي نشاط آخر في وقت التعلم.
- اختر الوقت الذي يناسب طفلك ولا يتعارض مع أي نشاط آخر يرغب الطفل بالقيام به (مشاهدة طفلك لحلقة كرتون يحبها على التلفاز، وقت النوم ..) وذلك حتى لا يتشتت ذهن الطفل بالتفكير في هذه الأنشطة.

- ابتعد عن العنف والعصبية والصراخ أثناء متابعتك لدروس طفلك، لأن ذلك يعمل على هدر طاقته؛ وتشويش تفكيره؛ وتشتيت تركيزه.
- أعط الطفل فرصة الحل الفردي للتعرف على إمكانياته وتعزيز نقاط القوة ومعرفة نقاط الضعف.
- فرغ نفسك في أوقات تعلم طفلك؛ وتخلص من التفكير في أي مسؤوليات أخرى.
- تأكد من دافعية طفلك ناحية ما سيتم تعلّمه؛ لأنّ هذا ما سوف يساعده في الاستمرارية والتعلّم.
- تأكد من حالة طفلك البدنية والنفسية مثلاً: حصوله على قدر جيد من النوم، لا يشعر بالجوع؛ حتى تضمن عدم تفكيره في هذه الأشياء أثناء تتعلّم.

### آليات التعامل مع بطاقات التعلم الذاتي:

#### عزيزي ولي الأمر:

- هناك مجموعة من الأمور التي ننصح القيام بها قبل وأثناء وبعد تنفيذ جلسات التعلم الخاصة ببطاقات التعلم، وهذه الأمور تتلخص فيما يلي:
- خصص مكاناً هادئاً جيد التهوية؛ وبعيد عن الضوضاء، وحدد ركنًا مناسباً في المكان لوضع الكتب ومواد التعلم بما يضمن عدم مقاطعة باقي أفراد الأسرة لجلسة التعلم.
  - تأكد من وجود القرطاسية المناسبة (قلم، ممحاة، مسطرة، كراسة جانبية، مواد مناسبة للمادة ...)
  - اقرأ الإرشادات والنصائح المدرجة في كل بطاقة؛ وحاول الالتزام بها ما أمكن.
  - أخبر الطفل باسم المادة ورقم البطاقة التي ستناقشها معه، واسأله عن الدرس الذي تنتمي له البطاقة.
  - حدد للطفل المدة الزمنية المتوقعة لإنجاز البطاقة، ويفضل أن تتراوح المدة بين (15 - 20) دقيقة.
  - اجعل من التعلم عملية ممتعة خالية من الإجهاد؛ واطلب منه الرسم أو الغناء أثناء التعلم.
  - لا تُقم بالمهام بدلاً عن الطفل إذا شعر بالتعب؛ بل امنحه وقتاً للراحة؛ ثم حفزه على الرجوع للبطاقة.
  - احرص على ربط التعلم بأمثلة من الحياة اليومية للطفل.
  - علّم الطفل كيف يفكر من خلال طرح الأسئلة عليه ومناقشته في إجاباته.
  - استعن بالكتاب المدرسي لتعميق فهم الطفل لمحتوى المفهوم/المهارة التي تتضمنها البطاقة.
  - ساعد طفلك على حل تدريبات مشابهة لتلك الواردة في بطاقات التعلم الذاتي.
  - تعامل مع أخطاء الطفل بهدوء؛ ولا تترك الخطأ بدون تصحيح.
  - أعط الطفل وقتاً مناسباً للراحة.
  - لا تناقش مع الطفل أكثر من بطاقة في الجلسة الواحدة.
  - أشعر الطفل بأهمية العمل الذي قام به واحتفل معه بإنجازه.



### إرشادات للتعامل مع رمز QR

- تم إضافة رموز تفاعلية بجانب الروابط المحددة، ولمشاهدة الفيديو المرتبط بالرمز عليك بما يلي:
1. تنزيل أي برنامج من المتجر لقراءة رمز QR، وبإمكانك البحث عنه بالصيغة التالية في المتجر (قارئ رمز QR).
  2. عند دخولك للمتجر والبحث عن التطبيق ستجد الكثير من التطبيقات التي تدعم الفكرة، قم بتحميل أي تطبيق من التطبيقات.
  3. الخطوات السابقة ستقوم بعملها مرة واحدة، وهي المرة الأولى فقط لتنزيل التطبيق.
  4. بعد تنزيل التطبيق قم بتشغيل التطبيق، وتوجيه الكاميرا الموجودة داخل التطبيق نحو الرمز المحدد، ثم انقر على كلمة فتح الموقع (المتصفح)، لتشاهد الفيديو المرتبط بالرمز.

ملاحظة: بعض الهواتف الذكية الحديثة موجود بها (قارئ QR) بشكل تلقائي.

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

الأهداف

يُوظّف بعض الكلمات الجديدة في جملٍ سياقية ذات معنى.

عزيزي الطالب: سنقدّم لك مفردات الدرس الثاني من الوحدة السابعة، الرجاء قراءتها جيدًا، والتّعرّف إلى معانيها.

Word	Meaning in English	Meaning
GM	genetically modified	معدل جينيًا
pests	insects that harm crops	آفات زراعية
starvation	not having enough food	مجاعة
Resist	fight back against	يكافح
Concerns	worries	مخاوف
Disastrous	very bad	كارثي
Seeds	small things from the fruit of a plant	بذور

### نشاط رقم (1)

#### A) Finish the sentences below with words from the box

concerns – disastrous – seeds – starvation - pests

- 1- We have to fight the \_\_\_\_\_ that harm our crops.
- 2- Some countries in South Africa suffer from \_\_\_\_\_ .
- 3- I grow some \_\_\_\_\_ in my house's garden .
- 4- It was \_\_\_\_\_ event when our ancestors forced to leave their lands in 1948
- 5- Tests are one of student's \_\_\_\_\_ at school .

### نشاط بيئي

✍️ أجب عن نشاط (1) صفحة 71 من كتابك المدرسي

هذا عمل رائع! هل يمكنك توظيف الكلمات الجديدة التي تعلمتها في جمل سياقية ذات معنى؟!



في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

1- يقرأ النص ليجيب عن أسئلة الفهم والاستيعاب.

الأهداف

تلخيص المحتوى:

عزيزي الطالب: اقرأ النص الذي في الكتاب صفحة ( 70 ) من السطر ( 7 \_ 1 )، ثم أجب عن الأسئلة التالية:

نشاط رقم (1)

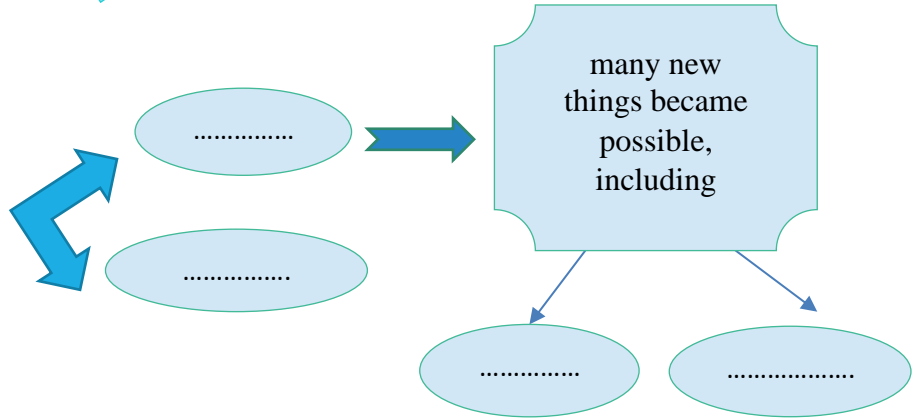
A) Complete the diagrams:

1-

Genes are.....

2-

scientists could  
change things by



نشاط رقم (2)

الآن اكمل قراءة النص من السطر ( 37-8 ) ثم اكمل الجدول التالي:

## A) Complete the following table :

Good things about GM food	Bad things about GM food
1-	1-
2-	2-
3-	3-
4-	4-

نشاط رقم (3)

## A) Decide whether these statements are (true) or (false):-

- 1- GM crops are made naturally. (    )
- 2- Living things are all what they are because of their genes. (    )
- 3- Everybody agreed that GM world is very amazing. (    )
- 4- Thanks to GM food , the problem of starvation will be solved . (    )

## B) Complete the following sentences :-

- 1- GM plants are able to .....from pests that might kill them.
- 2- To some people , the GM food makes the future looks.....
- 3- Because of the advanced science & technology, many things became .....such as .....and other crops.
- 4- the writer advise us to .....

## C) Get from the passage:-

## a) The meaning of :

very bad..... certain ..... worries..... defenses.....

## b) The opposite of:

particularly..... naturally..... consume.....

## D) What do the following pronouns refer to:

- 1- "They" in ( line 2) .....
- 2- "ones" in (line 9) .....
- 3- "they " in (line 13) .....

**في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:**  
يستخدم زمن المستقبل بشكل صحيح .

## الأهداف

**عزيزي الطالب:** يساعدك الملخص التالي على استخدام زمن المستقبل بأشكاله للتحدث عن أحداث ستقع في المستقبل.

## تلخيص المحتوى:

**عزيزي الطالب:** قم بقراءة أمثلة الكتاب المدرسي صفحة 73 – 72 بتمعن ولاحظ كيف تم استخدام زمن المستقبل ستصل إلى النتائج التالية:

**Simple Future Tense** زمن المستقبل البسيط

يستخدم المستقبل البسيط للتعبير عن حدث سوف يحدث وينتهي في نفس اللحظة في المستقبل

I will go to Nablus next week.

She won't give you a lesson if it rains

Subject + will + verb base المصدر

If , till \ until

**Future continuous Tense** زمن المستقبل المستمر

يستخدم المستقبل المستمر للتعبير عن حدث سوف يحدث ويستمر لفترة قبل ان ينتهي في المستقبل

They will be watching TV when she arrives

Subject + will + be + verb + ing

in two minutes'/days'/years' time

في هذه الكلمات نضع فاصلة علوية بعد الكلمة التي تدل على الزمن

if , when

**Future perfect Tense** زمن المستقبل التام

يستخدم المستقبل التام للتعبير عن حدث سوف يكون قد اكتمل قبل حدوث حدث اخر او عند لحظة معينة في المستقبل.

By next week, I'll have finished my exams.

Subject + will + have + past participle (p.p) التصريف الثالث للفعل

By , before , after , in

## نشاط (1)

عزيزي الطالب: يمكنك الآن أن تجيب عن الأسئلة الآتية بكل مرونة وثقة، هيا بنا!

## A) Complete the sentences using the correct future tense:

- 1- You will recognize her when you see her. She ..... a red hat. ( wear )
- 2- If he doesn't come at 4.00 , he ..... his homework. (do)
- 3- By next week I .....painting my house. (finish)
- 4- Don't come tomorrow at 7:00 . I ..... the football match. ( watch )
- 5- At 10:00 next morning . Ali ..... So don't call him. ( work )
- 6- By the end of the lecture I .....all the important points. (explain)
- 7- The driver ..... for you when you arrive. ( wait )
- 8- By next Friday, I ..... in Jordan for 10 years. (be)
- 9- We ..... if you don't want. ( not come )

## B) Correct the mistakes in these sentences.

- 2-This time next week I will be start my new course. ....
- 3-Will you have stayed at the office at this time tomorrow .....

## نشاط بيتي

✍ أجب عن نشاط (2) صفحة 72 ونشاط (2) صفحة 74 من كتابك المدرسي

لقد أديت عملاً جميلاً

## الأهداف

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:  
يستخدم الأحوال والأفعال التي بصيغة التصريف الثالث لتكوين عبارات وصفية

عزيزي الطالب: يساعدك الملخص التالي على كيفية تكوين adjective phrase لوصف الاسم أو الضمير الذي في الجملة.

## تلخيص المحتوى:

عزيزي الطالب: قم بقراءة أمثلة الكتاب المدرسي صفحة 73 بتمعن ولاحظ استخدام adjective phrase ستصل إلى النتائج التالية:

Adverb+ past participle	Meaning in Arabic
highly praised	مشاد به على درجة عالية
highly qualified	مؤهل على درجة علمية
widely known	معروف على نطاق واسع
well known	معروف جيدا
well written	مكتوب على نحو جيد
brightly colored	ملون بألوان زاهية
badly written	مكتوب على نحو سيء
badly injured	مصاب على نحو سيء
fully qualified	مؤهل تماما

## نشاط (1)

A) Now complete the following sentences using words from above exercise:

- 1- She always wear a .....clothes in the wedding parties.
- 2- He had worked for 2 years before he became a ..... doctor.
- 3- The car has crashed but no one has .....
- 4- These books are ..... By the reviewers
- 5- He is an intelligent lawyer. He is .....in his country

## نشاط بيتي

أجب عن نشاط (4) صفحة 74 من كتابك المدرسي

أحسننت وأبدعت تقدم رائع ❤

## الأهداف

في نهاية هذه البطاقة، سيكون الطالب قادراً على أن:  
تكتب وصفة طعام

**عزيزي الطالب:** قم بقراءة وصفة فطيرة البصل اللذيذة المرفقة في الكتاب المدرسي صفحة "77" في التمرين رقم "3". ثم املأ الفراغات بالكلمات المناسبة.  
بعد اطلاعك على النموذج المدرج في الكتاب المدرسي، يمكنك الآن الاطلاع على النموذج المرفق أدناه؛ للتأكد من صحة إجابتك.

Meanwhile finally when by while first then until  
حتى بعد ذلك أولاً بينما بواسطة عندما أخيراً في هذه الأثناء

This is a recipe for an onion tart, which is very tasty.

**Ingredients**

100 grams of very cold butter (or other fat)	2 medium onions
225 grams of flour	a little olive oil
yolk of 1 egg	3 eggs
a little salt	¼ litre of yogurt
a little cold water	salt and pepper



(1) **First**, make the pastry for the base. Mix the flour and salt together in a large bowl. (2) **Then** add the butter and rub it between your fingers into very small pieces. (3) **Finally**, add the egg yolk and stir quickly. Put it in the fridge for about half an hour. (4) **Meanwhile**, heat the oven to 250° C.

(5) **When** the pastry is cold, press it into a 20 cm wide tin, make small holes in it with a fork, and put it in the oven for about 10 minutes. (6) **While** the base is cooking, fry the onions in the oil (7) **until** they are soft. Put the eggs in another bowl, add yogurt and salt and pepper and mix well. Add the fried onions.

Take the base out of the oven and turn it down to 150. Pour the egg mixture into the base, and return it to the oven for another 15–20 minutes. (8) **By** this time, it will have become a little brown on top. Leave it to cool for about 10 minutes and serve it with a green salad.

## نشاط ( 1 )

والآن عزيزي الطالب: مستخدماً النموذج السابق ، هل تستطيع مشاركتنا وصفتك اللذيذة لطبقك المفضل!

**A) Write a recipe, using the onion tart as a model.**

عزيزي الطالب: اختبر نفسك فيما درسته في الوحدة السابعة .

Part One: Reading comprehension

Read carefully, then answer the questions below.

" Genes are like a set of instructions for making a living thing . Flower or elephant , fish or human : they are all what they are because of their genes . When scientists found that they could change ( or modify ) things by taking out or adding genes , many new things became possible , including genetically modified (GM) foods and other crops . We can now artificially create plants that produce more food than natural ones , crops that can resist attacks by pests , rice that can grow in salty water , plants that work like medicines , and many other amazing things . To some people , this makes the future look very exciting . In 20 years' time , they say , we will all be eating GM food and the global problem of starvation will be solved . However , not everybody is so sure that this is a good thing . There are concerns that GM crops could have a disastrous effect on agriculture and the environment in general . They might , for example , kill natural plants and take over from them . Also , people say that we do not know enough about the effects of GM food on the human body .

A) Answer the following questions :

1- What are genes like ?

.....

2- How could scientists change things?

.....

1- Why are some people against GM food ?

.....

B) Complete the following sentences :

1-Some people think that GM crops appeared as a result of ..... or.....

2-Because of the advanced science & technology, many things became .....such as .....and other crops.

## Unit 7 : Progress Test

### C) Find words in the text that :

a- The same meaning of

fight back against..... insects that harm crops .....

b- The opposite of :

excluding ..... naturally ..... boring .....

### D) The underlined pronoun refer to :

They..... Them.....

## Part Two: Vocabulary

### A) Fill in the blanks with the correct adjective phrase

highly qualified , well known , brightly coloured , highly praised

- 1- Shakespeare is a ..... Writer .
- 2- You'll take the job because you are a ..... Person .
- 3- The story is .....by all the readers .
- 4- She always wears ..... clothes .

### B) Match the words with their meaning :

Pests – concerns – resist – disastrous – seeds – starvations

- 1- Fight back against :.....
- 2- Insects and other animals that harm crops : .....
- 3- People not having enough food :.....
- 4- Worries:.....
- 5- Very bad:.....
- 6- Small things from the fruit of plant :.....

## Part Three: Language

### A) Correct the verbs between parenthesis:

- 1- If she isn't at home when I get there, I..... till she arrives. (wait)
- 2- Don't call at 8.00. I ..... dinner. (have)
- 3- By April, she .....a nurse for thirty years. (be)
- 4- We ..... Europe by next year. (visit)
- 5- This time next year she ..... In another country. (study)



**B) Correct the underlined mistakes in the following sentences:**

- 1- I think I will have been the 1<sup>st</sup> in my class. (\_\_\_\_\_)
- 2- Some people think within the next 50 years, people live on other planets . (\_\_\_\_)
- 3- We will stopping the spread of measles by 2020. (\_\_\_\_\_)

## Answer Keys: Unit 7

### إجابات بطاقات الوحدة السابعة

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
1	1	A	pests / starvations / seed /disastrous / concerns
2	1	A	1- like a set of instructions for making a living thing. 2- taking out – adding genes – gm food – other crops
	2	A	<ul style="list-style-type: none"> <li>• <b>good</b> can protect attacks by pests.</li> <li>• plants work like medicines.</li> <li>• can create rice that can grow in salt water.</li> <li>• could solve world starvation</li> <li>• <b>bad</b> / could be a disaster for agriculture and environment</li> <li>• could destroy and replace natural plants</li> <li>• don't know how it affects the human body</li> <li>• gives more power large companies</li> </ul>
	3	A	F/T/F/T
		B	resist attacks / very exciting/ possible - genetically modified foods /return to more natural way of feeding people
		C	disastrous / sure / concerns resist / generally / artificially /produce
		D	Flower, elephant, fish and human Food and plants Some people
	1	A	1-will be wearing 2-will be doing 3-will have finished 4- will be watching 5- will be working 6-will have explained 7- will have been 8-won't come 9-will have finished
3	2	B	will be starting 2- will be staying

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
6	1	A	1-brightly colored 2- well known 3- badly injured 4-highly praised 5- widely known.
Progress Test	Part1	A	1. Genes are like a set of instructions for making living thing. 2. scientists found that they could change things by taking out or adding genes, 3. GM crops could have a disastrous effect on agriculture and the environment in general. They might, for example, kill natural plants and take over from them.
		B	taking out or adding genes / possible, gm food
		C	1-resist 2- pests 3- including 4-artificially 5- exciting
		D	some people 7-gm crops 8- natural plants.
	Part 2	A	1-well known 2- highly qualified 3- highly praised 4-brightly colored
		B	resist – pests – starvation – concerns – disastrous – seeds
	Part 3	A	1-wait 2- will having 3- will have been 4- will be visiting 5- will be studying
		B	will be / will be living / will have stopped

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

الأهداف

1. يُوظف بعض الكلمات الجديدة في جملٍ سياقية ذات معنى.

Discuss the questions below in pairs.

- 1- Do you know what this animal is called?
- 2- What do you know about this animal?



تلخيص المحتوى:

عزيزي الطالب: سنقدم لك مفردات الدرس الثاني من الوحدة السابعة. الرجاء قراءتها جيدًا، والتَّعرف إلى معانيها.

Word	Meaning in English	Meaning
opinion	what someone thinks	رأي
giant	very large	عملاق
threats	dangers or risks	تهديدات
struggle	find something difficult	يصارع
obviously	clearly	بشكل واضح
extinction	death of a whole species	انقراض
habitat	area where particular species live	موطن
publicity	book and magazine production	اعلان
preserve	look after	يهتم _ يحافظ على
worth	value	يستحق
survive	keep a live	ينجو

A) Complete the sentences from the box to:

نشاط (1)

distinction struggle opinion habitat publicity

- 1- These plants will only grow in one type of .....
- 2- Numbers of tigers are so low that they are in danger of .....
- 3- We need better .....so that people know about the company and its products.
- 4- People in low-paid jobs often ..... To feed their families.
- 5- In my ....., you made a terrible mistake.

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:  
3- يقرأ النص ليجيب عن أسئلة الفهم والاستيعاب.

الأهداف

### نشاط (1)

عزيزي الطالب: افتح الكتاب صفحة رقم "80"، ثم اقرأ الفقرة الأولى من السطر ( 1-6 ) للنص المدرج في الكتاب المدرسي وأجب عن الأسئلة التالية:

A) Complete the following diagrams:

1-

Threats that giant Pandas face are:

1.....

2.....

3.....

4.....

B) Decide whether the following are True ( T ) or False ( F ):

- 1- Everyone likes pandas excluding the writer of the blog . ( )
- 2- Pandas eat plant with many nutrients. ( )
- 3- Alan Finn thinks his opinion will please other people ( )

### نشاط ( 2 )

عزيزي الطالب: اكمل قراءة الفقرة الثانية من السطر ( 7-15 ) ثم أجب عن الأسئلة التالية:

A) Complete the summary with words from the text

Organizations like ....., which uses ..... on all its publicity, spend .....of pounds trying to preserve this one animal, while there are many other ..... that are threatened with ..... but they all play ..... in the complex network of life on earth.



B) Complete the following diagrams :

The writer Advice :

.....
.....
.....
.....
.....

C) Get from the passage :

a- The synonym of:

keep something safe:..... spending.....

beautiful:..... protect:..... vital.....

b- The opposite of:

beautiful :..... consume:..... easy: ..... simple:.....

D) What do the following pronouns refer to

1- "they " in line ( 9 ) .....

2- "which" in line ( 7 ) .....

في نهاية هذه البطاقة سيكون الطالب قادرًا على أن:

الأهداف

1- يستخدم صيغة verb+ ing بشكل سليم.

تلخيص المحتوى:

عزيزي الطالب: يساعدك الملخص التالي على استخدام صيغة verb+ ing

عزيزي الطالب: قم بقراءة أمثلة الكتاب المدرسي صفحة 82 بتمعن ولاحظ الفرق في الاستخدام ستصل إلى

النتائج التالية:

We use the -ing form of the verbs after time words or after prepositions in the sentence.

يمكن أن نستعمل الفعل ملحق ب ing إذا جاء الفعل بعد كلمات الزمان (مثل when و while و after و before) وإذا جاء بعد أحرف الجر بشكل عام (مثل by و for) By تعني بواسطة و For تعني بسبب أو لأجل.

E.g. 1- After having lunch , Ali went to his office.

2- You can protect yourself from diseases by eating healthy food.

نشاط (1)

A) Choose the correct answer between brackets :

- 1- Octopuses protect themselves ---changing their body shape.( for – by – after)
- 2- Fish uses their gills for ----- (breathing – breath – a breath)
- 3- While..... animal's life , I discovered wonderful secrets . (study – studied – studying)
- 4- A astronaut can travel to space ----- space ships (for – by – when)

B) Do as shown between brackets :

- 1- Mothers clean dirty clothes. They use automatic washing machine to do this. ( by)  
-----
- 2- To help mothers at kitchen . Kitchen machine is invented .(for)  
-----
- 3- Ali passed the street and had an accident . (when)  
-----
- 4- I was watching TV . when electricity went off . (while)  
-----

## الأهداف

في نهاية هذه البطاقة سيكون الطالب قادرًا على أن:  
يستخدم صيغة v. ing بعد بعض الأفعال والصفات التي تأتي مع حروف الجر بشكل صحيح.

## تلخيص المحتوى:

عزيزي الطالب: قم بقراءة الأمثلة التالية بتمعن ولاحظ الفرق في الاستخدام و ستصل إلى النتائج التالية:

## Examples:

Adjective pre. V.+ing

Opossums are famous for pretending to be dead

verb pre. V.+ing

Many biologists dream of finding a completely new species.

نستنتج أن: هناك بعض الصفات و الأفعال عندما يأتي بعدها حرف الجر يكون الفعل بعد حرف الجر ing

Verb \ adjective + preposition+ v. ing

### أمثلة على أشباه الحمل

- Examples of some phrases
- \*sorry for (adjective + preposition)
  - \*think of (verb + preposition)
  - \*succeed in (verb + preposition)
  - \*look forward to (verb + preposition)
  - \*decide against (verb + preposition)
  - \*good at (adjective + preposition)
  - \*healthy by (adj.+preposition)
  - \*bad at (adj.+ preposition)
  - \*looking forward to( verb + pre.)
- + verb+ ing

## نشاط بيتي

أجب عن نشاط (4) صفحة 83 من كتابك المدرسي



A) Complete with correct preposition from the box :

in - against - to -for - at - of

- 1- I am sorry ----- calling you lately at night .
- 2- I decided ----- keeping animals at home .
- 3- He succeeded ----- persuading me to do that.
- 4- She thinks ----- results before actions.
- 5- At school, they are good ----- speaking English fluently .
- 6- We are looking forward ----- seeing you well in due course .

✍ أجب عن نشاط (4) صفحة 83 من كتابك المدرسي

## الأهداف

- في نهاية هذه البطاقة سيكون الطالب قادرًا على أن:
- 1- يربط جملتين مع بعضهما البعض باستخدام **-ing phrase** بشكل صحيح.

**تلخيص المحتوى:** يساعدك الملخص التالي على استخدام **-ing phrase** بشكل صحيح

**عزيزي الطالب:** قم بقراءة أمثلة الكتاب المدرسي صفحة 83 بتمعن ولاحظ الفرق في الاستخدام و تركيب الجملة ستصل إلى النتائج التالية:

**عند ربط جملتين مع بعضهما البعض باستخدام ing phrase نتبع التالي:**

- 1- نحدد الحدث الأول والثاني حسب معنى الجملة .
- 2- نضع فعل الحدث الأول في المصدر ثم نضيف له ing
- 3- نحذف جميع ما يسبق الفعل ونبدأ الجملة ب الفعل + ing
- 4- نحذف أي أداة ربط موجودة بالجملة ونكتب جملة الحدث الثاني كما هي بدون أي تغيير

**ملاحظة:** الجملة التي بها الفعل والفاعل **I am** أو **I speak** تحول الى **speaking as**

**مثال**

الحدث الثاني      أداة ربط      الحدث الأول الفعل  
**I went to bed early.**      **so**      **I felt tired**

× ↓ × ↓  
**Feeling tired , I went to bed early.**

نشاط (1)

عزيزي الطالب: يمكنك الآن أن تجيب عن الأسئلة الآتية بكل مرونة وثقة، هيا بنا!

A) Join the pairs of sentences to make one longer sentence using an - ing phrase:

1- Mudskippers are fish, so they use gills to breath.

\_\_\_\_\_

2- I felt tired , so I decided to have a holiday .

\_\_\_\_\_

3- I am a tourist , I can say Palestine is a great destination .

\_\_\_\_\_

4- Because Pandas don't have habit, they are endangered.

\_\_\_\_\_

نشاط بيتي

✍ أجب عن نشاط (2) صفحة 84 من كتابك المدرسي

## الأهداف

في نهاية هذه البطاقة سيكون الطالب قادرًا على أن:

1- يستخدم المقطع en في بداية الكلمة أو نهايتها ليكون كلمات جديدة .

## تلخيص المحتوى:

عزيزي الطالب: قم بقراءة أمثلة الكتاب المدرسي صفحة 84 بتمعن ولاحظ الفرق في الاستخدام

ستصل إلى النتائج التالية:

- \* يمكن اضافة ( en ) قبل الأسماء أو الصفات لتجعلها فعلاً (v.) مثل sureمتأكد ← ensure يؤكد
- \* تضاف (en) بعد الأسماء أو الصفات لتجعلها فعلاً (v.) مثلاً wide يوسع ← widen يوسع
- \* وقد تضاف (en) الى أفعال و عندها يتغير المعنى مثل close يغلق ← enclose يرفق

## نشاط ( 1 )

A) Add appropriate prefix 'en' or suffix 'en' to make verbs from the following words:

force	Tight	close	Wide
length	courage	sure	Threat

## نشاط ( 2 )

A) Add "en" as prefix for the following words in box then use them correctly :

tight - dark - sure – force

- 1- Israel enemy ----- our ancestors to leave their homeland.
- 2- When the sky ----- ,turn on light .
- 3- Every student should ----- that they have completed all questions in the exam.
- 4- I lost some weight , so I ----- my dress .

في نهاية هذه البطاقة سيكون الطالب قادرًا على أن:

## الأهداف

1- كتابة رأيك الخاص حول عنوان قصة إخبارية .

## المحتوى التعليمي:

**عزيزي الطالب:** ستتعلم اليوم كيفية كتابة رأيك الخاص حول عنوان القصص الإخبارية بصورة صحيحة. اقرأ المثلة التالية وعلى نفس الطريقة اكتب رأيك الخاص في المكان المحدد. لا تنسى استخدام كلمات ابداء الرأي كما في النشاط رقم (1)

OPINION / ATTITUDE	WORD OR PHRASE
You may not like this but it's what I really think.	1 <b>To be honest</b>
I know this isn't always true but ...	2 <b>Generally speaking</b>
This is clear, everyone agrees.	3 <b>Obviously</b> 4 <b>Of course</b>
This is just what I think.	5 <b>In my opinion</b> 6 <b>Personally</b>

ربما لا يعجبك هذا  
لكن هذا هو الذي  
أعتقد بهأعرف أن هذا  
ليس دائما صحيحاهذا واضح للجميع  
يتفق عليه

هذا مجرد ما أفكر به

## نشاط (1)

Read the two news story titles (headlines) and discuss them in pairs or small groups. Then, in the boxes below, write a reply giving your opinion and agreeing or disagreeing with the previous comment. Use one or more of the attitude words and phrases in Activity 1.

## 13-year-old gets into top university

'We hope he'll be a professor by the time he's 20,' say parents.

1 Comment



ahmad32@newstalk.com

Personally, I feel sad for him. He'll never have a normal life, especially with parents like that.

11 minutes ago

Add a Comment



Hi student@palestine (Sign out)

In my opinion , His social life will be disaster . It is right he is good in education , but life isn't like that

أشكرك على جهودك، عمل متقن! تابع النشاط التالي بكل إبداع وسرور!

Part One: Reading comprehension

Read the text then complete the following tasks:

Everyone likes pandas, don't they? And of course, that includes me. Recently, though, I've reached an opinion that might upset some people reading this blog. We all know that giant pandas are an endangered species, facing many threats. They struggle to survive in areas of land that are getting smaller every year. But, quite honestly, they don't really help themselves, do they? They only eat one thing, a plant that doesn't have many nutrients, and they seem to find it very difficult to produce baby pandas.

Are they really worth it? Organizations like the World Wildlife Fund, which uses the panda on all its publicity spend millions of pounds trying to preserve this one animal, while there are many other species (animals and plants) that are threatened with extinction. They aren't as pretty as pandas (in fact, some of them are definitely rather ugly), but they all play an important part in the complex network of life on earth.

Extinction is part of Earth's history. Obviously we can't preserve every species, so we need to make some hard economic choices. Maybe it's time to stop wasting all this money on one animal. The biggest problem for all endangered species, including pandas, is loss of habitat. Instead of saying 'Save the Whale (or Tiger or Panda) ', we should be saying 'Save the Rainforest (or Desert or Rivers)'

A) Answer the following questions:

1) Why don't pandas help themselves to survive?

.....

2) What does the World Wildlife Fund do to preserve pandas?

.....

3) What is the biggest problem for all endangered species?

.....

B) Complete the following sentences:

1) Extinction is part of Earth's.....

2) According to Alan, we should save .....instead of .....

3) Alan thinks we should protect other species because.....

C) Decide whether these sentences are (True) or (False):

1) Alan Finn thinks his opinion will please other people. ( )

2) Alan thinks that pandas should not be treated differently from other species. ( )

3) Pandas take more interest than other species that are threatened with extinction.( )

## Unit 8: Progress Test

### D) Get from the passage :

a- The synonym of:

contains:.....

Lately:.....

home .....

make someone angry:.....

fight:.....

protect:.....

b- The opposite of:

tiny:.....

solution -.....

whole .....

### part two : Vocabulary

#### A) Complete the following sentences using the correct preposition from the box:

**against - for - to - in**

- 1) After a long time, he succeeded ..... answering the difficult test.
- 2) All the people decided .....the new law.
- 3) I haven't seen him for ages . I'm looking forward .....seeing him.
- 4) I'm sorry .....annoying you.

#### B) Complete the table adding "en" prefixes or suffixes to the following words, then complete the sentences with suitable answers:

**length - sure - courage - dark - threat -force - wide- close**

- 1) Please, ....that the door is locked before you leave.
- 2) The teacher can't .....his students to love him.
- 3) Her dress is too short ,she needs to .....it.
- 4) We are going to...our garden and plant many trees.
- 5) The good teacher has to .....his students.
- 6) I ....my certificates.. with the application form for the new job.
- 7) The thief .....her and took all the money.
- 8) The sky began to .....and they knew it would rain.

en- prefix	en- suffix

### part three : language

#### A) Rewrite the sentences using the "- ing" form of verbs:

1) When Holmes searched the corridor, he found the fingerprint.

When.....

2) While I was cleaning the room , I heard noise outside.

While.....

3) I watched the film, I downloaded it.

I watched the film by.....

4) I washed my jacket, I used a washing machine.

I used a washing machine for.....

5) I am a doctor; I think the patient's case is urgent.

.....

6) I felt tired, I went to bed directly.

.....



## Answer Key: Unit 8

### إجابات بطاقات الوحدة الثامنة

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
6	1	A	1-habitat 2- distinction 3-puplicity 4- struggle 5- opinion
7	1	A	1- They struggle to survive in areas of land that are getting smaller every year. 2- They only eat one thing, a plant that doesn't have many nutrients 3- they seem to find it very difficult to produce baby pandas.
		B	1- F 2- F 3- F
	2	A	1- World Wildlife Fund, 2- the panda 3- millions 4- species (animals and plants) 5- extinction 6- an important part we need to make some hard economic choices. - t's time to stop wasting all this money on one animal
		B	9- Instead of saying 'Save the Whale (or Tiger or Panda)', we should be saying 'Save the Rainforest (or Desert or Rivers)'.
		C	1- survive 2- waste 3- pretty 4- preserve 5- important 6- ugly 7- produce 8- difficult 9- complex
		D	many other species (animals and plants) * Organizations like the World Wildlife Fund
8	1	A	1- by 2- breathing 3- studying 4- by
		B	1-mother clean dirty clothes by using automatic washing machine 2-kitchen machine is invented for helping mothers at kitchen 3- when passing the streets , Ali had an accident 4-while watching TV. , electricity went off
9	1	A	1- for 2-against 3-in 4-of 5- at 6- to
10	1	A	1-Being fish, mudskippers use gills to breath. 2-Feeling tired , I decided to have a holiday. 3- speaking as a tourist , I can say Palestine is a great destination 4-Not having habitat, panda are endangered
11	1	A	Enforce – tighten – enclose – widen – lengthen – encourage Ensure – threaten
	2	B	1- Enforce 2- darken 3- ensure 4- tightened

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
Progress test	Part 1	A	1- They only eat one thing, a plant that doesn't have many nutrients, and they seem to find it very difficult to produce baby pandas. 2-It spends millions of pounds trying to preserve this one animal 3- Is loss of habitat
		B	1- history 2- Save the Rainforest (or Desert or Rivers)'- Save the Whale (or Tiger or Panda 3- but they all play an important part in the complex network of life on earth.
		C	1- F 2- T 3- T
		D	1- includes 2-recently 3- habitat 4- upset 5- struggle 6- preserve 7-giant 8- problem 9-part 10- stop
	Part 2	A	1- in 2- against 3- to 4- for
		B	*en prefix : endanger, enforce, enclose, encourage, ensure *en suffix: threaten, tighten, widen, darken, lengthen 1- ensure 2- enforce 3- lengthen 4- widen 5- encourage 6- enclosed 7- threaten 8- darken
	Part 3	A	1-searching the corridor , he found the fingerprint 2- cleaning the room , I heard noise outside 3- downloading it 4-washing my jacket 5- speaking as a doctor , I think the patient's case is urgent 6- feeling tired , I went to bed directly

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

## الأهداف

1- يُوظّف بعض الكلمات الجديدة في جملٍ سياقية ذات معنى.

تلخيص المحتوى:

عزيزي الطالب: سنقدّم لك مفردات الدرس الأول من الوحدة العاشرة. الرجاء قراءتها جيدًا، والتّعرف إلى معانيها.

Word	Meaning in English	Meaning in Arabic
Definition	meaning of a word	تعريف الكلمة
Tales	Stories	قصص وحكايات
Feature	contain as an important part	يحتوي/ يتضمن
Hero	main male person in a story	البطل
Societies	groups of people	المجتمعات
Character	any person in a story ( or film, play, etc )	الشخصية
<b>words from the 3 short stories</b>		
Couple	a husband & a wife	زوجان
Refuse	Disagree	يرفض
Lay	produce eggs	يبيض
Types	Kinds	أنواع
Persuade	Convince	يقنع
Tie	connect with	يربط

Adjectives	Meaning in Arabic	Noun	Meaning in Arabic
Imaginary	خيالي	Imagination	خيال
Similar	مشابه	Similarity	تشابه
Popular	شعبي / مشهور	Popularity	شعبية / شهرة
Heroic	بطولي	Hero	بطل

## نشاط (1)

A) Fill in the gaps with the correct word from the table above:

definition / tales / feature / hero / societies / character

- 1- We live in an Islamic -----.
- 2- Spiderman is a young -----.
- 3- I looked the word up in the dictionary and read its -----.
- 4- He told me some fascinating ----- about his life in India.
- 3- The main ----- of the story is a woman named Jane.

A) Fill in the gaps with the correct word from the box:

- 1- The child ----- to eat his sandwich.
- 2- Finally, we could ----- him to change his mind.
- 3- I like all ----- of films especially the action ones.
- 4- I ----- my hair back when it's hot.
- 5- Turtles usually ----- their eggs in the sand of beaches

A) :Choose the correct answer

- 1- Football is the most ( popularity - popular ) game in the world.
- 2- All her worries were ( imaginary - imagination )
- 3- There are many ( similar - similarities ) between my brother and me.
- 4- This is a ( heroic - hero ) story because the hero succeeds every time.

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

## الأهداف

1- يقرأ النص ليجيب عن أسئلة الفهم والاستيعاب.

عزيزي الطالب: افتح الكتاب صفحة رقم 88 ، ثم انظر إلى الصور وعبر عن الصور بأسلوبك الخاص

## نشاط (1)

عزيزي الطالب: اقرأ النص المدرج في الكتاب المدرسي صفحة 88، وأجب عن الأسئلة التي تليه:

## A) Answer the following questions :

1- What's the definition of folk tales?

.....

## B) Complete :

1- Folk tales passed down from -----

2- There are ----- between folk tales in different countries

## C) Put ( T ) or ( F )

1- It's easy to know who first told or wrote folk tales. ( )

2- We can learn a lot about different countries from their tales ( )

## D) Get from the text :

a- The synonym of

ancient:----- moved:----- - not real:----- exciting -----trip -----

b- The opposite of

possible: ----- different:----- excluding ----- easy -----

## E-What does the following pronouns refer to:

1- The pronoun “ **they** ” in line ( 2 ) refers to -----

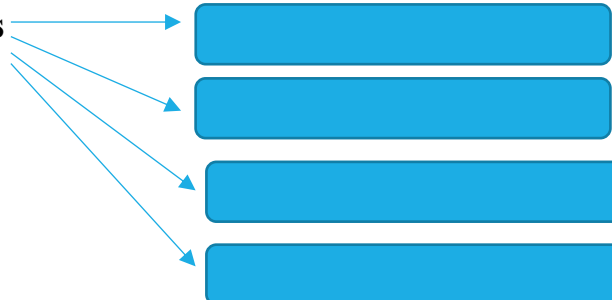
2- The pronoun “ **they** ” in line ( 7 ) refers to -----

3- The pronoun “ **he** ” in line ( 8 ) refers to -----

4- “ can be together ” in line ( 11 ) means: -----.

## i. Complete the diagrams:

1. Types of stories



## F) :Complete the table

Stories	Characteristics
Fairy stories	.....-1 .....-2
Trickster stories	.....-1 .....-2
Heroic stories	.....-1
Romantic stories	.....-1

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:  
يقرأ النص ليجيب عن أسئلة الفهم والاستيعاب.

الأهداف

Paragraph (1)


نشاط (1)

A) Answer the following questions:

1- Why do some people worry about fairy stories?

B) Complete the diagram:

Gillian Poulson



Her job is -----

Her opinion about

a- advantage of fairy tales -----

b- main point of fairy tales -----

c- fairy tales' effect on children -----

C) Get from the text :

a- The synonym of :

make someone to do something ----- said that something is good-----  
improve-----

D) What do the following pronoun refer to:

The pronouns **they** in line ( 4 ) refers to -----

**it** in line ( 6 ) refers to -----

**she** in line ( 3 ) refers to -----

Paragraph 2

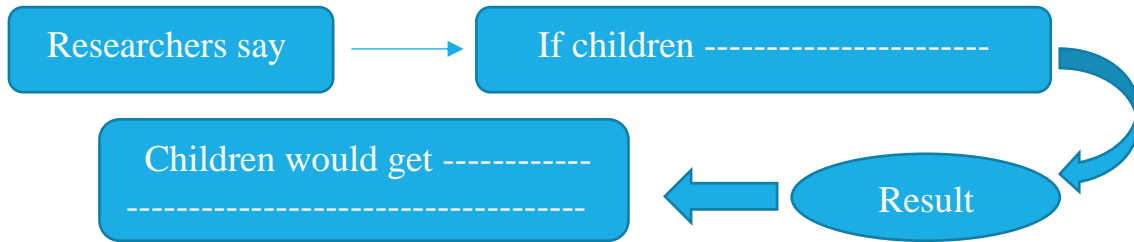
نشاط (2)

A)

:Complete the table

Albert Einstein's job	.....
Albert Einstein's piece of advice concerning fairy stories	.....
	.....
	.....
Albert Einstein's reason for that	.....

B) Complete the diagram:



C) Get from the text :

a- The synonym of :  
point of view ----- clever ----- study -----

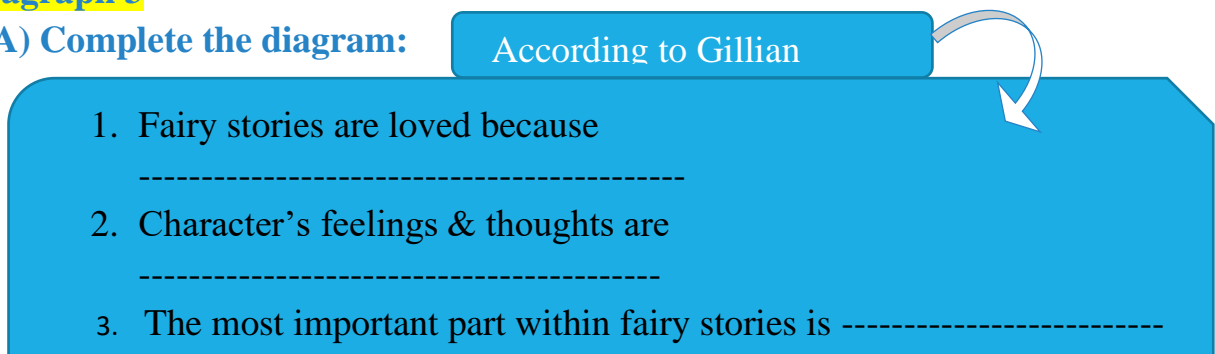
D) What does the following pronoun refer to:

The pronoun **them** in line ( 8 ) refers to -----

نشاط (3)

### Paragraph 3

A) Complete the diagram:



B) Get form the text :

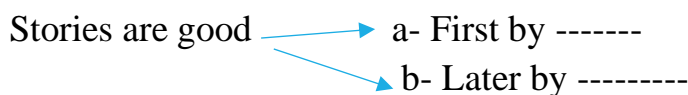
a- The synonym of  
particularly ----- woods----- cause-----

C) What do the following pronoun refer to :

1- **they** in line ( 11 ) refers to-----  
2- **they** in line ( 14 ) refers to-----

### Paragraph 4

A) Complete the diagram:



B) Answer the question :

1- What is Gillian's warning for parents and teachers? Why ?

.....

C) Get from the text :

a- The synonym of  
alone ----- surely ----- without the help of anyone -----

نشاط (4)



## الأهداف

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:  
يستخدم جمل الوصف التعريفية والغير تعريفية  
يربط بين جملتين باستخدام الأسماء الموصولة

عزيزي الطالب: يساعدك الملخص التالي على استخدام ( relative clause ) التعريفية والغير تعريفية

## تلخيص المحتوى:

عزيزي الطالب: قم بقراءة أمثلة الكتاب المدرسي صفحة 92 بتمعن ولاحظ كيف يتم استخدام الأسماء الموصولة بطريقة صحيحة ستصل إلى النتائج التالية :

A- I have met a **student**. **She** won the competition.

I have met a **student who / that** won the competition.

## نوع الجملة FDRC

**F means: Full** : If the noun in sentence 2 is a subject, the relative pronoun Who, Which or That must be written.

هذا النوع من الجمل يسمى الجملة الكاملة وذلك إذا كان الاسم في الجملة الثانية في موقع الفاعل فإنه يلزمنا أن نكتب أداة الوصل في الجملة.

**D means: Defining**: The noun in sentence 1 needs information, so sentence 2 is important and commas mustn't be used.

هذا النوع من الجمل يسمى الجمل التعريفية وذلك إذا كان الاسم في الجملة الأولى يحتاج إلى تعريف فإن الجملة الثانية مهمة جدًا لتعريف هذا الاسم ولذلك لا تستخدم الفواصل فيها.

**RC means: Relative Clauses**: Connecting sentences by using the relative pronouns who/ Which or that.

هذا النوع من الجمل يسمى الجمل الموصولة أو المربوطة وذلك باستخدام أدوات الوصل أو الربط المناسبة.

B- Ola is a **student**. I respect **her** very much.

Ola is a **student ( who/ that )** I respect very much.

Ola is a **student** I respect very much.

## نوع الجملة RDRC

**R means: Reduced**: If the noun in sentence 2 is object, the relative pronoun who, which or that can be cancelled.

هذا النوع من الجمل يسمى الجمل الناقصة وذلك إذا كان الاسم في الجملة الثانية في موقع المفعول به فإنه يمكننا الغاء أداة الوصل أو كتابتها بين قوسين

نشاط (1)

**A) Make Relative Clauses:**

- 1- English is the subject. It's difficult for students.  
.....
- 2- This is the woman. She teaches me English.  
.....
- 3- I saw the man. He stole my wallet last week.  
.....
- 4- That's the girl. She won the prize.  
.....

نشاط (2)

**B) Make relative clauses:**

- 1- English is the subject. Students dislike it a lot.  
.....
- 2- The lady is a nurse. I lent her some money.  
.....

## الأهداف

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:  
يستخدم جمل الوصف التعريفية والغير تعريفية  
يربط بين جملتين باستخدام الأسماء الموصولة

عزيزي الطالب: يساعدك الملخص التالي على استخدام ( relative clause ) التعريفية والغير تعريفية

## تلخيص المحتوى:

C- Miss **Ola** has made a difficult exam. **She teaches us English.**

Miss **Ola** , **who teaches us English** , has made a difficult exam.

نوع الجملة NDRC

**ND means: Non-Defining:**

If the noun in sentence 1 doesn't need information , sentence 2 isn't important, so we must:

a- use commas around the second sentence.

b- we only use the relative pronoun who or which not that.

هذا النوع من الجمل يسمى الجمل اللا تعريفية اذا كان الاسم في الجملة الاولى معروف ولا يحتاج الى تعريف فإن الجملة الثانية غير مهمة وعليه يجب علينا أولا فصل الجملة الثانية عن الأولى بالفواصل كما يمنع استخدام اداة الوصل that يمكننا استخدام فقط who or which

D- This is the **house**. I grew up **there**.

This is the **house where** I grew up.

**Where** is used as a relative pronoun when there is the keyword here or there in sentence 2.

تم استخدام اداة الوصل where حينما نتحدث عن مكان ويكون لدينا كلمة هناك او هنا في الجملة الثانية.

ملاحظة: لاحظ الفرق بين هاتين الجملتين واللذان تتحدثان عن مكان ما.

1- Khanyounis is a **city**. **It's in south of Palestine.**

Khanyounis is a **city which / that** is in south of Palestine.

The word city is a place but the second sentence describes it , so it's wrong to use where as a relative pronoun.

يمنع استخدام اداة الوصل where عندما تكون الجملة الثانية مجرد وصف للمكان في الجملة الثانية.

2- Khanyounis is a **city**. **I was born in it.**

Khanyounis is a **city where** I was born in.

The word city is a place but the second sentence is an action happens in that place, so we must use where as a relative pronoun.

E- I apologised to the **man**. **His car** was broken.

I apologised to the **man whose car** was broken.

If we have the possessive pronouns ( the man's car, his, her, their, its ) in the second sentence , so the relative pronoun whose must be used .

اذا كان لدينا ضمير ملكية في الجملة الثانية له علاقة بالاسم المقصود في الجملة الاولى فإن اداة الوصل المناسبة للاستخدام هي

Whose

**A) Make relative clauses:**

- 1- Jerusalem is the capital of Palestine. It is the most important place for muslims.  
.....
- 2- Omar applied for the job. He speaks English well.  
.....
- 3- The Nile is the major river in Egypt. It's the longest river in the world.  
.....
- 4- A widow is a woman. Her husband is dead.  
.....
- 5- This man is a doctor. The man's clothes are untidy.  
.....
- 6- He returned to his house. He lived there happily for the rest of his life.  
.....
- 7- The hero goes on a journey. His sons live in another country.  
.....

في نهاية هذه البطاقة سيكون الطالب قادرًا على أن:

الأهداف

1- كتابة ملخص لقصة .

## المحتوى التعليمي:

**عزيزي الطالب:** ستتعلم اليوم كيفية أن تخبر قصة لزميلك باستخدام المضارع البسيط أو أن تعطي ملخصا في الماضي البسيط يمكنك عزيزي الطالب قراءة قصة على باب والأربعون حرامي المدرج في كتابك المدرسي صفحة 96 ثم قم باكمال الملخص صفحة 97 يمكنك الاستعانة بالنموذج المجاب المرفق بالأسفل

thieves arrive in front of a cave  
in the forest

At the beginning of this story, Ali Baba sees \_\_\_\_\_. The leader opens the door of the cave by saying Open Sesame. After they leave, Ali uses the same words to open the cave where he finds gold, money and other valuable things.

He tells his brother Kasim about the cave. But when Kasim wants to leave the cave he forgets the words to get out again. The thieves come back find Kasim and kill him. Ali Baba takes Kasim's body home, but the thieves notice the body has gone and realise their cave has been found.

They find Ali Baba's house, but a girl called Morgana helps him by killing the thieves and their leader. In return, Ali Baba says she can marry his son, and he and all his family were rich for the rest of their lives.

## نشاط (1)

A) Write a summary (80–120 words) of a story you remember hearing or reading, or the story of a film you have seen. You may find the phrases in the box useful. The story is about ... The story happens in ... The main character(s) is/are ... At the beginning ... At the end...

.....

.....

.....

.....

.....

.....

.....

.....

Read the following Passage then answer the questions below:-

One definition of „folk tales“ is: stories that are traditional among a group of people. Like folk songs , they are passed down from generation to generation and it is impossible to say who first told or wrote them. „Fairy stories“ are similar, but they are mainly for children and often feature animals that talk, giants and other imaginary things. We can learn a lot about different countries from their folk tales, but the similarities between them are interesting too. Take, for example, the „trickster“ stories that are told in many parts of the world, including Africa, the Caribbean and Scandinavia, where they are very popular. In these, the hero gets what he wants by being clever and telling lies. Many societies have „heroic“ stories, where the main character goes on a long and difficult journey to find something important. There are also „romantic“ tales, love stories in which a man and a woman have to solve many problems before they can be together.

A) Answer the following question:

1 -What are folk tales?

.....

2 -How do folk tales reach to us?

.....

3 -What is the importance of folk tales?

.....

B) Complete:

1 -Fairy stories feature.....

2 -In romantic stories, a man and a woman have to solve many problem before.....

3 -In heroic stories, the hero goes on a long journey in order to.....

C) Decide whether these sentence are true or false:

1 -In trickster stories ,the hero gains what he wants by hard work ( )

2 -Trickster stories are popular in Asia and Africa ( )

3 -Fairy stories are mainly for children ( )

D) Write the reference of underlined words:

1 – they ( line 2 ) .....

2 – their ( line 4 ).....

## Part two :Vocabulary

A) Finish the following sentences with correct words from the box :

Couple \_ type \_ refuses \_ persuade \_ lays \_ trickster

1. Ataba's father ..... to accept Zarief as his daughter's husband.
2. He tries to ..... His father to join the faculty of Art.
3. At the end of story , the ..... live happily.
4. Jack stole a chicken that ..... gold eggs.
5. Lots of different ..... of creature live around you.

## Part three : Grammar

A) Join the two short sentences to make one longer sentence using suitable relative pronouns:

1- That's the house .I was born there

.....

2- The main character is a young man. The man's wife is always angry with him.

.....

3- My brother is good at basketball. He is very tall for his age.

.....

B) Complete the definition below , using defining relative clause . Leave out the relative pronoun where possible :

1- A pen is something .....with.

2- A bee is an insect .....honey

3- A bed is something .....in

## Answer Key: Unit 9

### إجابات بطاقات الوحدة التاسعة

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
13	1	A	1-society 2- hero 3- definition 4- tales 5- character
	2	A	1-refused 2-persuade 3-types 4-tie 5-lay
	3	A	1-popular 2-imaginary 3-similarities 4-heroic
14	1	A	stories that are traditional among a group of people
		B	2-generation to generation
		C	F/ T
		D	traditional, passed down, imaginary ,interesting , journey opposite / impossible / similarities/ including/ difficult
		E	11-trickster stories / Hero / get married
		I	Fairy stories      Trickster stories      Heroic stories      Romantic stories
		F	1-they are mainly for children 2-they feature animals that talk, giants and other imaginary things. 1-they are popular in Africa, the Caribbean and Scandinavia. 2-the hero gets what he wants by being clever and telling lies. 1-main character goes on a long and difficult journey to find something important. 1-love stories in which a man and a woman have to solve many problems before they get married.
15	1	A	1-because they encourage children to believe things that can't happen in the real world.
		B	2-Complete the diagram: 1-children's writer 2-a)help to develop a child's imagination. b)they don't happen in the real world.
		C	-encourage Praised Develop
		D	stories / The world around them / Gillian Poulson
	2	A	great scientist / to read fairy tales to children/ stories make children intelligent
		B	Grow up hearing & later reading stories, good exam results in language, math and science
		C	-opinion Intelligent Research
		D	Children
	3	A	a-they want to know what happens next. b-not important to be known c-what characters do
		B	Especially / Forest /Reason
		C	children / Characters



## Answer Key: Unit 9

### إجابات بطاقات الوحدة التاسعة

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
16	4	A	hearing them * Reading them independently
		B	2-not encourage children to read books that parents and teachers think they should, because this would make them to dislike reading
		C	certainly Sharing
17	1	A	1-English is the subject which / that is difficult for students. 2-This is the woman who/ that teaches me English. 3-I saw the man who/ that stole my wallet last week. 4-That's the girl who/ that won the prize.
	2	A	1-English is the subject ( which / that ) students dislike a lot. 2-The lady ( who / that ) I lent some money is a nurse.
18	1	A	1-Jerusalem , which is the most important place for Muslims, is the capital of Palestine. 2-Omar, who speaks English well, applied for the job. 3-The Nile, which is the longest river in the world, is the major river in Egypt. 4-A widow is a woman whose husband is dead. 5-This man, whose clothes are untidy, is a doctor. 6-He returned to his house where he lived happily for the rest of his life. 7-The hero, whose sons live in another country, goes on a journey.
Progress test	Part 1	A	1-stories that are traditional among a group of people 2-they are passed down from generation to generation 3-we can learn a lot about different countries from their folk tales.
		B	Animals that talk ,giant and other imaginary things They can be together Find something important
		C	F/ T /T
		D	Folk tales / different countries
	Part 2	A	Refuse /persuade / couple/ lays/ type
	Part 3	A	That's the house where I was born Whose wife / who
		B	We write Which makes You sleep

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

الأهداف

1- يُوظف بعض الكلمات الجديدة في جملٍ سياقية ذات معنى.

تلخيص المحتوى:

عزيزي الطالب: سنقدّم لك مفردات الدّرس الثاني من الوحدة الرابعة . الرجاء قراءتها جيدًا،

Word	Meaning in English	Meaning in Arabic
crisis	everything is going wrong and we don't know what to do	أزمة
established	a long time without big changes	أسس
opinion polls	asking people of their opinion	استطلاع رأي
option	choices	خيار
candidates	a person who nominated for election	مرشح
politicians	in the government work	سياسي
fine	a punishment to pay	غرامة

نشاط (1)

A) Complete the flowing sentences use words from the box :

crisis / fine /option / established / candidates / opinion poll

1. A recent .....found that 45 percent believe personal qualifications to be the most important measure of a candidate.
2. You'll get a ..... if you park a car here .
3. There are many .....in the next election .
4. I have ..... a good working relationship with my boss.
5. The..... had a negative effect on trade
6. Going to college was not an .....for me

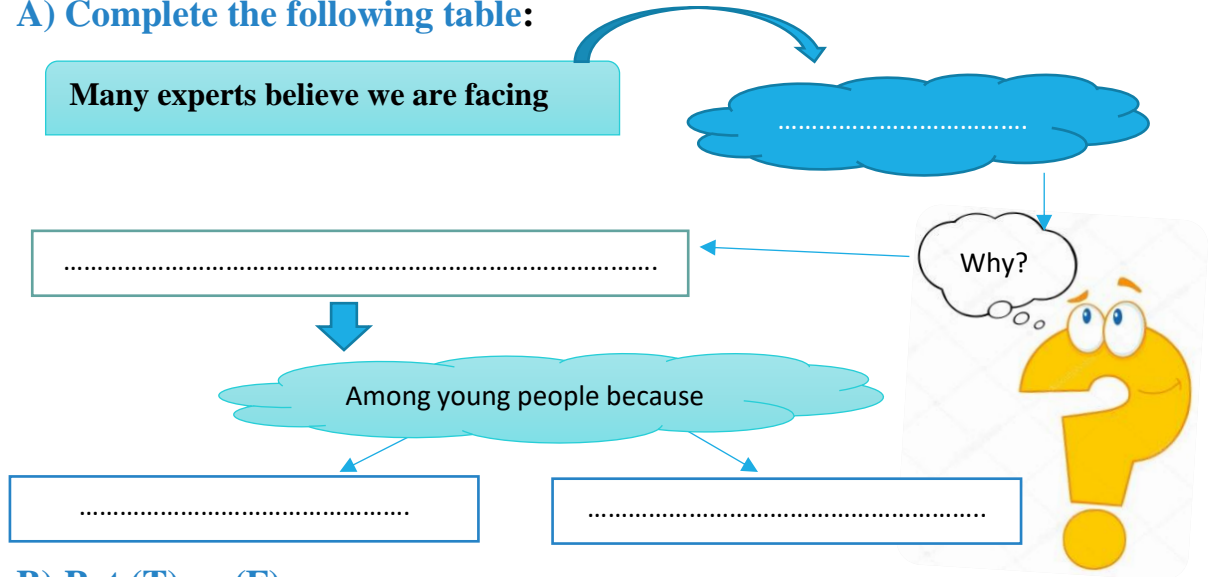
الأهداف

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:  
يقرأ النص ليجيب عن أسئلة الفهم والاستيعاب.

نشاط (1)

Read the text from line 1- 5 page : 104

A) Complete the following table:



B) Put (T) or (F)

- 1- The fall in the number of people who vote in elections was because of the young people. ( )
- 2- Young people find traditional politics exciting. ( )
- 3- Politician offer what they can to the young people. ( )
- 4- The crisis of democracy is in the UK. ( )

C) Get from the text :

The synonym of:

a time of great danger or difficulty .....

asking people about their opinion .....

The opposite of:

rising ..... interesting .....

D) What do the following pronouns refer to:

- 1- "they" in line "4" .....
- 2- "them" in line "5" .....

Read the text from line 6- 12 page : 104

**A) Answer:**

- 1- What are the recommendations of the new report?
  - a- .....
  - b- .....
  - c- .....
- 2- Why is it a problem that so many young people don't vote?  
.....
- 3- What does the writer advise the young to do to make the politicians consider them?  
.....

**B) True or False:**

- 1- A new report has advised that voting should be optional. (    )
- 2- Professor Paul Meadows says it's good that so many young people don't vote.( )

**C) Get from the text:**

**a-The synonym of:**

writers ..... Pay no attention to someone or something .....

**b-The opposite of:**

optional ..... decreases .....

**D) What do the following pronouns refer to:**

"their" in line "8" .....

"they " in line "12" .....

Read the text from line 13- 21 page : 104

**A) Answer the following questions :**

- 1- How can technology be used to make voting easier ?  
.....
- 2- What happen to people who don't vote in Belgium?  
.....
- 3- What makes voting in Belgium compulsory?  
.....

**B) True or False:**

- 1- Compulsory voting already exists in over 40 countries. (    )
- 2- If people in Belgium go for four elections without voting , they can vote in the fifth election.    (    )
- 3- The report's recommendations offer a solution to the crisis of democracy . (    )
- 4- By paying a small fine and losing the right to vote for those who don't vote, voting in Belgium has become compulsory.    (        )

**C) Get from the text:**

**a-The synonym of:**

money you pay for breaking the law .....

**b-The opposite of:**

won .....                      cause .....

**D) What does the following pronouns refer to:**

"they" in line        "14" .....

"this " in line        "18" .....

## الأهداف

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:  
يحول الجمل من المبني للمعلوم للمبني للجهول في أزمنة مختلفة .

**عزيزي الطالب:** يساعدك الملخص التالي على التعرف على كيفية التحويل من المبني للمعلوم للمبني للجهول

## تلخيص المحتوى:

**عزيزي الطالب:** قم بقراءة أمثلة الكتاب المدرسي صفحة 106 بتمعن ولاحظ كيف يتم تحويل الجملة من المبني للمعلوم للمبني للجهول ستصل إلى النتائج التالية :

عند التحويل من المبني للمعلوم للمبني للجهول يجب عليك اتباع الخطوات التالية :

- 1- ضع المفعول به في بداية الجملة
  - 2- اضع الفعل المساعد المناسب حسب المفعول
  - 3- ضع التصريف الثالث للفعل
- لاحظ الجدول التالي للتعرف على طريقة التحويل في كل زمن

Tense	Active	Passive
present simple	I <b>make</b> a cake.	A cake <b>is made</b> (by me).
present continuous	I <b>am making</b> a cake.	A cake <b>is being made</b> (by me).
past simple	I <b>made</b> a cake.	A cake <b>was made</b> (by me).
past continuous	I <b>was making</b> a cake.	A cake <b>was being made</b> (by me).
present perfect	I <b>have made</b> a cake.	A cake <b>has been made</b> (by me).
pres. perf. continuous	I <b>have been making</b> a cake.	A cake <b>has been being made</b> (by me).
past perfect	I <b>had made</b> a cake.	A cake <b>had been made</b> (by me).
future simple	I <b>will make</b> a cake.	A cake <b>will be made</b> (by me).
future perfect	I <b>will have made</b> a cake.	A cake <b>will have been made</b> (by me).

## نشاط (1)

## A) Choose the correct answer :

- 1- Last year, Anew hospital ( built – was built ) in Gaza .
- 2- A lot of work (has done – has been done ) to develop education system.
- 3- World cup (takes – is taken ) place every four years .
- 4- In Jordan, the prime minister ( is chosen – choose ) by the king .
- 5- Several changes ( will need - will be needed) before the system works well.

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:  
استخدام البادئة ( non ) بطريقة صحيحة

الأهداف

عزيزي الطالب: يساعدك الملخص التالي على استخدام البادئة " non "

تلخيص المحتوى:

### Non+word                      Meaning in Arabic

non- voters	غير مصوتين
non-fiction	واقعي/ بعيد عن الخيال
non- stop	بدون توقف
non -existen	غير موجود
non-stick	غير لاصق
non- smoking	ممنوع التدخين

### نشاط (1)

A) Complete the following sentences by adding the prefixes ( non) before the words from the box :

smoking / stop/ stick / fiction / existent

1. Does the restaurant have a ..... section?
2. put chicken on a ..... pan
3. I read a lot of ..... books.
4. It rained ..... all week
5. The roads were empty, tourists .....

## الأهداف

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

1- كتابة معلومات عن دولة فلسطين

**عزيزي الطالب:** يساعدك الملخص التالي على كتابة معلومات عن فلسطين تشمل تعدادها السكاني مساحتها وعاصمتها وغير ذلك من المعلومات المهمة.

## تلخيص المحتوى:

**عزيزي الطالب:** ارجع إلى المعلومات عن المملكة المتحدة والجزائر للاستفادة منها كنموذج لتعبئة معلومات عن فلسطين استعن بالمعلومات المدرجة ويمكنك إضافة المزيد

Name: Palestine

## نشاط (1)

The full name is The State of Palestine. It is recognised as an independent state by an increasing number of countries, as well as the United Nations.

Capital city: Jerusalem

Jerusalem is the official capital, but the administrative centre is Ramallah.

Population: approximately 4,550,000

This only includes those living in the Palestinian Territory, not those living in other countries as part of the 'Palestinian Diaspora' (over 12 million).

Area: 27,009 sq. km (historical Palestine)

Official language: Arabic

System of government: parliamentary republic

The Head of State is the President and there is also a Prime Minister.



## Unit 10: Progress Test

عزيزي الطالب: اختبر نفسك فيما درسته في الوحدة العاشرة .

### Part One: Reading comprehension

Many experts believe we are facing a crisis of democracy .For many years now ,not just in the UK but in all the world's more established democracies, the number of people who vote in elections has been falling . *this* is especially true among young people. The message from opinion polls is clear. there is a common feeling that young people find traditional politics boring ,and that ,whatever party *they* are from ,politicians have nothing to offer **them** . Now a new report has recommended that voting should be made compulsory ,and that the voting age should be lowered to 16. it "is a problem that so many young people don't vote",says professor Paul Meadoes, one of the reports authors, "because politicians can then afford to ignore them. It is increases their feeling of not being listened to, and so it goes on. but if young people want their voices to be heard,they have to vote .

#### A) Answer the following questions :

What is the problem which we are facing for many years now ?

.....

How can this crisis be solved according to article?

1-..... 2-..... 3-.....

#### B) Complete the following sentences :

a-The number of voters decline especially among .....

b-If young people want their voices to be heard, they.....

#### C) Find from the passage :

a- The meaning of : neglect : .....

b- The opposite of : optional×.....

c-The underlined pronoun ( them ) refers to: .....

### Part two: Language Vocabulary

#### A) Complete with words from the list:

( persuade- fine - candidates )

a-Many of the ..... promise people with things , but they do nothing.

b-You'll get a ..... if you park your car here.

c-Finally, we could ..... him to change his mind.

#### B) Complete by adding the prefix non to the words :

( smoking- stop – stick )

a- Along journey that might be especially tiring is .....

b- A cooking pan which is easy to clean is .....

#### 6- Do As shown :

b- Our new house ..... in2011. ( build ).

c- Seats belts ..... ( must \ wear ) at all times.

## Answer Key: Unit 10

### إجابات بطاقات الوحدة العاشرة + اختبار الوحدة

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
19	1	A	Opinion poll / fine/ candidates/ established/ crisis / option
20	1	A	Crisis of democracy / the number of vote who vote in elections has been falling / because young people find traditional politics boring and they have nothing to offer
		B	T / F / F / F
		C	Crisis / opinion poll ** falling / boring
		D	Young people
	2	A	1-*make voting compulsory * reduce the voting age to 16 * include the option ( non of the above ) 2-because politicians can then afford to ignore them 3-They have to vote
		B	F/ F
		C	Author * ignore / compulsory * increase
		D	Young people / people
	3	A	*by create a voting app that can downloaded onto a phone *have to pay a small fine *by paying a small fine and losing the right to vote for those who don't voting in Belgium
		B	F/ F /T / T
		C	Fine / lose /result
		D	People / use technology
21	1	A	Was built / has been done / is taken / is chosen / will be needed
22	1	A	Non-smoking / non- stick/ non-fiction / non -stop / non -existent
Progress Test	1	A	Crisis of democracy make voting compulsory * reduce the voting age to 16 * include the option ( non of the above ) Young people / have to vote **
			Ignore / compulsory / young people
			Candidates / fine / persuade
	2	A	Non- stop / non- stick
			Had ben built / must be wore
	3	A	Had ben built / must be wore

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

1- يقرأ أحداث القصة ليحيب عن أسئلة الفهم والاستيعاب.

الأهداف

عزيزي الطالب: افتح الكتاب الثاني صفحة رقم "90"، ثم انظر إلى

الصُّور عبر عن الصور بأسلوبك الخاص.

نشاط (1)

### Paragraphs (1- 3):

A) Read the introduction then complete the following table:

The title of the story	.....
The writer of the story	.....
When was it written	.....
The hero of the story / His name	.....
Where was the hero taken	.....

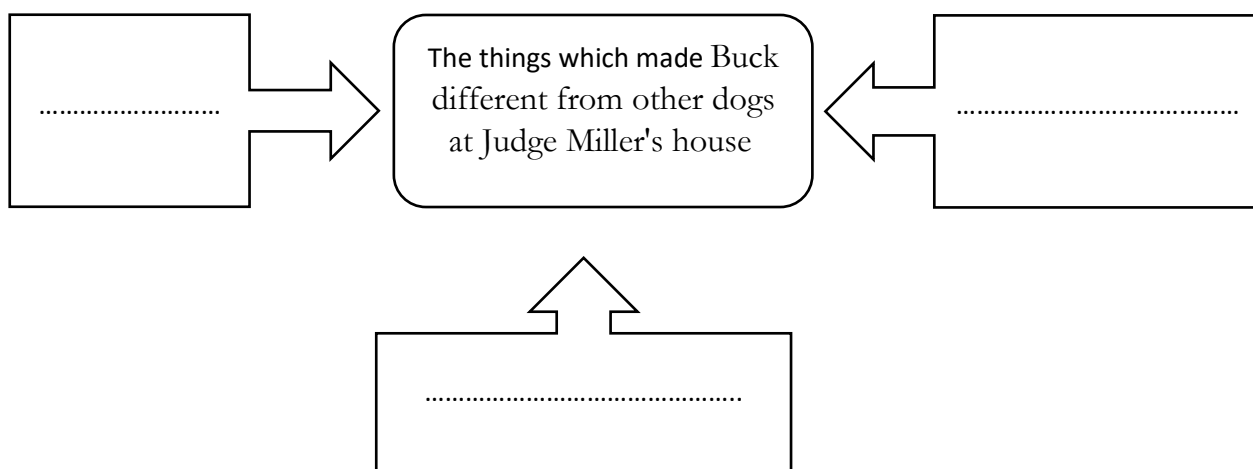
B) Answer the following question :

Where was the house of Judge Miller?

.....

C) Complete the following diagrams:

1-

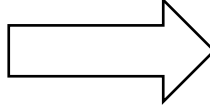


2-

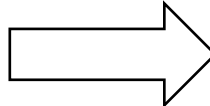
In the fall of 897

○ ○ ○

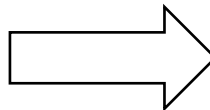
Life had become very dangerous for



Life became dangerous because



Men needed strong thick-coated dogs to

**D) Choose the correct answer:**

- 1) In Judge Miller's house Buck was.....  
 a ) a house dog      b) a kennel dog      c) neither a house dog nor a kennel dog
- 2) Men needed thick-coated dogs because they had found.....  
 a) petrol      b) c) silver

**E) Decide whether the following sentences are "True" or "False":**

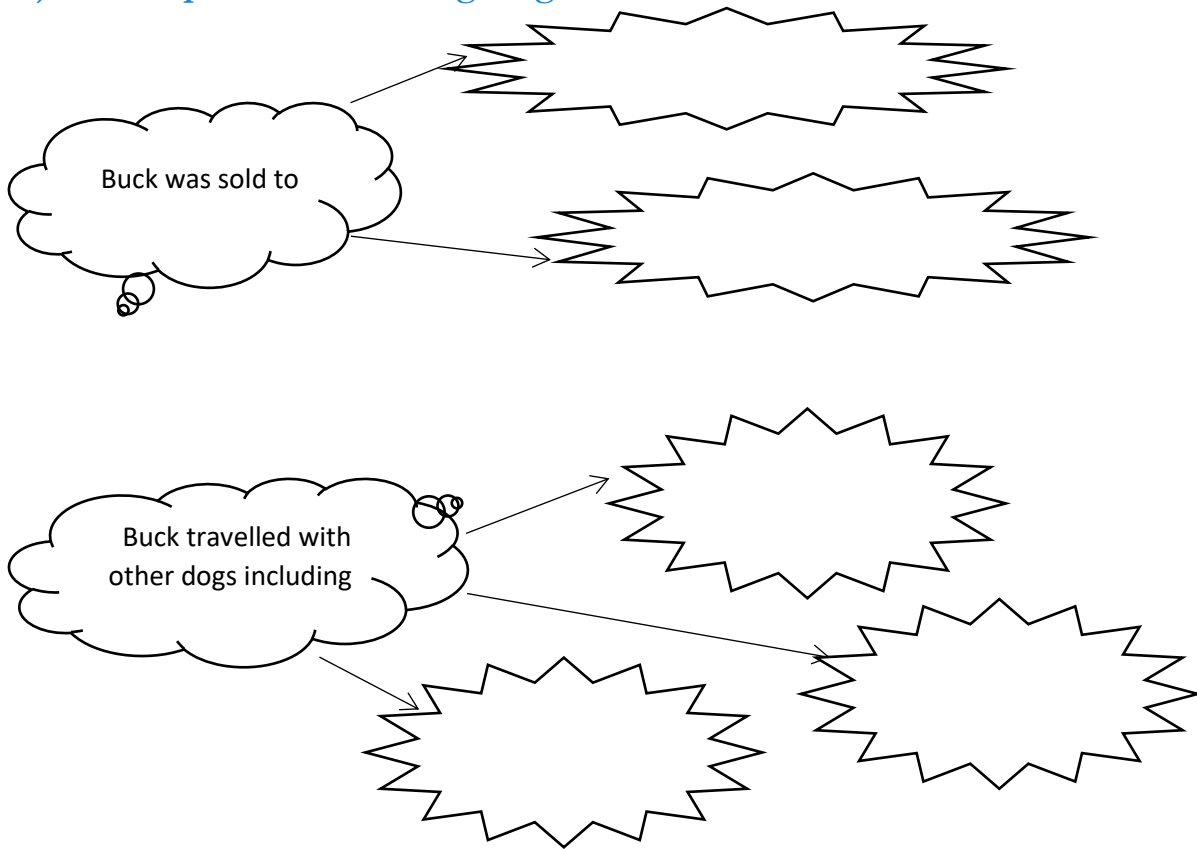
- 1- No gold one from the house of Judge Miller saw Buck leave with the gardener. (      )
- 2- In Santa Clara Valley, Buck was a king of Judge Miller's place. (      )
- 3- Manuel took Buck for a walk. (      )

نشاط (2)

**Paragraphs (4- 6):****A) Answer the following questions:**

- 1) Where did Manuel take Buck? Why?  
 .....
- 2) Why wasn't Buck worried when Manuel put a thick rope round his neck ?  
 .....
- 3) Why did Buck trust people?  
 .....
- 4) Why did Buck feel embarrassed when he arrived in the Northlands.  
 .....

**B) Complete the following diagram:**



**C) Choose the correct answer:**

- 1) Manuel took Buck to.....  
 a) the market                      b) playground                      c) railroad station
- 2) Manuel put .....round Buck's neck.  
 a) a chain                              b) a thick rope                      c) flowers
- 3) The result of the fight between Curly and the husky dog was.....  
 a) the death of Curly.  
 b) the death of the husky dog.  
 c) the death of both dogs.

**Paragraphs (7 -9):**

نشاط (3)

**A) Complete the following sentences:**

- 1) The only rule in the Northlands was.....
- 2) The dogs in the Northlands did what they were told so.....
- 3) The dogs fought to .....
- 4).....killed Curly.
- 5) Buck hated Spitz because.....

**B) Decide whether the following sentences are "True" or "False":**

- 1) Buck's life in Canada was the same as in Santa Clara Valley. (     )
- 2) Curly was killed by Spitz. (     )

**Paragraphs (10 -14):**

**1) Answer the following questions:**

1)What was the first lesson that Buck learnt at the Northlands?

.....

2)Where was the best place to sleep in the Northlands?

.....

3) Why was Buck frightened when he woke up in the morning in the Northlands?

.....

**B) Decide whether the following sentences are "True" or "False":**

1) Perrault and Francois let Buck sleep in the tent. ( )

2) Buck found that the best place to sleep in the cold weather was under a tree.( )

في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

2- يقرأ أحداث القصة ليحيب عن أسئلة الفهم والاستيعاب.

الأهداف

نشاط (1)

### Paragraphs (1 -5):

#### A) Answer the following questions:

1) Why did Perrault push down the snow first?

.....

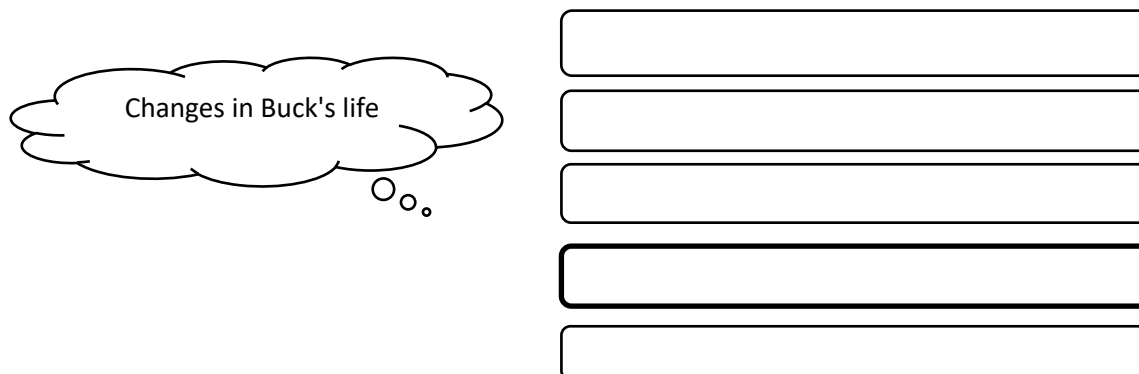
2) What would happen if Buck didn't eat fast?

.....

3) How did Buck learn to steal?

.....

#### B) Complete the following diagram:



#### C) Decide whether the following sentences are "True" or "False":

1) Buck learned to steal meat when he lived in Santa Clara Valley. ( )

2) Buck learned to live well in his new place . ( )

3) Buck's ancestors had run wild with other dogs in the forest and had caught and killed their own meat.( )

## نشاط (2)

**Paragraphs (6-10):****A) Answer the following questions:**

1) Why did Buck try to stay away from fights?

.....

2) Why did Spitz want to fight Buck?

.....

**B) Complete the following sentences:**

1) Because Buck and Spitz both were so strong and proud, the fight could only end with.....

2) Buck chased the rabbit because .....

**C) put ( T ) or ( F )**

1- The other dogs helped Buck in his fight against Spitz. ( )

**Paragraphs (11-16)**

## نشاط (3)

**A) Complete the following sentences:**

1) In the fight, the silent circle of dogs stood watching, waiting to .....

2) Buck won the fight because .....

3) Buck helped Perrault and Francois to break the record for .....

4) Perrault and Francois were gone from Buck's life because .....

**B) Decide whether the following sentences are "True" or "False":**

1) During the fight, Buck was untouched, but Spitz was covered with blood and breathing hard. ( )

2) Buck was the winner at the beginning of the fight. ( )

3) Buck enjoyed killing Spitz. ( )

4) Buck won the fight because he was stronger than Spitz. ( )

5) Buck became the leader of the sled team. ( )

6) Francois was sad to leave Buck. ( )



في نهاية هذه البطاقة، سيكون الطالب قادرًا على أن:

3- يقرأ أحداث القصة ليحيب عن أسئلة الفهم والاستيعاب.

الأهداف

نشاط (1)

### Paragraphs (1 -5):

#### A) Answer the following questions:

1) What did Skeet make for Buck?

.....

2) Why did Buck love John Thornton?

.....

#### B) Complete the following sentences:

1) A man tried to kill Buck , but he was rescued by .....and they became .....

2) Thornton had two other dogs called ..... and .....

3) For Judge Miller, in the Santa Clara Valley, Buck had felt .....but for John Thornton he felt .....

#### 3) Decide whether the following sentences are "True" or "False":

1) Nig and Skeet were jealous of Buck. ( )

2) John Thornton Joined his dogs in playing all sorts of games. ( )

### Paragraphs (6-10):

نشاط (2)

#### A) Answer the following questions:

1) What was the lesson that Buck had learnt from being in Northland?

.....

2) What did Buck feel while sitting by Thornton's fire?

.....

#### B) Complete the following sentences:

1) Buck left the fire and ran into the trees because.....

2) Buck's .....pulled him back to the fire again .

3) Buck saved Thornton when .....and they travelled together until Thornton found .....

**C) Decide whether the following sentences are "True" or "False":**

- 1) Buck's great love for Thornton made him soft. (     )
- 2) Buck wouldn't steal things from John Thornton, but he would take things from any other man in any other camp. (     )

نشاط (3)

**Paragraphs (11-14):**

**A) Answer the following questions:**

- 1) Why did Buck run to the forest? What did he see?  
.....
- 2) What did the wolf do when he saw Buck?  
.....
- 3) Why did Buck leave the wolf?  
.....

**B ) Complete the following sentences:**

- 1) Seeing that Buck didn't want to hurt him , the wolf .....
- 2) Buck was wildly happy because .....
- 3) After two days .....began to pull Buck away to the forest.

**C) Decide whether the following sentences are "True" or "False":**

- 1) Buck didn't fight the wolf , he made friendly moves towards him (     )
- 2) Buck and the wolf became friends (     )

نشاط (4)

**Paragraphs (15-23):**

**A) Answer the following questions:**

- 1) What things made Buck as great and strong as any wild animal?  
.....
- 2) How did Buck know where John Thornton's dead body was?  
.....

**B) Complete the following sentences:**

- 1).....have attacked the camp.
- 2) The smell of Thornton took Buck to .....
- 3) Buck found the head of ..... in the water.

**C ) Decide whether the following sentences are "True" or "False":**

- 1) Buck was the winner in his fight with the Yeehats. (     )
- 2) Skeet left her master and ran away. (     )
- 3) There was a great fight between Buck and the wolves. (     )

## Answer Key: chapter ( 1 )

### إجابات بطاقات القصة القصيرة الفصل الأول

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
35	1	A	The Call Of The Wild Sir Arthur Conan Doyle At the time of gold rush when people went in search of gold A dog called Buck To the Northland
		B	In Santa Clara Valley
		C	1. He was neither a house dog or a kennel dog 2. He could go where he wanted. He swam in the swimming pool. 3. He went for walks with Judge Miller's daughters. He was king of the place.
			1. Every strong thick –coated dogs 2. Men found gold 3. To pull their sleds
		D	C/ B
		E	T / T / F
	2	A	1. To the railroad station .To sell him. 2. Because he had learned to trust the people he knew. 3. Because they had always been kind to him , and no one had ever hurt him. 4. Because it was his first time to see snow and everyone laughed at him.
		B	Perrault / Francois ** Curly / Spitz / Billee
		C	C/ b /a
	3	A	1) The only rule in the Northlands was the rule of club and teeth. 2)The dogs in the Northlands did what they were told so that their masters didn't hit them. 3)The dogs fought to stay alive 4) A husky dog killed Curly. 5) Buck hated Spitz because he laughed when the huskies killed Curly.
		B	F / F
	4	A	1. Once you fall to the ground , you are finished. 2. Under the snow. 3. Because he was covered with snow.
		B	F / F

## Answer Key: chapter ( 2 )

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
36	1	A	1. To make it easier for dogs 2. because ice was thin and dangerous. 3. Other dogs would eat his food. 4. When he saw another dog stealing meat.
		B	1. He became very strong. 2. He could see and smell better than before. 3. He ate anything he could find. 4. His body used every piece of food to become stronger. 5. He could find the best place to sleep.
		C	F / T / T
	2	A	1. Because he was still busy learning. 2. Because he was afraid that he would take his place as a leader of the sled team.
		B	1. the death of one of them. 2. he was hungry and wanted to kill with his own teeth.
		C	F
	3	A	1. to finish off the dog who went down first 2. he was cleverer 3. the time to travel from Dawson to Skagway. 4. they were sent away to work in another place.
		B	F / F / T / T / T

### Answer Key: chapter ( 3 )

#### إجابات بطاقات القصة القصيرة الفصل الثالث

رقم البطاقة	رقم النشاط	رقم السؤال	الإجابات الصحيحة
	1	A	1. She washed and cleaned his cuts everyday like a mother cat washing her kittens 2. Because he saved his life from the man who tried to kill him.
		B	1) A man tried to kill Buck , but he was rescued by John Thornton and they became good friends. 2) Thornton had two other dogs called Nig and Skeet. 3) For Judge Miller, in the Santa Clara Valley, Buck had felt friendship but for John Thornton he felt wild love.
		C	F / T
	2	A	1. Kill or be killed , eat or be eaten. 2. He felt very kind of dog behind him.
		B	1)Buck left the fire and ran into the trees because he heard a call from the forest. 2) Buck's love for John Thornton pulled him back to the fire again . 3) Buck saved Thornton when fell in the river and they travelled together until Thornton found gold.
		C	F/ T
	3	A	1. Because he heard a call. / He saw a wolf. 2. He ran away. 3. Because he remembered John Thornton
		B	1) Seeing that Buck didn't want to hurt him , the wolf friendly put his nose against Buck's. 2) Buck was wildly happy because he knew that at last he was answering the call. 3) After two days the call from the forest began to pull Buck away to the forest.
		C	T / T
	4	A	1. He was intelligent and clever at getting what he wanted and he had learned many different lessons during his life in the Northland. 2. By following the smell to the pool.
		B	1)The Yeehats have attacked the camp. 2) The smell of Thornton took Buck to the pool. 3) Buck found the head of Skeet in the water.
		C	T / F / T