

## حل مراجعة عامة إثرائية نهاية الفصل من مدرسة ابن سينا



### تم تحميل هذا الملف من موقع المناهج القطرية

موقع المناهج ⇨ المناهج القطرية ⇨ الصف الحادي عشر ⇨ لغة انجليزية ⇨ الفصل الأول ⇨ ملفات متنوعة ⇨ الملف

تاريخ إضافة الملف على موقع المناهج: 17:31:59 2025-12-07

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة  
لغة انجليزية:

إعداد: مدرسة ابن سينا

### التواصل الاجتماعي بحسب الصف الحادي عشر



صفحة المناهج  
القطرية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الأول

مراجعة عامة إثرائية نهاية الفصل من مدرسة ابن سينا

1

أوراق عمل شاملة نهاية الفصل غير مجابة

2

مراجعة نهائية الوحدة الرابعة غير مجابة

3

مراجعة نهائية الوحدة الثالثة غير مجابة

4

نموذج إجابة مكتسبات التعلم للوحدتين الأولى والثانية من مدرسة ابن سينا

5



## General Revision

مكتسبات التعلم

للفصل الحادي عشر - لغة إنجليزية

نهاية الفصل الدراسي الأول 2025 / 2026

Modules 3 : 5

اسم الطالب: \_\_\_\_\_ الصف: ( 11 / )



## Module 3 -5 – Vocabulary

### Module 3 Vocab p. 40

on behalf of	نِيَابَةً عَنْ	in a hurry	في عجله من امره
on display	مَعْرُوض	in a mess	إِضْطِرَاب / فَوْضَى
on fire	يَحْتَرِق	in cash	نَقْدًا
on good terms	علاقه جيده	in charge of	مسؤول عن
on holiday	في اجازة	in debt	مدين
on purpose	مقصود	in particular	خصوصا
on sale	متاح للشراء	in public	بشكّل علني
on second thoughts	تغيير رأي – ندم	in sb's interest	يساعد شخص
on the phone	يقوم بعمل مكالمة	in tears	بالدموع
on the run	سريعا	in the future	في المُستقبل
on the verge of	على حافه	in the long run	على المدى البعيد
on tour	في جوله	in the meantime,	في هذه الاثناء
		in the mood for	في مزاج مناسب ل
		in trouble	في مشكله

### Choose the correct answer.

1. On \_\_\_\_\_, I'll come with you. I'd like to see Rodney.

- A. charge of      B. tears      C. the mood for      D. **second thoughts**

2. You're in \_\_\_\_\_ the kids while we are away this weekend.

- A. **charge of**      B. tears      C. the mood for      D. second

3. I'm not really in \_\_\_\_\_ pizza tonight. Let's have something else.

- A. charge of      B. tears      C. **the mood for**      D. second

4. What did you say to her? She was on \_\_\_\_\_ crying.

- A. fire      B. purpose      C. **the verge of**      D. the long run

5. I'm sorry. I didn't do it on \_\_\_\_\_. It was an accident.

- A. fire      B. **purpose**      C. the verge of      D. the long run

6. If we do it this way, I think it'll be better in \_\_\_\_\_.

- A. fire      B. purpose      C. the verge of      D. **the long run**

7. Call 999! The house is on \_\_\_\_\_!

- A. **fire**      B. hurry      C. sale      D. the long run

8. I'd love to stay and chat but I'm in a \_\_\_\_\_. I have a train to catch.

- A. fire      B. **hurry**      C. sale      D. the long run



### Fill in the gaps with ( on OR in ).

- The lawyer is speaking **on** behalf of her client in the courtroom.
- I can't talk right now; I'm **in** a hurry to catch my train."
- The museum's new dinosaur skeleton is now **on** display in the main hall.
- The flea market vendor only accepts payment **in** cash.
- Who is **in** charge of organizing the company picnic this year?
- After buying the house and a new car, they were deeply **in** debt.

### Module 3 Vocab p. 40/41

get away	يفر - يهرب	get around to	يَجِدُ وَقْتاً لِلْقِيَامِ بِشَيْءٍ مَا	take over	يتولى الأمر
get along with	ينسجم مع شخص	get over	يتعافى - يتجاوز	take on	يواجه - يتحدى
get by	يسير أموره	take after	يشبه شخص	look for	يبحث عن
get through to	يفهم شخص - يقنع	take off	يقلع - يخلع	take down	يدون ملاحظة

### Choose the correct answer.

- After this difficult project is finished, I need to \_\_\_\_\_ for a week and just relax on a beach.  
A) get over B) **get away** C) get by D) get through to
- I'm so glad that my new roommate and I \_\_\_\_\_ each other; it makes living together much easier.  
A) take after B) look for C) **get along with** D) take down
- My French isn't fluent, but it's good enough to \_\_\_\_\_ when I visit Paris.  
A) get away B) **get by** C) get over D) take off
- The manager tried to \_\_\_\_\_ the importance of safety to the new employees.  
A) get around to B) **get through to** C) take over D) take on
- I know the plant is dying, but I haven't \_\_\_\_\_ watering it regularly yet.  
A) **gotten around to** B) gotten over C) taken after D) taken off
- It can be difficult to \_\_\_\_\_ a serious illness without the support of family and friends.  
A) **get over** B) get away C) take off D) take down
- Everyone says I \_\_\_\_\_ my grandfather because we both have the same bright blue eyes.  
A) take off B) **take after** C) take on D) get along with
- The large tech company plans to \_\_\_\_\_ its main rival by the end of the year.  
A) take on B) get through to C) **take over** D) look for



**Fill in the gaps with words from the box.**

**take over / take off / get along with / get by / get away**

- After working so hard all year, I really need to **get away** for a relaxing vacation.
- The new low-cost airline is about to **take off** on its first flight to Paris.
- Despite their differences, the two brothers **get along with** each other very well.
- The large corporation plans to **take over** several smaller competitors this year.
- My Spanish isn't perfect, but I can **get by** when I travel to Madrid.

**get around to / get over / get through to / take on / take after**

- Everyone says I **take after** my mother because we have the same sense of humor.
- The teacher tried to **get through to** her students, but they weren't listening.
- I've been meaning to clean the garage, and I'll finally **get around to** it this weekend.
- We are so busy that we need to **take on** two new employees.
- It took him a long time to **get over** his fear of public speaking.

**Module 4 Vocab p. 54**

marine	بحري	biodiversity	التنوع البيولوجي
ecosystems	النظم الإيكولوجية	food chain	السلسلة الغذائية
delicate	حساس / رقيق	predator	مفترس
pose	يشكل / يمثل	prey	فريسة

**Choose the correct answer.**

- The study of life in the oceans is known as \_\_\_\_\_ biology.  
A) prey                      B) **marine**                      C) delicate                      D) predator
- Coral reefs are one of the most complex and beautiful \_\_\_\_\_ on the planet.  
A) **ecosystems**                      B) food chains                      C) biodiversity                      D) marine
- The balance in a rainforest is incredibly \_\_\_\_\_ and can be easily disrupted by human activity.  
A) marine                      B) **delicate**                      C) pose                      D) prey



4. Chemical waste from factories can \_\_\_\_\_ a serious threat to the health of nearby rivers.

- A) prey B) **pose** C) biodiversity D) delicate

5. Protecting a wide range of species is essential for maintaining the region's \_\_\_\_\_.

- A) food chain B) predator C) **biodiversity** D) marine

6. Plankton form the base of the oceanic \_\_\_\_\_, supporting almost all other life in the sea.

- A) predator B) **food chain** C) biodiversity D) ecosystems

**Fill in the gaps with words from the box.**

**pose / ecosystems / prey / predator / marine**

- The **marine** biologist studied the colorful fish living in the coral reef.
- The Amazon rainforest is one of the most complex **ecosystems** on Earth.
- Polluted rivers **pose** a significant threat to public health.
- The eagle, a skilled **predator**, soared high above looking for its next meal.

#### Module 4 Vocab p. 54

#### Prepositions

advantage of	يستفيد من - ميزة	impact on	تأثير على	damage to	ضرر
importance of	أهمية	effect on	يؤثر على	solution to	حل
decrease in	انخفاض في	feed on	يتغذى على	threat to	خطر على
increase in	ازدياد في	need for	يحتاج الى	reason for	السبب في

**Choose the correct answer.**

1. The company took full advantage \_\_\_\_\_ the new market opportunities.

- A) **of** B) in C) on D) for

2. There has been a noticeable decrease \_\_\_\_\_ the number of students in the class.

- A) of B) for C) on D) **in**

3. The new policy had a significant impact \_\_\_\_\_ employee morale.

- A) of B) for C) **on** D) to

4. Many animals in the forest feed \_\_\_\_\_ small insects and plants.

- A) for B) **on** C) of D) at

5. There is an urgent need \_\_\_\_\_ clean water in the disaster-stricken area.

- A) of B) **for** C) on D) to

6. The hurricane caused extensive damage \_\_\_\_\_ the coastal village.

- A) for B) on C) of D) **to**





**Fill in the gaps with words from the box.**

to / in / of / for / on

- The coach stressed the importance **of** teamwork to the players.
- The decrease **in** tourism has affected the local economy.
- Social media has a major impact **on** how young people communicate.
- There is a growing need **for** affordable housing in the city.
- The storm caused significant damage **to** the old bridge.

**Module 4 Vocab p. 55**

overachieve	يتفوق دراسيا	overpay	يدفع بإفراط	underfeed	نقص - سوء تغذية
overcharge	نفقة زائدة	overrate	يبالغ في التقدير	underachieve	غير ناجح
overcook	يفرط في الطهي	overuse	إفراط في الاستعمال	undercharge	يقلل الأسعار
overestimate	يبالغ في التقدير	underestimate	يقلل من أهمية شيء	underuse	قليل الاستخدام
overfeed	تغذية زائدة	undercook	ني - تحت الطهي	underrate	يقلل من قيمته
underpay	يدفع أجر متدني				

**Choose the correct answer.**

- Be careful not to \_\_\_\_\_ the chicken, or it will become dry and tough.  
a) overcharge      b) overestimate      c) **overcook**      d) overachieve
- I think they tried to \_\_\_\_\_ me for the repair work; the bill seems way too high.  
a) overachieve      b) **overcharge**      c) overcook      d) overestimate
- She tends to \_\_\_\_\_ how much time she has, and then she runs late for everything.  
a) overcharge      b) overcook      c) **overestimate**      d) overachieve
- Students who \_\_\_\_\_ often feel pressure to maintain their high performance levels.  
a) overcharge      b) overcook      c) overestimate      d) **overachieve**
- This app is great, but I feel like most people \_\_\_\_\_ its features and don't take full advantage of them.  
a) undercharge      b) **underuse**      c) underrate      d) overachieve
- You shouldn't \_\_\_\_\_ your skills; you're much more talented than you think.  
a) **underrate**      b) undercharge      c) underuse      d) overestimate
- The store accidentally \_\_\_\_\_ me for the items I purchased, so I went back to pay the difference.  
a) underrated      b) underused      c) **undercharged**      d) overcharged



Fill in the gaps with words from the box.

underused / overcook / underestimate / underachieve / overcharge / undercharged

- The taxi driver tried to **overcharge** the tourist for the short trip.
- You should not **underestimate** your opponent's skill.
- Be careful not to **overcook** the pasta, or it will become mushy.
- The cashier accidentally **undercharged** me for my groceries.
- The community park is beautiful, but sadly **underused** by local residents.

### Module 5 Vocab p. 70 - Word formation

Adjectives that end in **-ed** are used to describe how people feel:

'He was **surprised** to find that he had been upgraded to first class.'

Adjectives that end in **-ing** are used to describe things and situations. Compare these example sentences to the ones above: 'Being upgraded to first class is **surprising**.'

Verb	Meaning	_ed adjective	_ing adjective
appal	يرتاع / يفزع	appalled	appalling
please	يرضى	pleased	pleasing
disgust	يثير الاشمئزاز	disgusted	disgusting
alarm	يرعب / يقلق	alarmed	alarming
disappoint	يخيّب الأمل	disappointed	disappointing
embarrass	يحرج / يخجل	embarrassed	embarrassing
confuse	يربك / يشوش	confused	confusing
depress	يكدر يغم	depressed	depressing

Choose the correct answer.

- The judge was utterly \_\_\_\_\_ by the defendant's complete lack of remorse.  
A) **appalled** B) appal C) appalling
- The constant gray skies and relentless rain during the winter months can be very \_\_\_\_\_.  
A) depressed B) **depressing** C) depress
- The chef was \_\_\_\_\_ to see that every plate had been returned to the kitchen completely empty.  
A) pleasing B) please C) **pleased**
- The new tax form was incredibly \_\_\_\_\_, with its complex instructions and contradictory guidelines.  
A) **confusing** B) confused C) confuse





5. The health inspector was \_\_\_\_\_ by the layers of grime and mold in the restaurant's walk-in freezer.

- A) disgusting B) disgust C) **disgusted**

6. He tried to forget the \_\_\_\_\_ moment when he accidentally called his teacher "Mom."

- A) embarrassed B) **embarrassing** C) embrass

**Put the words in brackets in the correct form.**

1. She was deeply **disappointed** (*disappoint*) when her favorite team lost the game.
2. He felt **embarrassed** (*embrass*) after he realized he talked with spinach stuck in his teeth.
3. The tourist was **confused** (*confuse*) by the complicated subway map of the train.
4. After receiving bad news, he felt **depressed** (*depress*) and didn't leave his house for days.
5. The **appalling** (*appal*) conditions in the prison sparked a public outcry.
6. The **pleasing** (*please*) symmetry of the garden's design made it a very relaxing place.

### Module 5 Vocab p. 70 – Forming Nouns

Many nouns are formed by adding a suffix such as **-ion**, **-ation** and **-ment** to a verb. Pay attention to irregularities: ( *decide* – *decision* ) ( *introduce* – *introduction* )

( *describe* – *description* ) ( *explain* – *explanation* ) ( *apply* – *application* ) ( *satisfy* – *satisfaction* )

-ment		-ion		-ation	
disappoint	disappointment	connect	connection	cancel	cancellation
achieve	achievement	prevent	prevention	imagine	imagination
develop	development	motivate	motivation	inspire	inspiration

**Choose the correct answer.**

1. After the team lost the championship, the fans could not hide their \_\_\_\_\_.  
A) disappointing B) disappoint C) **disappointment** D) disappointed
2. Graduating from medical school was her greatest \_\_\_\_\_.  
A) achieve B) achieving C) achieved D) **achievement**
3. The \_\_\_\_\_ of a new vaccine was a major breakthrough for modern medicine.  
A) **development** B) developer C) developing D) develop
4. There is a strong \_\_\_\_\_ between a healthy diet and good overall health.  
A) connect B) connector C) **connection** D) connecting
5. Regular exercise is a key factor in the \_\_\_\_\_ of heart disease.  
A) **prevention** B) prevent C) preventive D) preventing



6. The chance to win a scholarship provided strong \_\_\_\_\_ for the students to study harder.

- A) motive                      B) motivating                      C) **motivation**                      D) motivate

**Put the words in brackets in the correct form.**

1. Failing the test was a major **disappointment** (*disappoint*) for the usually high-achieving student.
2. Graduating with top honors was her greatest **achievement** (*achieve*).
3. There is a clear **connection** (*connect*) between regular exercise and improved mental health.
4. Regular handwashing is the best **prevention** (*prevent*) against the spread of germs.
5. Her desire to help others was her main **motivation** (*motivate*) for becoming a doctor.
6. The **cancellation** (*cancel*) of the flight due to bad weather left a lot of passengers stranded.

### Module 5 Vocab p. 76 - Word formation

-al		-ive		-y	
benefit	beneficial	intense	intensive	health	healthy
finance	financial	decide	decisive	dirt	dirty
education	educational	cooperate	cooperative	risk	risky
globe	global	protect	protective	dust	dusty
-ous / ious		able / -ible			
space	spacious	access	accessible		
adventure	adventurous	predict	predictable		
humour	humorous	reuse	reusable		
fury	furious	advise	advisable		

**Put the words in brackets in the correct form.**

1. Regular exercise is **beneficial** (*benefit*) for both physical and mental health.
2. The company is facing some **financial** (*finance*) difficulties this quarter.
3. The rescue mission was a success thanks to the **cooperative** (*cooperate*) effort of agencies.
4. Wearing a helmet is a **protective** (*protect*) measure for cyclists.
5. Investing all your money in a single startup is a very **risky** (*risk*) strategy.
6. We found a box of old photographs in the **dusty** (*dust*) attic.



## Module 3 : 5 Grammar

### Module 3 - Past Simple

<b>AFFIRMATIVE</b>	I/You/He/She/It/We/They <b>waited/saw</b> .
<b>NEGATIVE</b>	I/You <b>did not/didn't wait/see</b> . He/She/It <b>did not/didn't wait/see</b> . We/You/They <b>did not/didn't wait/see</b> .
<b>INTERROGATIVE</b>	<b>Did</b> I/you/he/she/ it/we/they <b>wait/ see</b> ?
<b>SHORT ANSWERS</b>	<b>Yes</b> , I/you/he/she/it/we/ they <b>did</b> . <b>No</b> , I/you/he/she/it/we/ they <b>didn't</b> .

### Past Continuous : Subj. + was/were + verb + ing

<b>AFFIRMATIVE</b>	I/He/She/It <b>was living</b> . We/You/They <b>were living</b> .
<b>NEGATIVE</b>	I/He/She/It <b>wasn't living</b> . We/You/They <b>weren't living</b> .
<b>INTERROGATIVE</b>	<b>Was</b> I/he/she/it <b>living</b> ? <b>Were</b> we/you/they <b>living</b> ?
<b>SHORT ANSWERS</b>	<b>Yes</b> , I/he/she/it <b>was</b> . <b>No</b> , I/he/she/it <b>wasn't</b> . <b>Yes</b> , we/you/they <b>were</b> . <b>No</b> , we/you/they <b>weren't</b> .

### When vs While / As

<b>1- When</b>	<b>past simple ( v+ ed )</b>	<b>past continuous (was-were+v.+ing)</b>
ex. When the phone rang, Ali was watching TV.		
<b>2- When</b>	<b>past simple ( v+ ed )</b>	<b>past simple ( v+ ed )</b>
ex. When the phone rang, Ali arrived home.		
<b>3- While/As</b>	<b>past continuous (was-were+v.+ing)</b>	<b>past simple ( v+ ed )</b>
ex. While Ali was watching TV, the phone rang.		
<b>4- While/As</b>	<b>past continuous (was-were+v.+ing)</b>	<b>past continuous (was-were+v.+ing)</b>
ex. While I was watching TV, my brother was painting his room.		

### Used to – Would – be/get used to

#### Form: subject + used to + bare infinitive الفعل بدون إضافة

<b>AFFIRMATIVE</b> اثبات	<b>الفاعل + used to + مصدر الفعل + .....</b> I/You/He/She/It/We/They <b>used to play</b> tennis.	<b>الفاعل + would + مصدر الفعل + .....</b> I <b>would sleep</b>
<b>NEGATIVE</b> نفي	<b>الفاعل + didn't use to + مصدر الفعل + .....</b> I/You/He/She/It/We/They <b>didn't use to drive</b> cars.	<b>الفاعل + wouldn't + مصدر الفعل + .....</b> I <b>wouldn't sleep</b>
<b>INTERROGATIVE</b> استفهام	<b>Did + الفاعل + use to + مصدر الفعل + .....</b> ? <b>Did</b> I/you/he, etc <b>use to fly</b> planes?	<b>would+ الفاعل + مصدر الفعل + .....</b> ? <b>would</b> you sleep?



1• We use **used to** to talk about past habits or actions that happened regularly in the past, but no longer happen.  
تدل على عادة ماضية أقبلع عنها الشخص في الحاضر

**She used to eat seafood.** (She doesn't do that anymore.)

2• We use **would/used to** for repeated actions or routines in the past. We don't use **would** with stative verbs.  
تستخدم لتعبر عن شيء كان متكرر الحدوث في الماضي

**He used to go/would go to Paris every summer.**

**BUT She used to have a ski lodge in the Alps.** (NOT: She would have a ski lodge in the Alps.)

3• We use **be used to + noun/pronoun/-ing form** to talk about habits (= be accustomed to/be in the habit of).  
تستخدم لتعبر عن أشياء معتاد الشخص على فعلها

**She isn't used to travelling by aeroplane.**

4• We use **get used to + noun/pronoun/-ing form** to talk about habits (= become accustomed to).  
تستخدم لتعبر عن أشياء معتاد الشخص على فعلها

**She will soon get used to driving on the left-hand side of the road.**

### was/were going to + base form

is used to talk about actions somebody intended to do in the past (but probably didn't).

ثم الشكل الرئيسي للفعل going to ثم was أو were تستخدم كل من

للتحدث عن أحداث عزم على القيام بها شخص ما في الماضي. ( لكن من المحتمل أنه لم يقوم بها).

**I was going to visit my cousins over the weekend, but they came to visit me instead.**

كنت على وشك الذهاب لزيارة أبناء عمي في عطلة نهاية الأسبوع, لكنهم بدلا من ذلك جاءوا لزيارتي

**I told you he was going to come to the party. plan**

**Jane said Sam was going to bring his sister with him, but he came alone. plan**

1.	Edmund Hillary and Tenzing Norgay _____ Mount Everest in 1953
	A. climb
	B. is climbing
	C. <b>climbed</b>
	D. was climbing
2.	While I _____ our suitcases from the taxi, Hady was checking into the hotel.
	A. am getting
	B. have got
	C. <b>was getting</b>
	D. had got
3.	While we _____ for a BBQ on the beach, it turned dark and started to rain suddenly.
	A. are arranging
	B. had been arranging
	C. <b>were arranging</b>
	D. have been arranging
4.	I _____ my mobile phone while I was walking to school.
	A. drop
	B. <b>dropped</b>
	C. was dropping
	D. am dropping

5. Yesterday evening, I \_\_\_\_\_ an action movie.

- A. watch                      B. watched  
C. was watching          D. am watching

6. My father \_\_\_\_\_ to London two years ago.

- A. travel                      B. travels  
C. travelled                  D. was travelling

7. While Ali was studying his lessons, he \_\_\_\_\_ a loud bang.

- A. hear  
B. hears  
C. **heard**  
D. to hear

## 8 Correct the verbs in brackets.

My family rented (rent) a villa in Spain last summer.

9	Correct the verbs in brackets.
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Last year we **travelled** (travel) all the way across Russia by train.

10	Correct the verbs in brackets.
----	--------------------------------

The pilot was flying (fly) over France when he made an emergency landing.

11	Correct the verbs in brackets.
----	--------------------------------

This time last Friday, I was flying (fly) home from Brazil.

12	Correct the verbs in brackets.
----	--------------------------------

Ali arrived home while his wife was making (make) lunch.

13	Rewrite the following sentence using ( when )
----	---

While we were boarding the plane, it started raining.

**We were boarding the plane when it started raining.**

14	Rewrite the following sentence using ( while )
----	--

They were having a picnic when it started raining.

**While they were having a picnic, it started raining.**



## Module 4 p. 55

### الماضي التام Past Perfect

Usage	past action happened before another one
used with	By + past date ( 2010 ) / 2 o'clock
Formation التكوين	
Affirmative	التصريف الثالث + had + V(3) Ex. By 2016 my father had bought a new house.
Negative	التصريف الثالث + had + not + V(3) Ex. By 2016 I hadn't bought my old car.
Question	? التصريف الثالث + V(3) + فاعل + had + wh Ex. Where had you done your homework?

We use the past perfect:

يدل على شيء حدث في الماضي قبل حدث آخر

- for an action which finished before another past action or before a stated time in the past.

*The ferry had already left by the time we arrived at the port.*

(past perfect: **had left** before another past action: **arrived**)

*The shops had closed by 6:00.*

(before a stated time in the past: **by 6:00**)

Time expressions used with the past perfect:

عبارات تستخدم مع الماضي التام

before, after, already, just, for, since, till/until, by, never, etc.

After / Before / By the time

Past Simple & Past Perfect

العلاقة بين الماضي البسيط و الماضي التام

After As soon as Because	ماضي تام ( had + p.p. ) past perfect	ماضي ( v.+ed-d ) past simple بسيط
--------------------------------	---	---

Ex. After I had done my homework, I went out with my friends.

Ex. After I had been working in Qatar for 5 years, I travelled abroad.

Ex. I was tired because I had played all day.

Before By the time When	ماضي بسيط ( v.+ed-d ) past simple	ماضي ( had + p.p. ) past perfect تام
-------------------------------	--------------------------------------	--

Ex. Before I went out with my friends, I had done my homework.

Ex. Before I travelled abroad, I had been working in Qatar for 5 years.

### Choose the correct answers:

1. By the time we arrived at the theater, the movie \_\_\_\_\_.

- a) starts                      b) start                      c) has started                      d) had started

2. She was tired because she \_\_\_\_\_ well the night before.

- a) didn't sleep                      b) **hadn't slept**                      c) hasn't slept                      d) doesn't sleep

3. They \_\_\_\_\_ each other for ten years before they got married.

- a) have known                      b) know                      c) knew                      d) **had known**





4. I couldn't get into my apartment because I \_\_\_\_\_ my keys.

- a) **had lost**                      b) lost                      c) have lost                      d) lose

5. He told me that he \_\_\_\_\_ in London for five years.

- a) has lived                      b) **had lived**                      c) lived                      d) live

6. By 2015, my brother \_\_\_\_\_ three different companies.

- a) **had started**                      b) started                      c) has started                      d) start

7. We \_\_\_\_\_ the document before the computer crashed.

- a) have saved                      b) saved                      c) **had saved**                      d) save

8. She was excited to visit the city, as she \_\_\_\_\_ there before.

- a) **had never been**                      b) never was                      c) has never been                      d) never been

9. After they \_\_\_\_\_ eating, they left the restaurant.

- a) has finished                      b) have finished                      c) finished                      d) **had finished**

10. I realized that I \_\_\_\_\_ a huge mistake.

- a) make                      b) **had made**                      c) have made                      d) made

**Correct the verbs in brackets:**

1. After the boy **had cooked** (*cook*) his food, he went to club.
2. Before we went home, we **had painted** (*paint*) our flat.
3. My father **had read** (*read*) the newspaper before he ate lunch.
4. We had changed our flat before the accident **happened** (*happen*)
5. Salem **had watched** (*watch*) TV, before he went to the club.
6. She had never seen a giraffe before she **visited** (*visit*) the safari park.

**Rewrite the following sentences using the words in brackets:**

1. We arrived home before the rain had started. (Begin with; After )

2. She went to bed after she had finished her work. (Begin with; Before )

3. Before the light went out, I had written my homework. (Begin with; After )

4. After he had already eaten dinner, we invited him to the restaurant. (Begin with; Before )



## Module 4 p. 60/61

**Clauses of Reason** express the reason for something.

- because / as / since + subject + verb
- because of / due to + noun/-ing form

**Clauses of Concession** express contrast or opposition.

- although / even though + subject + verb
- in spite of / despite + noun / -ing form

**Clauses of Result** express the result of an action or a conclusion.

- so + adjective/adverb + (that)
- such + (a/an +) (adjective +) noun + (that)

**Clauses of Purpose** to show the purpose of an action.

- to / so as (not) to / in order (not) to + base form.
- so that + can / may / will (not) (present / future time reference)
- so that + could / might / would (not) (past time reference)

**Choose the correct answers:**

1. We had to cancel the picnic \_\_\_\_\_ the heavy rain.  
a) although      b) because      c) so that      d) **because of**
2. She took a taxi \_\_\_\_\_ she wouldn't be late for her interview.  
a) because      b) in order to      c) **so that**      d) although
3. \_\_\_\_\_ it was very cold, he didn't wear a coat.  
a) Because      b) In spite of      c) So that      d) **Although**
4. It was \_\_\_\_\_ a boring movie \_\_\_\_\_ we left halfway through.  
a) **such / that**      b) so / that      c) because / that      d) although / that
5. He went to the library \_\_\_\_\_ find some quiet space to study.  
a) because of      b) so that      c) **to**      d) although
6. The match was not cancelled \_\_\_\_\_ the bad weather conditions.  
a) because      b) **in spite of**      c) although      d) due to
7. The company's failure was \_\_\_\_\_ a lack of investment.  
a) because      b) although      c) so that      d) **due to**
8. She is \_\_\_\_\_ intelligent \_\_\_\_\_ she solved the problem in minutes.  
a) such / that      b) because / that      c) **so / that**      d) although / that
9. \_\_\_\_\_ having a map, we still got lost in the city.  
a) Because      b) Although      c) **Despite**      d) So that
10. I'm saving money \_\_\_\_\_ I can buy a new car.  
a) to      b) **because of**      c) in order to      d) **so that**

**Rewrite the following sentences using the words in brackets:**

1. He spoke too quickly for me to understand him. (so)

**He spoke so quickly that I can't understand him**

2. It proved to be a very difficult problem. No body could solve it. (such)

**It proved to be such a difficult problem that nobody could solve it.**

3. We had a very good time. We didn't want to go home. (such)

**We had such a goos time that we didn't want to go home.**

4. The food was very good. We ate far too much. (so)

**The food was so good that we ate far too much.**

**Module 5 - Modal Verbs الأفعال الناقصة**

N.	Usage	Modal Verbs	Example	Replaced with	Example
1	Obligation الالزام	must / have to/ought to / should	You <i>must</i> obey your parents.	You are obliged to ... It is obligatory to ...	It is obligatory to obey your parents.
2	absence of necessity غياب الضرورة (present)	don't have to don't need to needn't didn't have to	You <i>don't have to</i> bring anything for the event. You <i>didn't have to</i> add salt I already added	It isn't necessary ... It wasn't necessary to	It isn't necessary to attend the meeting. It wasn't necessary to add salt.
3	prohibition التحريم	Mustn't Can't	You <i>mustn't</i> talk during the lesson. You <i>can't</i> park here .	You are not allowed to .. It is prohibited to ....	It is forbidden to talk during the lesson.
4	advice النصيحة	should / ought shouldn't	You <i>should</i> do your homework daily.	It is advisable to ... It is a good idea to ..	It is advisable to do your homework daily.
5	possibility الامكانية	can "general" could "specific"	He <i>can</i> be kind hearted.	It is possible to ... It was possible to ....	I can't get it all done by Friday - it's just not possible.
6	probability الاحتمالية	may + v1 Perhaps ..... will	He <i>may</i> buy a new car.	It is probable ..	It is probable that he may buy a new car.
7	ability القدرة	can مضارع could ماضي	Now I <i>can</i> drive cars. When I was ten, I <i>could</i> drive cars.	am/is/are + able to .. was/were + able to .. He managed to ...	Now I am able to drive cars. When I was ten, I was able to drive cars.
8	offers العروض	Could/ Can I ..... Would you like me to .....	Would you like me to carry these bags for you?	Do you want me to ...	Do you want me to carry these for you?
9	suggest الاقتراح	You could ....	You <i>could</i> go on a trip.	Let's + v1 . How about + v ing ? What about + v ing?	What about going on a trip? Let's go on a trip.
10	permission الاستئذان	May I ... Can I ....	Can I use your mobile phone?	Is it OK if I ..... Do you mind if I .....	Is it OK if I use your mobile phone?

**Choose the correct answers:**

1. You \_\_\_\_\_ study hard if you want to pass the exam.

a) **should**                      b) might                      c) may                      d) mustn't

2. It's getting late. I \_\_\_\_\_ go now or I'll miss my bus.

a) could                      b) must                      c) ought to                      d) **had better**



3. She \_\_\_\_\_ be at home, but I'm not sure. I'll call to check.

- a) must                      b) have to                      c) **may**                      d) should

4. Students \_\_\_\_\_ use their phones during the test. It's strictly forbidden.

- a) may not                      b) **mustn't**                      c) don't have to                      d) couldn't

5. When I was younger, I \_\_\_\_\_ run very fast.

- a) can                      b) should                      c) **could**                      d) must

6. You \_\_\_\_\_ see a doctor if your headache continues.

- a) might                      b) **ought to**                      c) mustn't                      d) couldn't

7. We \_\_\_\_\_ finish this project by Friday. It's a firm deadline.

- a) may                      b) **have to**                      c) should                      d) might

8. \_\_\_\_\_ I borrow your pen for a moment?

- a) Must                      b) Should                      c) **May**                      d) Ought to

9. You \_\_\_\_\_ drive after taking that medicine. The warning label is very clear.

- a) may not                      b) don't have to                      c) **mustn't**                      d) shouldn't to

10. They \_\_\_\_\_ be on vacation. Their lights have been off for a week.

- a) could                      b) have to                      c) ought to                      d) **must**

**Rewrite the sentences using the modal verbs in brackets.**

1. It's a good idea to drink milk every morning. (should)

**You should drink milk every morning.**

2. It is necessary to call a technician for the printer. (must)

**You must call a technician for the printer.**

3. It is not advisable to stay up late every day. (shouldn't)

**You shouldn't stay up late every day.**

4. Students are not allowed to enter this room. (can't)

**Students can't enter this room.**

5. It's prohibited to park your car here. (musn't)

**You musn't park your car here.**

6. Ali has the ability to lift 200 kilograms. (can)

**Ali can lift 200 kilograms.**



## Reading - 1

1 Pizza is one of the most loved foods in the world! It has a long history that started in **Naples, Italy**, in the late 1700s. People in Naples made flatbread with tomatoes, cheese, and other tasty toppings. This was the beginning of pizza as we know it.

2 In 1889, a special pizza was made for Queen Margherita of Italy. A man named **Raffaele Esposito**, a famous pizza maker, created a pizza with red tomatoes, white mozzarella cheese, and green basil to match the colors of the Italian flag. This pizza was called **Margherita pizza** in her honor.

3 Pizza became popular in America in the early 1900s when Italian immigrants moved there. By the 1940s, pizza was loved by everyone, not just Italians. The first pizzeria in the United States was opened by **Gennaro Lombardi** in **1905** in New York City.

4 Today, pizza is enjoyed in many different ways all over the world. From thin crusts to deep dishes, pizza has become a favorite for people everywhere.

1. What is the text MAINLY about?

- A. types of piza.
- B. how people make piza
- C. the history of making piza
- D. why people like eating piza

2. Where did pizza start?

- a) America
- b) Italy
- c) France
- d) China



### 3. Who made pizza for Queen Margherita?

- a) Gennaro Lombardi
- b) Raffaele Esposito**
- c) Leonardo da Vinci
- d) Marco Polo

### 4. When was the first pizzeria opened in the United States?

- a) 1889
- b) 1940
- c) 1905**
- d) 1800

5.	Read the text again and decide if the statements below are True, False or Not Mentioned. Write (T), (F) or (NM).		
A.	Pizza was first made in France.		<b>T</b>
B.	Raffaele Esposito made pizza to honor the Italian flag.		<b>F</b>
C.	Gennaro Lombardi opened a pizzeria in Italy.		<b>NM</b>

6.	Why did Raffaele Esposito name his pizza after Queen Margherita?		
	He named the pizza after Queen Margherita to honor her and to represent the colors of the Italian flag with the ingredients.		

7.	What did the following dates refer to?		
1900	Pizza became popular in America		
1905	The first pizzeria in the United States was opened by Gennaro Lombardi		





## Reading 2

### Tennis

1 Tennis is a wonderful sport that has a long and fascinating history. It all began a very long time ago, in the 12th century, when people in France played a game called "jeu de paume," which means "game of the palm." They used their hands to hit a ball back and forth over a net.

2 But it wasn't until the 16th century that tennis started to look more like the game we know today. In England, King Henry VIII was a big fan of tennis, and he even built a tennis court at Hampton Court Palace in 1530.

3 The real breakthrough for tennis happened in the 19th century. In 1859, a man named Harry Gem and his friend Augurio Perera from England created the first rules for lawn tennis. They started using rackets instead of hands and made the game more organized.

4 Then, in 1873, Major Walter Clopton Wingfield created a simplified version of lawn tennis, which he called "sphairistikè." This version of tennis quickly became popular, and in 1877, the All England Croquet and Lawn Tennis Club held the first Wimbledon Championships. Spencer Gore won the first men's singles title, and Maud Watson won the first ladies' singles title.

5 Tennis continued to grow in popularity, and it became an Olympic sport in 1896 for men and in 1900 for women. Today, tennis is enjoyed by people all over the world, and we have many amazing tennis players like Roger Federer, Serena Williams, and Rafael Nadal who have made history in this exciting sport.

1.	<b>What is the text MAINLY about?</b>
----	---------------------------------------

- A. Tennis started with a game called "jeu de pamue"
- B. King henry VIII liked tennis and built a court
- C. Lawn tennis rules were developed in 1859
- D. Tennis grew in popularity.



2. When did the first Wimbledon championships take place?

- A. In 1877
- B. In the 12<sup>th</sup> century
- C. In 1530 at Hampton court palace
- D. In 1859 when lawn tennis rules were created

3. According to paragraph 3, what made the game more organized?

- A. Using hands
- B. Using rackets
- C. Using tennis
- D. Using lawn

4. What did the following dates refer to?

1530	King Henry VIII was a big fan of tennis, and he even built a tennis court at Hampton Court Palace
1896	Tennis became an Olympic sport
1873	Major Walter Clopton Wingfield created a simplified version of lawn tennis, which he called "sphaeristikè."

5. Read the text again and decide if the statements below are True, False or Not Mentioned. Write (T), (F) or (NM).

A.	Tennis originated from a game called "jeu de paume"	T
B.	King Henry VIII was not a big fan of tennis.	F
C.	People enjoy playing tennis in the open air.	NM



## Writing

### A. Write a story P. 48/49

#### Tips for writing a story;

##### 1. Simple Plot Structure:

- Encourage a basic plot structure with a clear beginning, middle, and end. Introduce the main characters, establish a problem or conflict, and resolve it by the end of the story.

##### 2. Colorful Characters:

- Help students create characters with simple traits and personalities. Encourage them to use descriptive words to bring their characters to life. For example, ask them to describe how their characters look, feel, or what they like to do.

##### 3. Descriptive Language:

- Introduce the use of descriptive language to make the story more engaging. Encourage the use of adjectives to describe characters, settings, and actions. Encourage the use of simple, sensory details to make the story come alive.

##### 4. Dialogue Practice:

- Teach the basics of writing dialogue by showing how characters speak to each other. Use quotation marks to indicate when someone is talking. Keep it simple, focusing on basic conversations to move the story forward.

##### 5. Illustrations:

- Allow and encourage students to include illustrations or drawings with their stories. This not only adds a creative element but also helps them express their ideas visually. It's a great way to reinforce the connection between words and images.

##### 6. Encourage Creativity:

- Foster creativity by giving students the freedom to choose their topics. This could be a prompt like "Write about a magical day" or "Imagine a world where animals can talk." This helps them tap into their imagination and build enthusiasm for writing.

Remember to celebrate their efforts and focus on the joy of storytelling. As they progress, you can gradually introduce more complex elements of storytelling. The primary goal at this stage is to cultivate a love for writing and spark their creativity.



## Helping phrases for writing a story;

### 1. Beginning the Story:

- Once upon a time...
- In a faraway land...
- One sunny day...
- Imagine a place where...

### 2. Introducing Characters:

- Meet [Character Name], a [adjective] [noun].
- There was a friendly [animal] named [Name] who...
- In the village, there lived a curious girl named [Name].

### 3. Describing Setting:

- The sun was shining brightly in the sky.
- The tall, green trees swayed in the wind.
- Picture a magical castle on top of a hill.
- It was a bustling town with colorful houses.

### 4. Building Suspense:

- Little did [Character Name] know that...
- Suddenly, a mysterious sound echoed through the forest.
- As the sun set, strange things began to happen.

### 5. Resolving Conflict:

- With courage in their heart, [Character Name] decided to...
- Together with their friends, they came up with a plan.
- After facing many challenges, they finally discovered...

### 6. Ending the Story:

- And so, [Character Name] lived happily ever after.
- As night fell, everyone celebrated their victory.
- The friends laughed and promised to have more adventures together.

Remember, at this grade level, the emphasis is on sparking creativity and imagination. Encourage them to express their thoughts freely and celebrate their unique storytelling styles. As they become more comfortable, you can introduce additional storytelling elements gradually.



## B. Write a cause and effect essay P. 62/63

### Tips for writing a cause and effect essay

Writing a cause and effect essay may be a bit advanced for students, but you can simplify the concept to make it more accessible. Here are six tips for introducing the idea of cause and effect to students:

#### 1. Choose Simple Topics:

- Start with straightforward topics that have clear cause-and-effect relationships, such as "Why do plants need sunlight?" or "What happens when you don't water a plant?"

#### 2. Identify Causes and Effects:

- Help the child understand the concept by asking questions like, "What makes something happen?" and "What happens as a result?"
- For example, in the context of plants, discuss how sunlight (cause) helps plants grow (effect).

#### 3. Use Simple Language:

- Use language appropriate for third-graders. Break down complex ideas into simple sentences.
- Example: "Plants need sunlight because it helps them make food. If they don't get sunlight, they won't grow well."

#### 4. Create Visuals:

- Use drawings or diagrams to illustrate the cause-and-effect relationships. This visual aid can enhance understanding.
- Draw a simple diagram with a sun (cause) shining on a plant, and an arrow pointing to a growing plant (effect).

#### 5. Practice with Everyday Scenarios:

- Relate cause-and-effect to everyday experiences. For example, discuss what happens when it rains (cause) and how it makes the grass wet (effect).
- Encourage students to share their own experiences.

#### 6. Simple Sentence Structure:

- Guide the child in constructing sentences that express cause and effect relationships. Use phrases like "because of," "leads to," or "makes."
- Example: "Plants need water because it helps them grow. Without water, they won't be healthy."

Remember, the goal is to introduce the concept in a fun and engaging way, laying the foundation for more complex writing skills in the future. As they progress in their understanding, they can gradually tackle more advanced cause-and-effect essays.



## Helping phrases for writing a cause and effect essay

Absolutely, here are some simplified phrases that students can use to write a cause-and-effect essay:

### 1. Introduction:

- "Have you ever wondered why..."
- "Let's talk about what happens when..."
- "In this essay, we will explore the reasons why..."

### 2. Cause Phrases:

- "One reason is..."
- "The cause of this is..."
- "This happens because..."
- "The main reason is..."
- "One thing that makes this occur is..."

### 3. Effect Phrases:

- "As a result..."
- "This leads to..."
- "Because of this..."
- "The effect of this is..."
- "This makes happen..."

### 4. Connecting Phrases:

- "To explain further..."
- "Another way this affects is..."
- "This connects to..."
- "This is important because..."

### 5. Conclusion:

- "In conclusion, we can see that..."
- "Now you know why..."
- "Understanding this helps us to know..."
- "Next time you see..., remember that..."

### 6. Encouraging Reflection:

- "What do you think would happen if..."
- "Can you think of other things that might cause or result in..."
- "How does understanding this help us in our daily lives..."

Encourage the use of these phrases in a simple and guided manner. Remember to focus on a straightforward cause-and-effect relationship that is easy for a third-grader to understand. It's about building a foundation for more complex writing skills in the future.



## C. Write a discussion essay P. 78/79

### Tips for writing a discussion essay

Writing a discussion essay may be a bit advanced for students, but you can introduce the concept of expressing different opinions and discussing ideas. Here are six tips to simplify the process for students:

#### 1. Choose Simple Topics:

- Select topics that are relatable and easy to discuss. For example, "Should we have more recess time?" or "What is the best season?"

#### 2. Express Your Opinion:

- Begin by stating your opinion clearly. Use phrases like "I think," "In my opinion," or "I believe."
- Example: "I think the best season is summer because..."

#### 3. Give Reasons:

- Support your opinion with reasons. Use simple sentences and relate them to personal experiences or observations.
- Example: "One reason I like summer is because I can go to the beach and play in the sand."

#### 4. Consider Other Opinions:

- Introduce the idea of different opinions. Discuss what others might think and why.
- Example: "Some people might like winter because they enjoy playing in the snow."

#### 5. Use Connecting Words:

- Teach basic transition words to connect ideas, such as "first," "next," and "finally." This helps organize thoughts.
- Example: "First, I like summer because of the warm weather. Next, I enjoy going swimming. Finally, I can have ice cream."

#### 6. Conclude the Discussion:

- Summarize your main points and restate your opinion. Encourage the child to acknowledge different opinions.
- Example: "In conclusion, I believe summer is the best season for me. But everyone has different favorite seasons, and that's okay!"

Remember, the goal is to introduce the concept of expressing opinions and considering different perspectives in a simple and engaging manner. As they become more comfortable with expressing their thoughts, they can gradually explore more complex essay structures in the future.



## Helping phrases writing a discussion essay.

Certainly! Here are some simplified phrases to help students write a discussion essay:

### 1. Introduction:

- "Have you ever thought about..."
- "Today, we are going to talk about..."
- "I want to share my thoughts on..."

### 2. Expressing Your Opinion:

- "I think that..."
- "In my opinion..."
- "I believe that..."
- "From my point of view..."

### 3. Giving Reasons:

- "One reason is..."
- "For example..."
- "I can prove this because..."
- "To explain further..."
- "Let me tell you about..."

### 4. Considering Other Opinions:

- "Some people might say..."
- "Others may think..."
- "Not everyone agrees with me, and that's okay..."
- "I understand that some people prefer..."

### 5. Connecting Ideas:

- "Firstly..."
- "Next..."
- "Another reason is..."
- "In addition..."
- "Finally..."

### 6. Concluding the Discussion:

- "In conclusion..."
- "To sum it up..."
- "Everyone has different opinions, and that's what makes the world interesting."
- "It's okay if you think differently from me."

Encourage the use of these phrases to guide the child in expressing their thoughts and considering different perspectives. Keep the language simple and focus on creating a foundation for more advanced writing skills in the future.