# GRADE 12 

$$
\begin{aligned}
& \text { الخطة العلاجية لطلاب صف الثاني عشر } \\
& \text { للفصل الثاني من السنة الاراسية: 2022-2023 }
\end{aligned}
$$

# SECOND TERM REMEDIAL PLAN <br> (2022-2023) 

## VOCABULARY

GRAMMAR
FUNCTIONS
SET BOOK
WRITING
READING COMPREHENSION SUMMARY MAKING TRANSLATION

STUDENT'S NAME:
CLASS:

ملاحظة: لا تغني هذه الخطة العلاجية عن كتاب الطالب و لا عن كتاب التمارين
Mr. SAMI BIN YOUNES

| S. B. |
| :---: | :---: |
| $56-57$ |
| GRADE: 12 - MODULE 3: LIFESTYLES |
| UNIT 7: Long lives | | UNIT 7 |
| :---: | :---: |
| LESSONS: |
| $1 \& 2$ |

## VOCABULARY:

|  | Expression | P.S. | Meaning | Translation |
| :---: | :---: | :---: | :---: | :---: |
| 1 | cardiovascular | adj. | of or relating to the heart and blood vessels |  |
| 2 | centenarian | n | a person who is one hundred or more years old |  |
| 3 | commentary | n | the expression of opinions or explanations about an event or situation |  |
| 4 | cycle | v | to ride a bicycle |  |
| 5 | elderly | adj. | (of a person) old or aging |  |
| 6 | expectation | n | a strong belief that something will happen or be the case in the future |  |
| 7 | geriatric | adj. | of or relating to old people, esp. with regard to their health care |  |
| 8 | honour | v | to treat someone with special respect |  |
| 9 | integral | adj. | essential or fundamental |  |
| 10 | onerous | adj. | (of a task, duty, or responsibility) involving an amount of effort and difficulty that is oppressively burdensome |  |
| 11 | supple | adj. | bending and moving easily and gracefully; flexible |  |
| 12 | vigorous | adj. | (of a person) strong, healthy, and full of energy |  |
| adj.: adjective / n: noun / v: verb |  |  |  |  |

## EXERCISES

A. From a, b, c and d, choose the word that best completes each sentence below:1. My grandmother is suffering from a
$\qquad$ disease.
a. cardiovascular
b. supple
c. elderly
d. vigorous
2. Practicing sport every day makes your body healthy and $\qquad$
a. integral
b. geriatric
c. vigorous
d. elderly
3. The engine is a/ an $\qquad$ part of any motorized vehicle.
a. supple
b. cardiovascular
c. elderly
d. integral
B. Fill in the spaces with the most suitable words from the list below: (expectation / honour / onerous / centenarian / geriatric / cycle) 1. Workers often complain that their jobs are $\qquad$ and their salaries are low.
2. My $\qquad$ that my team would win the match proved to be true.
3. It's extremely beneficial to $\qquad$ every morning for few kilometers.
4. As a $\qquad$ my grandfather thinks that the world has changed radically.
5. Better efforts must be done by scientists to fight many $\qquad$ diseases.

## SET BOOK QUESTIONS

## Answer the following questions:

1. What should people do to live long?
$\qquad$
$\qquad$
2. What physical activities can a person do to stay active?
3. What mental activities can a person do to stay active?
4. Why is it rare to find geriatric homes in Kuwait and the Arab world?


## EXERCISES:

## A. Fill in the spaces with the most suitable words from the list below:

(restful / genetic make-up / chronic / deprived of / drowsy / shallow)

1. Your brain can't function properly when you're sleep.
2. Students who feel $\qquad$ in class are those who didn't sleep well the night before.
3. I like to sit on this sofa because it is very comfortable and $\qquad$
4. He visits the doctor regularly because he suffers from a $\qquad$ disease.
5. On the beach, little children should swim in the $\qquad$ water.

## SET BOOK

## Answer the following questions:

1. What benefits do people get from sleep?
$\qquad$
$\qquad$
2. How can sleep deprivation affect our health?
$\qquad$
$\qquad$
$\qquad$


## VOCABULARY:

\left.| Expression |  | P.S. | Meaning | Translation |
| :---: | :---: | :---: | :---: | :---: |
| 1 | blizzard | n | a severe snowstorm with high winds and low visibility |  |
| 2 | conceal | v | to keep from sight; to hide |  |
| 3 | dispute | n | a disagreement, argument, or debate |  |
| 4 | do away with | ph. v | to get rid of |  |
| 5 | do up | ph. v | to fasten: to tie |  |
| 6 | do without | ph. v | to not have something and manage in spite |  |
| 7 | excuse | n | a reason or explanation put forward to defend or justify a |  |
| fault or offence |  |  |  |  |$\right]$

## EXERCISES

A. From a, b, c and d, choose the word that best completes each sentence below:1. Young children are usually unable to
$\qquad$ the laces of their shoes.
a. make up
b. do up
c. make up for
d. do away with
2. Doctors often advise their aging patients to $\qquad$ sugar and salt.
a. do without
b. make up for
c. do up
d. make up
3. He is hurrying on to $\qquad$ lost time.
a. do up
b. do away with
c. do without
d. make up for
4. There is a serious $\qquad$ between the manager and one of the workers.
a. blizzard
b. vicinity
c. excuse
d. dispute
5. A sudden $\qquad$ may pose many problems to mountaineers.
a. vicinity
b. dispute
c. blizzard
d. excuse

## B. Fill in the spaces with the most suitable words from the list below:

(blizzard / make up / in spite of / conceal / vicinity / do away with)

1. A new road is being constructed in the $\qquad$ of our school.
2. Your room is messy; you must ........................... many unnecessary things.
3. $\qquad$ the great efforts they had made, they couldn't win the match.
4. Two mountain climbers got lost during a $\qquad$ in the Alps yesterday.
5. The defendant tried to $\qquad$ some documents that could condemn him.

## GRAMMAR

## Direct and Reported Questions / Statements

We use the reported speech to report what people say in a specific time. When we report what people say, we use a reporting verb and make some changes (such as: pronouns, time references, place references, demonstrative pronouns, verb tenses and modal auxiliaries) to the speaker's actual words:

Direct speech: Ali: ‘I am very happy today.'
Reported speech: Ali said that he was very happy that day.
DIRECT SPEECH / REPORTED SPEECH

| DIRECT SPEECH | REPORTED SPEECH |
| :--- | :--- |
| $\begin{array}{l}\text { 1. Pronouns : } \\ \text { I you } \\ \text { we } \\ \text { me } \\ \text { my } \\ \text { our } \\ \text { your } \\ \text { us }\end{array}$ | $\begin{array}{l}\text { he / she } \\ \text { me / us } \\ \text { they }\end{array}$ |
| him / her |  |
| his / her |  |
| their |  |
| my / our |  |
| them |  |$]$

## A. Reporting Statements:

Study the examples in the following table:

| Direct Statement | Reported Statement |
| :--- | :--- |
| -"I live in this house." he said. | - He said that he lived in that house. |
| -"I bought a new car yesterday." he said. | - He said that he had bought a new car the <br> day before, |
| -"I will be fine." my friend said. | - My friend said that he would be fine. |
| -"I am watching a film now." my brother said. | - My brother said that he was watching a film <br> at that time. |

## B. Reporting Questions:

Study the examples in the following table:

| Direct Question | Reported Question |
| :--- | :--- |
| -"Where have you been?" my friend said. | - My friend asked me where I had been. |
| -"Did you call me?" my friend said. | - My friend wanted to know if I had called him. |
| -"When does the match start?" my brother said. | - My brother asked me when the match started. |
| -"Are you hungry?" my mother said. | - My mother asked me whether I was hungry. |
| -"What did you write?" my teacher said. | - My teacher asked me what I had written. |
| -"Why are you late?" my teacher said. | - My teacher asked me why I was late. |

## EXERCISE

From a, b, and c, choose the correct answer as required:

1. My friend told me that he (buy) a new mobile the day before. (Correct the verb)
a. My friend told me that he will buy a new mobile the day before.
b. My friend told me that he had bought a new mobile the day before.
c. My friend told me that he is buying a new mobile the day before.
2. "My uncle will start a business project next week," said my friend. (Report)
a. My friend said that their uncle will start a business project next week.
b. My friend said that him uncle will start a business project the following week.
c. My friend said that his uncle would start a business project the following week.
3. "Have you ever visited a museum before?" my friend said. (Report)
a. My friend asked me whether I had visited a museum before.
b. My friend asked me what I had visited a museum before.
c. My friend asked me when I had visited a museum before.
4. "Where did you have your lunch?" my mother said. (Report)
a. My mother asked me where I had my lunch.
b. My mother asked me where I had had my lunch.
c. My mother asked me where I am having my lunch.

| S. B. | GRADE: 12 - MODULE 3: LIFESTYLES <br> UNIT 7: Long lives | UNIT 7 |
| :---: | :---: | :---: |
|  |  | LESSONS: |
| 60-61 |  | 7 \& 8 |

## VOCABULARY:

| Expression |  | P.S. | Meaning | Translation |
| :---: | :---: | :---: | :---: | :---: |
| 1 | admiration | n | respect and warm approval |  |
| 2 | affection | n | a gentle feeling of fondness or liking |  |
| 3 | ailment | n | an illness, typically a minor one |  |
| 4 | bestow | v | confer or present (an honour, right, or gift) |  |
| 5 | deserve | v | to do something or have or show qualities worthy of <br> (reward or punishment) |  |
| 6 | due | adj. | expected at or planned for at a certain time |  |
| 7 | fatal | adj. | causing death |  |
| 8 | life expectancy | n | the average period that a person may expect to live |  |
| 9 | reverence | n | deep respect for someone or something |  |

## EXERCISES

## A. From a, b, c and d, choose the word that best completes each sentence below: <br> 1. Doctors say that a headache is a / an that can be cured easily. <br> a. affection <br> b. life expectancy <br> c. reverence <br> d. ailment <br> 2. Due to the progress made in science and healthcare, <br> $\qquad$ will increase. <br> a. life expectancy <br> b. ailment <br> c. admiration <br> d. reverence

## B. Fill in the spaces with the most suitable words from the list below:

 (admiration / due / ailment / deserve / life expectancy / fatal)3. $\qquad$ has increased remarkably in Kuwait thanks to many factors.
4. Cancer is one of the most $\qquad$ diseases.
5. My friend said that he had been absent because of a / an $\qquad$
6. Old people $\qquad$ our respect, reverence and care.
7. Celebrities often receive much appreciation and $\qquad$ from their fans.

## SET BOOK

## Answer the following questions:

1. Why has life expectancy in Kuwait increased remarkably?
$\qquad$
2. How can we help the elderly?

# UNIT 7 - LESSON 9: WRITING <br> AN ARGUMENTATIVE ESSAY 

Many people think that there is no relationship between lifespan and lifestyle, whereas many others believe that lifestyle can decide how long people can live. Plan and write an essay of not less than fourteen sentences ( 14 sentences) in which you present the two opinions, their arguments and you express your own opinion.

## OUTLINE

## Introduction:

$\qquad$
$\qquad$
$\qquad$
Body:

## Paragraph 1:

$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Paragraph 2:

$\qquad$
$\qquad$
$\qquad$
$\qquad$
Conclusion: $\qquad$
$\qquad$
$\qquad$
$\qquad$

## Write your essay here:

GRADE 12 *** MODULE 3: Lifestyles *** UNIT 7: Long Lives

| L | Expression |  | P.S. | Meaning | Arabic Meaning |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 1 \\ & \mathcal{E} \\ & 2 \end{aligned}$ | 1 | cardiovascular | adj. | of or relating to the heart and blood vessels | ذو علاقة بالكّلبو و الشّرايين |
|  | 2 | centenarian | n | a person who is one hundred or more years old |  |
|  | 3 | commentary | n | the expression of opinions or explanations about an event or situation | تعليق |
|  | 4 | cycle | $\checkmark$ | to ride a bicycle | يركب درّاجيّ |
|  | 5 | elderly | ${ }^{\text {adj. }}$ | (of a person) old or aging | مُسنٌّ \كبير في السنّ |
|  | 6 | expectation | n | a strong belief that something will happen or be the case in the future | توقِّعٌ |
|  | 7 | geriatric | adj. | of or relating to old people, esp. with regard to their health care | ذو علاقة بكبّار السنّ |
|  | 8 | honour | v | to treat someone with special respect | يُوقِّرُ \يُجِّلِّ |
|  | 9 | integral | adj. | essential or fundamental | أساسيّ |
|  | 10 | onerous | adj. | (of a task, duty, or responsibility) involving an amount of effort and difficulty that is oppressively burdensome | شاقٌّ \مُرهِ هِ |
|  | 11 | supple | adj. | bending and moving easily and gracefully; flexible | مرّنٌ |
|  | 12 | vigorous | adj. | (of a person) strong, healthy, and full of energy | فويّ \نشيطٌ |
| 3 | 1 | chronic | adj. | something that continues for a long time and cannot be easily solved | مُزمنّ |
|  | 2 | deprived of | ph.v | dispossess of, rob of | يحرِّ من |
|  | 3 | drowsy | adj. | tired and almost asleep | نعسانٌ |
|  | 4 | genetic make-up | n | chemical structure that defines individuality | التركيبة الجينية |
|  | 5 | restful | adj. | peaceful and quite, making you feel relaxed | مُريِّ |
|  | 6 | shallow | adj. | not deep | سطحي \غير عيقي |
| $\left\lvert\, \begin{array}{l\|l} 4 \\ \& \\ 5 \end{array}\right.$ | 1 | blizzard | n | a severe snowstorm with high winds and low visibility | عاصفة |
|  | 2 | conceal | v | to keep from sight; to hide | يُخفي \ يُخبّا |
|  | 3 | dispute | n | a disagreement, argument, or debate |  |
|  | 4 | do away with | ph.v | to get rid of | يتخلّصن من |
|  | 5 | do up | ph.v | to fasten: to tie | يثُـُـُّ \} |
|  | 6 | do without | ph.v | to not have something and manage in spite | يُنجزِّ |
|  | 7 | excuse | n | a reason or explanation put forward to defend or justify a fault or offence |  |
|  | 8 | frequently | adv. | on many occasions with little time between them |  |
|  | 9 | in spite of | prep | regardless of | على الرّغر من ... |
|  | 10 | make up | ph.v | to invent (a story) | بختِلقُ قِّصّة |
|  | 11 | make up for | ph.v | to take the place of something lost or missing | يُحوّضُ عِّنِّا فِّا |
|  | 12 | vicinity | n | the area near or surrounding a particular place |  |
| $\begin{array}{\|l\|l} 7 \\ \& \\ 8 \end{array}$ | 1 | admiration | n | respect and warm approval | إعجابٌ \استحسان |
|  | 2 | affection | n | a gentle feeling of fondness or liking | حنانٌ |
|  | 3 | ailment | n | an illness, typically a minor one | مرض خفيف |
|  | 4 | bestow | v | confer or present (an honour, right, or gift) | يهَبُ \يمنِّ |
|  | 5 | deserve | v | to do something or have or show qualities worthy of (reward or punishment) | يستحقُ |
|  | 6 | due | adj. | expected at or planned for at a certain time | مُوعودٌ \} |
|  | 7 | fatal | adj. | causing death | مُمِيثٌ \} |
|  | 8 | life expectancy | n | the average period that a person may expect to live | مُمُدّلٌ الحيّا |
|  | 9 | reverence | n | deep respect for someone or something | تقايرّ \ \تبجيّ |


| S. B. | GRADE: 12 - MODULE 3: LIFESTYLES <br> UNIT 8: Town and Country | UNIT 8 |
| :---: | :---: | :---: |
| 62-63 |  | LESSONS: |
|  |  | $1 \& 2$ |

VOCABULARY:

|  | Expression | P.S. | Meaning | Translation |
| :---: | :---: | :---: | :---: | :---: |
| 1 | almond | n | the tree that produces a flat pale nut with brown skin that tastes sweet |  |
| 2 | depopulation | n | the process of reducing the number of people in an area |  |
| 3 | deserted | adj. | abandoned, neglected |  |
| 4 | export | n | the selling and sending out of goods or services to other countries |  |
| 5 | graduated | adj. | divided into different levels |  |
| 6 | infrastructure | n | the basic physical and organisational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society or enterprise |  |
| 7 | overcrowding | n | the process of filling an area beyond what is usual or comfortable |  |
| 8 | public services | n | a service that is run for the benefit of the general public, for example, the utilities, the emergency services, and public transportation |  |
| 9 | reverse | v | to make (something) the opposite of what it was |  |
| 10 | rural | adj. | in, relating to, or characteristic of the countryside rather than the town |  |
| 11 | socioeconomic | adj. | relating to or concerned with the interaction of social and economic factors |  |
| 12 | unemployment | n | the state of being jobless |  |
| 13 | vacant | adj. | (of premises) having no fixtures, furniture, or inhabitants; empty |  |
| 14 | vice versa | adv. | with the main items in the preceding statement the other way around |  |
| adj.: adjective / adv.: adverb / n: noun / v: verb |  |  |  |  |

## EXERCISES

A. From a, b, c and d, choose the word that best completes each sentence below:1. Many farmers believe that planting
$\qquad$ trees is very profitable.
a. almond
b. unemployment
c. export
d. depopulation
2. The in cities pushes many people to move to the countryside.
a. export
b. overcrowding
c. public services
d. infrastructure
3. There were many
seats on board the plane during the trip.
a. rural
b. graduated
c. socioeconomic
d. vacant
4. Many factors may force people to migrate.
a. vacant
b. socioeconomic
c. graduated
d. deserted
5. In laboratories, liquids are often measured by using containers.
a. graduated
b. rural
c. vacant
d. socioeconomic

## B. Fill in the spaces with the most suitable words from the list below: (reverse / rural / depopulation / graduated / vice versa / export) 1. Agriculture is the most dominant economic activity in some <br> $\qquad$ areas.

2. Husbands should respect their wives and
3. The new player managed to $\qquad$ the result in favour of his team.
4. $\qquad$ in the countryside may be the result of unemployment.
5. The $\qquad$ of oil brings many profits to some countries.

## SET BOOK

## Answer the following questions:

1. What are the advantages of living in the countryside?
$\qquad$
2. What are the disadvantages of living in the countryside?
$\qquad$
$\qquad$
3. What are the advantages of living in the city?
$\qquad$
$\qquad$
4. What are the disadvantages of living in the city?

| S. B. | GRADE: 12 - MODULE 3: LIFESTYLES | UNIT 8 |
| :---: | :---: | :---: |
| 64-65 | UNIT 8: Town and Country | LESSONS: |

VOCABULARY:

| Expression |  | P.S. | Meaning | Translation |
| :---: | :---: | :---: | :---: | :---: |
| 1 | astounded | adj. | shocked or greatly surprised |  |
| 2 | bump into | ph. v | to meet by chance |  |
| 3 | densely | adv. | closely compacted in substance |  |
| 4 | disturbance | n | the interruption of a settled and peaceful condition |  |
| 5 | embarrassed | adj. | feeling or showing shame |  |
| 6 | far and wide | idiom | over a large area |  |
| 7 | glamour | n | an attractive and exciting quality |  |
| 8 | hub | n | centre of activity |  |
| 9 | hustle and bustle | idiom | activity, liveliness |  |
| 10 | metropolis | n | densely populated city |  |
| 11 | narrate | v | give a spoken or written account of |  |
| 12 | odds and ends | idiom | bits and pieces |  |
| 13 | pluck up the courage | exp. | make an effort to do something that frightens one |  |
| 14 | tranquil | adj. | calm, free from disturbance |  |
| adj.: adjective / adv.: adverb / |  | xp.: e | ession / idiom.: idiomatic expression / n: noun | phrasal verb / v: verb |

## EXERCISE

## Fill in the spaces with the most suitable words from the list below:

(narrates - tranquil - hub - hustle and bustle - glamour - densely)

1. Country houses are usually $\qquad$ and surrounded by beautiful sceneries.
2. Old people often complain that they can't stand the $\qquad$ of the city.
3. Many cities in India are $\qquad$ populated and extremely crowded.
4. China has become a remarkable world $\qquad$ for industrial production.
5. My kids like to listen to the stories that their grandfather $\qquad$ very often.

## GRAMMAR

## The Inversion

## Study the following sentences and tell what you notice:

1. Hardly had I turned on my phone when I received a message from a friend.
2. Rarely does our teacher come late.
3. Seldom does my friend visit me at home.
4. Little did I expect to meet my friend at the museum.
5. No sooner had the thief left the house than the police arrived.
6. Never had they heard that story before.
7. Scarcely do I go to the zoo with my family.

The inversion is usually used at the beginning of the sentence to emphasise what we are saying. It is achieved by putting the auxiliary verb before the subject of the sentence.

Normal sentence: I have never travelled to Japan before.
Inverted sentence: Never have I travelled to Japan before.
EXERCISE

## From $a, b$, and $c$, choose the correct answer as required:

1. My friend rarely travels abroad. (Rewrite starting with "Rarely")
a. Rarely my friend travels abroad.
b. Rarely did my friend travel abroad.
c. Rarely does my friend travel abroad.
2. I little expected to find this valuable book. (Rewrite starting with "Little")
a. Little did I expect to find this valuable book.
b. Little I have expected to find this valuable book.
c. Little had I expected to find this valuable book.
3. Never has my brother (take) $\qquad$ a driving test before. (Correct the verb)
a. Never has my brother takes a driving test before.
b. Never has my brother took a driving test before.
c. Never has my brother taken a driving test before.
4. Seldom (be) $\qquad$ tourists seen in this region. (Correct the verb)
a. Seldom was tourists seen in this region.
b. Seldom are tourists seen in this region.
c. Seldom is tourists seen in this region.
5. I scarcely eat in Indian restaurants. (Rewrite starting with "Scarcely")
a. Scarcely have I eaten in Indian restaurants.
b. Scarcely I eat in Indian restaurants.
c. Scarcely do I eat in Indian restaurants.
6. Rarely (do) $\qquad$ Ahmad participate in class activities. (Correct the verb)
a. Rarely does Ahmad participate in class activities.
b. Rarely do Ahmad participate in class activities.
c. Rarely doing Ahmad participates in class activities.
7. I left my office. It started raining. (Join with "No sooner ... than")
a. No sooner I left my office than it started raining.
b. No sooner had I left my office than it started raining.
c. No sooner have I left my office than it started raining.
8. Hardly had I stopped my car when someone (call) $\qquad$ me. (Correct the verb)
a. Hardly had I stopped my car when someone is calling me.
b. Hardly had I stopped my car when someone has called me.
c. Hardly had I stopped my car when someone called me.

| S. B. | GRADE: 12 - MODULE 3: LIFESTYLES <br> UNIT 8: Town and Country | UNIT 8 |
| :---: | :---: | :---: |
| -67 |  | LESSONS: |
| 66-67 |  | 7 \& 8 |

VOCABULARY:
SAMI bin Younes

\left.| Expression |  | P.S. | Meaning | Translation |
| :---: | :---: | :---: | :---: | :---: |
| 1 | advantageous | adj. | a condition or circumstance that puts one in a favourable or |  |
| superior position |  |  |  |  |$\right]$.

EXERCISEFill in the spaces with the most suitable words from the list below:(leafy / advantageous / resident's parking / palatial / make it your own)

1. I like my friend's beautiful house with its ..... garden.
2. You can buy a new house and

$\qquad$
if you like.
3. This
$\qquad$ villa was sold at a very high price.
4. Learning foreign languages is very
$\qquad$ for any person.

## SET BOOK

## Answer the following questions:

1. What are the qualities of a good house?
$\qquad$
$\qquad$
$\qquad$
2. What benefits do people get from living in the city?
$\qquad$
$\qquad$
$\qquad$

## UNIT 8 - LESSON 9: WRITING AN EXPOSITORY ESSAY

Life in the city has many advantages and disadvantages. Plan and write an essay of not less than fourteen sentences ( 14 sentences) explaining the advantages and disadvantages of life in the city.

## OUTLINE

## Introduction:

$\qquad$
$\qquad$
$\qquad$

## Body:

Paragraph 1:
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Paragraph 2:

$\qquad$
$\qquad$
$\qquad$
$\qquad$
Conclusion: $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Write your essay here:

GRADE 12 *** MODULE 3: Lifestyles *** UNIT 8: Town and Country

| L |  | Expression | P.S. | Meaning | Translation |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 1 \\ & \& \\ & \mathbf{2} \end{aligned}$ | 1 | almond | n | the tree that produces a flat pale nut with brown skin that tastes sweet | شجرة اللوز |
|  | 2 | depopulation | n | the process of reducing the number of people in an area | عملية تفريغ منطقة من سكَانها |
|  | 3 | deserted | adj. | abandoned, neglected | مُهجورٌ |
|  | 4 | export | n | the selling and sending out of goods or services to other countries | (التصديرُ |
|  | 5 | graduated | adj. | divided into different levels | مُتدرِّجِّ |
|  | 6 | infrastructure | n | the basic physical and organisational structures and facilities needed for the operation of a society or enterprise | البُنية التّحتية |
|  | 7 | overcrowding | n | the process of filling an area beyond what is usual or comfortable |  |
|  | 8 | public services | n | a service that is run for the benefit of the general public, for example, the utilities, the emergency services, and public transportation | الخدمات الاجتماعية |
|  | 9 | reverse | v | to make (something) the opposite of what it was | يعكِّ |
|  | 10 | rural | adj. | in, relating to, or characteristic of the countryside rather than the town | ريفي |
|  | 11 | socioeconomic | adj. | relating to or concerned with the interaction of social and economic factors | متعلق بتفاعل العو امل الاقتصادية و الاجتماعية |
|  | 12 | unemployment | n | the state of being jobless | البَطالة |
|  | 13 | vacant | adj. | (of premises) having no fixtures, furniture, or inhabitants; empty | شاغِرٌ |
|  | 14 | vice versa | adv. | with the main items in the preceding statement the other way around | بالعكس |
| $\left\lvert\, \begin{array}{l\|l} 4 \\ \& \\ 5 \end{array}\right.$ | 1 | astounded | adj. | shocked or greatly surprised | مُندهشٌ \ مَذهِلٌ |
|  | 2 | bump into | ph. v | to meet by chance | قابِل صُدفةِ |
|  | 3 | densely | adv. | closely compacted in substance | بكثّافةٍ |
|  | 4 | disturbance | n | the interruption of a settled and peaceful condition | إزعاج \ |
|  | 5 | embarrassed | adj. | feeling or showing shame | هُحرَجِج |
|  | 6 | far and wide | idiom | over a large area | على نطاقِ واسِع |
|  | 7 | glamour | n | an attractive and exciting quality | رونقّ \ \جمال |
|  | 8 | hub | n | centre of activity | مِحور \ \مركز |
|  | 9 | hustle and bustle | idiom | activity, liveliness | اللثشاطو والحيوية |
|  | 10 | metropolis | n | densely populated city | مدينةٌ عُظى |
|  | 11 | narrate | v | give a spoken or written account of | يحكِي \ يروي قِّصّة |
|  | 12 | odds and ends | ${ }_{\text {idiom }}$ | bits and pieces |  |
|  | 13 | pluck up the courage | exp. | make an effort to do something that frightens one |  |
|  | 14 | tranquil | adj. | calm, free from disturbance | ساكِّنٌ \ هادئ |
| $\left\lvert\, \begin{aligned} & 7 \\ & \& \\ & 8 \end{aligned}\right.$ | 1 | advantageous | adj. | a condition or circumstance that puts one in a favourable oposition |  |
|  | 2 | leafy | adj. | having or characterized by much foliage, trees or bushes | مُوِرقٌ \كثيفِ الأوراقِ |
|  | 3 | make it your own | exp. | change something in your possession so that you reflect your personality and character | يُضفي طابَعا شخصِيًّا على |
|  | 4 | palatial | adj. | resembling a palace in being spacious and splendid | شبيةٌ بالقصر (في شِّ |
|  | 5 | picturesque | adj. | visually attractive, esp. in a quaint or pretty style | (منظر) بديعٌ \} |
|  | 6 | residents' parking | n | parking space reserved specifically for residents of an area | موقف سيّارات خاصّ بسكّان منطقة مُعيتّة |



Date:
VOCABULARY:

|  | Expression | P.s. | Meaning | Translation |
| :---: | :---: | :---: | :---: | :---: |
| 1 | competent | adj. | having the necessary ability, knowledge, or skill to do something |  |
| 2 | cookery | n | the practice or skill of preparing and cooking food |  |
| 3 | custom-made | adj. | made to a particular customer's order |  |
| 4 | fix | v | to repair something that is broken or not working properly |  |
| 5 | mail order | n | the selling of goods to customers by mail, generally involving |  |
| selection from a special catalogue |  |  |  |  |
| 6 | mass-produced | adj. | produced in large quantities by an automated mechanical process |  |
| 7 | unique | adj. | being the only one of its kind; unlike anything else |  |
| 8 | unuSual | adj. | not habitually or commonly occurring or done |  |
| 9 | WOrkshop | n | a room or building in which goods are manufactured or repaired |  |

## EXERCISE

## Fill in the spaces with the most suitable words from the list below:

(mass-produced / unusual / workshop / fix / cookery / competent)

1. My mother likes watching $\qquad$ programmes on TV very much.
2. Mobile phones are $\qquad$ in China and many other countries.
3. My father spends most of his free time in his $\qquad$ making useful objects.
4. I advised my brother not to $\qquad$ his mobile phone by himself.
5. The manager has promised to reward the $\qquad$ workers in the company.

## SET BOOK

## Answer the following questions:

1. Why have many old crafts and jobs disappeared?
$\qquad$
$\qquad$
$\qquad$
2. How has the Internet affected the domain of communication?

| S. B. |  | GRADE: 12 - MODULE 3: LIFESTYLES UNIT 9: New Ways and Old |  | UNIT 9 <br> LESSONS: <br> $4 \& 5$ |
| :---: | :---: | :---: | :---: | :---: |
| Date: |  |  |  |  |
| VOCABULARY: |  |  |  |  |
| Expression |  | P.S. | Meaning | Translation |
| 1 | below par | exp. | something which is inferior |  |
| 2 | call the shots | exp. | to make the important decision; to direct a project |  |
| 3 | immobile | adj. | motionless |  |
| 4 | neck and neck | exp. | evenly matched |  |
| 5 | put to | ph.v | to ask someone a question, especially about something important |  |
| 6 | snooker | n | a game played with cues on a billiard table in which the players use a cue ball (white) to pocket the other balls (fifteen red and six coloured) in a set order |  |
| 7 | substandard | adj. | below the usual or required standard |  |
| 8 | toe the line | exp. | to accept the authority, principles, or policies of a particular group, esp. under pressure |  |
| 9 | ungentlemanly | adj. | dishonourable |  |
|  |  | adj.: ad | ctive / exp.: expression / n: noun / ph. v: phrasal verb |  |

## EXERCISES

## A. From a, b, c and d, choose the word that best completes each sentence below:

1. Most critics agree that the director's last film was
a. below par
b. toe the line
c. neck and neck
d. call the shots
2. As they approached the finish line, the two runners were $\qquad$ ...
a. call the shots
b. neck and neck
c. below par
d. toe the line
3. The new manager asserted that he was the only one who would
a. toe the line
b. neck and neck
c. call the shots
d. below par

## B. Fill in the spaces with the most suitable words from the list below:

(ungentlemanly / snooker / toe the line / put to / calls the shots / immobile)

1. The barber told the child to remain $\qquad$ until he finished cutting his hair.
2. The manager said that my proposal would be $\qquad$ the board of directors.
3. $\qquad$ people are usually rejected by others.
4. In my family, we can suggest ideas, but my father is always the one who
5. The manager advised the workers to $\qquad$ if they didn't want to lose their jobs.

## GRAMMAR

## Causative verbs (present / past / future)

The Causative Form is used when we don't do something by ourselves, but we arrange for someone else (usually an expert or a qualified person) to do it for us.

$$
\text { Subject }+ \text { Have }+ \text { Object }+ \text { Past Participle }
$$

## Simple form: He washed his car yesterday. <br> Causative: He had his car washed yesterday. Verb forms in the Causative Form

- Here are some examples of the causative form in different verb forms:


## 1. Present Simple:

Simple form: We paint the house every year.
Causative: We have the house painted every year.

## 2. Present Continuous: <br> Simple form: Ali is washing his car. <br> Causative: Ali is having his car washed.

## 3. Present Perfect Simple:

Simple form: The boys have repaired their bicycles.
Causative: The boys have had their bicycles repaired.

## 4. Past Simple:

Simple form: He typed three letters yesterday.
Causative: He had three letters typed yesterday.

## 5. Future "Will": <br> Simple form: We will install the lights next week. <br> Causative: We will have the lights installed next week.

## 6. Modal verbs:

Simple form: You should fix this window.
Causative: You should have this window fixed.

## 7. Imperative:

Simple form: Clean the table, please.
Causative: Have the table cleaned, please.

## EXERCISE

## A. From a, b, cand d, choose the answer that best completes each sentence below:

1. Do you usually cut your hair by yourself? - No, I always by a barber.
a. have it cut
b. will have it cut
c. had it cut
d. am having it cut
2. Will you build your new house by yourself? - No, I $\qquad$ by a builder.
a. have it built
b. will have it built
c. had it built
d. am having it built
3. Did Ali write this letter by himself? - No, he by his brother.
a. had it written
b. is having it written
c. has it written
d. he wrote it
4. Did you install the alarm system by yourself? - No, I $\qquad$ by an technician.
a. has it installed
b. will have it installed
c. had it installed
d. install it
5. Are you going to fix your lap-top by yourself? - No, I by an expert.
a. have fixed it
b. has it fixed
c. had it fixed
d. am going to have it fixed
6. Did you do your homework by yourself? - No, sir. I by my sister.
a. will have it done
b. had it done
c. have it done
d. am having it done

VOCABULARY:

|  | Expression | P.S. | Meaning | Translation |
| :---: | :---: | :---: | :---: | :---: |
| 1 | appoint | $\checkmark$ | to choose someone for a position or job |  |
| 2 | bill | n | written proposal for a new law, which is brought to a parliament so that it can be discussed |  |
| 3 | biography | n | an account of someone's life written by someone else |  |
| 4 | customarily | adv. | usually, habitually |  |
| 5 | degree | n | a course of study at a university or college, or the qualification that is given to you when you have successfully completed the course |  |
| 6 | doctorate | n | a university degree of the highest level |  |
| 7 | master's degree | n | a university degree such as an MA that you can get by studying for one or two years after your first degree |  |
| 8 | minister | n | a politician who is in charge of a government department |  |
| 9 | parliament | n | the group of people who are elected to make a country's laws and discuss important national affairs |  |
| 10 | portfolio | n | the work that a particular government official is responsible for |  |
| 11 | resign | v | to officially announce that you have decided to leave your job or an organisation |  |
| 12 | whereas | conj. | in contrast or comparison with the fact that |  |
|  |  |  | adv.: adverb / conj.: conjunction / n: noun / v: verb |  |

## EXERCISES

A. From a, b, cand d, choose the word that best completes each sentence below:

1. Law bills are often discussed in the
$\qquad$ .. .
a. minister
b. parliament
c. portfolio
d. doctorate
2. I discovered so many facts about my favourite writer in his
a. biography
b. bill
c. parliament
d. minister
3. The new $\qquad$ has promised to lower the taxes and improve incomes.
a. parliament
b. minister
c. doctorate
d. portfolio

## B. Fill in the spaces with the most suitable words from the list below:

 (whereas / master's degree / resign / appoint / bill / customarily)4. When you finish your academic studies you obtain a
5. He threatened to $\qquad$ from the company if his salary wasn't raised.
6. Before it becomes a law, a $\qquad$ is presented for discussion in the parliament.
7. Sheep are domestic animals, $\qquad$ tigers are wild.
8. $\qquad$ , shops offer huge discounts on the National Day.

## SET BOOK

## Answer the following questions:

1. What information does a biography provide about someone?
2. Women play an essential role in society. Explain.

## UNIT 9 - LESSON 9: WRITING AN EXPOSITORY ESSAY

## The domain of entertainment has changed remarkably in the recent years.

 Plan and write an essay of not less than fourteen sentences ( 14 sentences) explaining how entertainment was in the past and how it has become nowadays.
## OUTLINE

## Introduction:

$\qquad$
$\qquad$
$\qquad$
Body:

## Paragraph 1:

$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Paragraph 2:

$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Conclusion:

$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Write your essay here:

| L |  | Expression | P.S. | Meaning | Arabic Meaning |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} \mathbf{1} \\ \mathbf{\&} \\ \mathbf{2} \end{gathered}$ | 1 | competent | adj. | having the necessary ability, knowledge, or skill to do something | كُفءٌ - مُؤهّلٌ |
|  | 2 | cookery | n | the practice or skill of preparing and cooking food | (الطبخ |
|  | 3 | custom-made | adj. | made to a particular customer's order | مصنُوعٌ حسب رغبات الحريف |
|  | 4 | fix | v | to repair something that is broken or not working properly | يُصلِحُ |
|  | 5 | mail order | n | the selling of goods to customers by mail, generally involving selection from a special catalogue | بيع (السلع) عن طريق البريد |
|  | 6 | mass-produced | adj. | produced in large quantities by an automated mechanical process | مصنوعٌ بكّيّات كبيرةٍ |
|  | 7 | unique | adj. | being the only one of its kind; unlike anything else |  |
|  | 8 | unusual | adj. | not habitually or commonly occurring or done | غير عادي - خارجّ عن المألوف |
|  | 9 | workshop | n | a room or building in which goods are manufactured or repaired | ورشةٌ |
| $\begin{gathered} 4 \\ \& \\ 5 \end{gathered}$ | 1 | below par | exp. | something which is inferior | ما هو دُون ... |
|  | 2 | call the shots | exp. | to make the important decision; to direct a project | يتَّذُ قُرارًا مُهوهِّا |
|  | 3 | immobile | adj. | motionless | ثابثٌ - غيرُ مُتحرّك |
|  | 4 | neck and neck | exp. | evenly matched |  |
|  | 5 | put to | ph.v | to ask someone a question, especially about something important | يطرح سؤ الا |
|  | 6 | snooker | n | a game played with cues on a billiard table in which the players use a cue ball (white) to pocket the other balls in a set order | لُعبةٌ شبيهةٌ بلعبة البِليارد |
|  | 7 | substandard | adj. | below the usual or required standard | أقلّكُ من المُستوى |
|  | 8 | toe the line | exp. | to accept the authority, principles, or policies of a particular group, esp. under pressure | يخضع - يمتثّلٌ لأوامر ... |
|  | 9 | ungentlemanly | adj. | dishonourable |  |
| $\begin{gathered} 7 \\ \& \\ 8 \end{gathered}$ | 1 | appoint | v | to choose someone for a position or job | يُعيّنُ شِّصًا |
|  | 2 | bill | n | written proposal for a new law, which is brought to a parliament so that it can be discussed | مشروعُ قانونٍ |
|  | 3 | biography | n | an account of someone's life written by someone else | سبرة حياة شِّصٍ ما |
|  | 4 | customarily | adv. | usually, habitually |  |
|  | 5 | degree | n | a course of study at a university or college, or the qualification that is given to you when you have successfully completed the course | شهادةٌ جامعيّة |
|  | 6 | doctorate | n | a university degree of the highest level | شهادهُ الآكتوراه |
|  | 7 | master's degree | n | a university degree such as an MA that you can get by studying for one or two years after your first degree | شهادة الليسانس |
|  | 8 | minister | n | a politician who is in charge of a government department | وزير |
|  | 9 | parliament | n | the group of people who are elected to make a country's laws and discuss important national affairs | مجلس الأمّة - مجلس الثـعب - البرلمان |
|  | 10 | portfolio | n | the work that a particular government official is responsible for | حقيبةٌ وِّارِيّةٌ |
|  | 11 | resign | v | to officially announce that you have decided to leave your job | يستّقِلُّ من عِلهِ |
|  | 12 | whereas | conj. | in contrast or comparison with the fact that | في حين أنّ (للالالة على التناقض) |

## VOCABULARY:

| Expression |  |  | Meaning | TRANSLATION |
| :---: | :---: | :---: | :---: | :---: |
| 1 | ascend | v | to climb to the summit of (a mountain or hill) |  |
| 2 | attempt | n | an effort to surpass a record or conquer a mountain |  |
| 3 | dizzying | adj. | make (someone) feel unsteady, confused, or amazed |  |
| 4 | elite | n | a group of people considered to be the best in a particular society or category, esp. because of their power, talent, or wealth |  |
| 5 | exhaustion | n | a state of extreme physical or mental fatigue |  |
| 6 | extreme | adj. | reaching a high or the highest degree; very great |  |
| 7 | frost-bite | n | injury to body tissues caused by exposure to extreme cold |  |
| 8 | highlight | v | pick out and emphasise |  |
| 9 | perilous | adj. | full of danger or risk |  |
| 10 | reconstruction | n | the action or process of rebuilding something after it has been damaged or destroyed |  |
| 11 | scale | v | to climb up or over (something high and steep) |  |
| 12 | summit | n | the highest point of a hill or mountain |  |
| adj.: adjective / n: noun / v: verb |  |  |  |  |

## EXERCISE: 1

## A. Fill in the spaces with the most suitable words from the list below: (dizzying - ascend - summit - highlight - exhaustion - reconstruction)

1. To a mountain, you need to be strong-willed and determined.
2. The $\qquad$ of this broken vase will take several hours of work.
3. Among the severe odds that may face a mountaineer is $\qquad$
4. Lack of oxygen causes a $\qquad$ feeling and a painful headache.
5. In the meeting, the manager will $\qquad$ the problems that affected the company so much.

## SET BOOK

## Answer the following questions:

1. According to you, why do some people take up extreme sports?
$\qquad$
$\qquad$
2. What do extreme sports require?

|  |  | GRADE: 12 - MODULE 4: ACHIEVEMENTS <br> UNIT 10: Pushing the Limits |  | $\begin{array}{\|c\|} \hline \hline \text { UNIT 10 } \\ \hline \hline \text { LESSONS: } \\ \mathbf{4 \& 5} \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: |
| $80-81$ |  |  |  | $\begin{gathered} \hline \hline \text { LESSONS: } \\ \hline \mathbf{4} \boldsymbol{8} 5 \\ \hline \end{gathered}$ |
|  |  | Date: |  |  |
| VOCABULARY: |  |  |  |  |
| Expression |  |  | P. S. | Meaning | Translation |
| 1 | afflicted | adj. | affected in an unpleasant, painful way |  |
| 2 | alight | adj | on fire; burning |  |
| 3 | arson | n | the criminal act of deliberately setting fire to property |  |
| 4 | austere | adj. | severe or strict in manner, attitude, or appearance |  |
| 5 | come across | ph.v | to meet or find by chance |  |
| 6 | come away with | ph.v | to be left with a specified feeling, impression, or result after doing something |  |
| 7 | come down | ph.v | if a price or the level of something comes down, it becomes |  |
| 8 | come over | ph. v | to visit you at your house |  |
| 9 | come round | ph.v | recover after being unconscious |  |
| 10 | come up | ph.v | $\mathbf{1}$ to be mentioned especially in a conversation; $\mathbf{2}$ to become available especially unexpectedly |  |
| 11 | exhilarated | adj. | feel very happy |  |
| 12 | fatigued | adj. | tired or exhausted |  |
| 13 | traverse | v | to travel across or through |  |
| 14 | unconscious | adj. | unable to see, hear, or otherwise sense what is going on, usually temporarily and often as a result of an accident or injury |  |
| 15 | visible | adj. | able to be perceived or noticed easily |  |
|  |  |  | adj: adjective / n: noun / ph. v: phrasal verb |  |

## EXERCISES

## A. From a, b, cand d, choose the word that best completes each sentence below: <br> 1. When we talk about Arabic poetry, many names will certainly <br> a. come over <br> b. come up <br> c. come down <br> d. come across

2. After watching the film, I $\qquad$ a good impression about it.
a. come down
b. come over
c. come across
d. come away with
3. I usually $\qquad$ many interesting books in book fares.
a. come across
b. come round
c. come down
d. come up
4. I think my grandfather will $\qquad$ .. within an hour after the operation.
a. come over
b. come up
c. come round
d. come across
5. My cousin said that he would $\qquad$ the following day.
a. come across
b. come over
c. come down
d. come up
B. Fill in the spaces with the correct words from the list below: (afflicted / exhilarated / come over / austere / fatigued / traverse)
6. After the match, the players were .................... because they had made great efforts.
7. Their victory in the match made them feel. $\qquad$
8. Although the coach is very $\qquad$ the players respect him very much.
9. The boy's knee was severely y.............................. when he fell off his bike.
10. As planes. an air-turbulence zone, they start shaking dangerously.

## GRAMMAR

## The Past Perfect Simple vs. The Past Perfect Continuous

## 1. The Past Perfect Simple:

- It tells about a completed action in the past before another one.

Example: We had locked all the doors securely before we left the house. Example: I had saved all my documents before the computer crashed.

## 2. The Past Perfect Continuous:

- It focuses on the length of time that an action took in the past before another one. Example: Ali had been waiting for two hours before Fahad came. Example: Hamad was very tired because had been running for 40 minutes.


## EXERCISES

## A. Choose the correct answer from $a, b, c$, and $d$ to complete the following sentences:

1. Before he graduated last June, Ali (attend) $\qquad$ all the lectures for months.
a. is attending
b. have attended
c. had been attending
d. attends
2. I had been watching a football match for an hour when my father (come) $\qquad$ home.
a. will come
b. has come
c. had been coming
d. came
3. The electrician (fix) ........... the alarm system for an hour before he fell off the ladder.
a. has fixed
b. has been fixing
c. had been fixing
d. is fixing
4. After I (pack) $\qquad$ my bags, I waited for my father to take me to the airport.
a. packed
b. have packed
c. had packed
d. had been packing

## B. From a, b and c, choose the correct answer as required:

1. When I came home, my kids (watch) a cartoon film for 30 minutes. (Correct the verb)
a. When I came home, my kids watched a cartoon film for 30 minutes.
b. When I came home, my kids have been watching a cartoon film for 30 minutes.
c. When I came home, my kids had been watching a cartoon film for 30 minutes.
2. The boxer decided to quit the game. He played for fifteen years. (Join with "before") a. Before the boxer decided to quit the game, he had been playing for fifteen years.
b. Before the boxer decided to quit the game, he has played for fifteen years.
c. Before the boxer decided to quit the game, he is playing for fifteen years.
3. They signed the agreement. They left the meeting room. (Join with "after")
a. After they signed the agreement, they will leave the meeting room.
b. After they had signed the agreement, they left the meeting room.
c. After they have been signed the agreement, they left the meeting room.
4. I had installed a new programme before I switched off my computer. (Make passive)
a. A new programme was installed before the computer was switched off.
b. A new programme had installed before the computer was switched off.
c. A new programme had been installed before the computer was switched off.

|  | - B. | GRADE: 12 - MODULE 4: ACHIEVEMENTS <br> UNIT 10: Pushing the Limits |  | $\begin{array}{\|l\|} \hline \hline \text { UNIT 10 } \\ \hline \hline \text { LESSONS: } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: |
| 82-83 |  |  |  | $\begin{array}{\|c\|} \hline \text { LESSONS: } \\ 7 \& 8 \\ \hline \end{array}$ |
| VOCABULARY: |  |  |  | samm bin yonnes |
| Expression |  | P.S. | Meaning | TRANSLATION |
| 1 | assist | v | to help (someone), typically by doing a share of the work |  |
| 2 | binoculars | n | an optical instrument with a lens for each eye, used for viewing distant objects |  |
| 3 | cope with | ph.v | to deal effectively with something difficult |  |
| 4 | crave | v | to feel a powerful desire for (something) |  |
| 5 | engulf | v | (of a natural force) sweep over (something) so as to surround or cover it completely |  |
| 6 | entail | v | involve (something) as a necessary or inevitable part or consequence |  |
| 7 | feat | n | an achievement that requires great courage, skill, or strength |  |
| 8 | gruelling | adj. | extremely tiring and demanding |  |
| 9 | mountaineer | n | a person who takes part in the sport or activity of climbing mountains |  |
| 10 | strong-willed | adj. | determined, stubborn |  |
|  |  |  | adjective / n: noun / ph. v: phrasal verb / v: verb |  |

## EXERCISES

## A. Fill in the spaces with the most suitable words from the list below: <br> ( mountaineers / entails / crave / gruelling / binoculars / assist) <br> 1. You can't imagine how my kids <br> candies and sweets. <br> 2. Saving our planet great efforts from all nations. <br> 3. You can't go bird-watching without having with you. <br> 4. I usually <br> my grandfather when he does gardening. <br> 5. The authorities will organize a campaign to look for a group of <br> B. From a, b, $c$ and d, choose the correct words to complete the following sentences: <br> 1. Although this job is very difficult, I will try to <br> c. engulf <br> d. entail <br> b. cope with

2. The fire
. all the furniture in the room in a few minutes.
a. engulfed
b. assisted
c. entailed
d. craved
3. Realising one's dreams $\qquad$ working hard and doing great efforts.
a. engulfs
b. entails
c. craves
d. copes with
4. My brother usually me when I do my homework.
b. engulfs
a. craves
c. assists
d. entails

## SET BOOK

## Answer the following questions:

1. What do extreme sports entail?
2. What do sportsmen learn from practicing extreme sports?

## UNIT 10 - LESSON 9: WRITING AN EXPOSITORY ESSAY

Practicing extreme sports can increase the body strength and enhance the character. Plan and write an essay of not less than fourteen sentences ( 14 sentences) explaining how practicing extreme sport can benefit both the body and the character.

## OUTLINE

## Introduction:

$\qquad$
$\qquad$
$\qquad$
Body:

## Paragraph 1:

$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Paragraph 2:

$\qquad$
$\qquad$
$\qquad$
$\qquad$
Conclusion: $\qquad$
$\qquad$
$\qquad$
$\qquad$

## Write your essay here:

# GRADE 12 *** MODULE 4: Achievements *** UNIT 10: Pushing the Limits 

| L |  | Expression | P.S. | Meaning | Arabic Meaning |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{\|l} \mathbf{1} \\ \mathbf{\&} \\ \mathbf{2} \end{array}$ | 1 | ascend | $v$ | to climb to the summit of (a mountain or hill) | يتسلّقُ |
|  | 2 | attempt | n | an effort to surpass a record or conquer a mountain |  |
|  | 3 | dizzying | adj. | make (someone) feel unsteady, confused, or amazed | مُسبّبٌ للأُوار و الغثيان |
|  | 4 | elite | n | a group of people considered to be the best in a particular society or category, esp. because of their power, talent, or wealth | نُخبة |
|  | 5 | exhaustion | n | a state of extreme physical or mental fatigue | إرهاق - تعبّ شديدّ |
|  | 6 | extreme | adj. | reaching a high or the highest degree; very great | أقصى |
|  | 7 | frost-bite | n | injury to body tissues caused by exposure to extreme cold | قضمة البرد |
|  | 8 | highlight | v | pick out and emphasise | يسلط الضوء على ... |
|  | 9 | perilous | adj. | full of danger or risk | محفوف بالمخاطر |
|  | 10 | reconstruction | n | the action or process of rebuilding something after it has been damaged or destroyed | إعادةُ البناء |
|  | 11 | scale | v | to climb up or over (something high and steep) | يتسلّقُ |
|  | 12 | summit | n | the highest point of a hill or mountain | القمّة |
| $\begin{aligned} & 4 \\ & \& \\ & 5 \end{aligned}$ | 1 | afflicted | adj. | affected in an unpleasant, painful way | مُتضرّرٌ من ... |
|  | 2 | alight | adj. | on fire; burning |  |
|  | 3 | arson | n | the criminal act of deliberately setting fire to property | جريمة حرق ممتلكات الغير عمدًا |
|  | 4 | austere | adj. | severe or strict in manner, attitude, or appearance | قاسي - صارمٌ |
|  | 5 | come across | ph. v | to meet or find by chance | يلتقي صُدفةً بـرّا... |
|  | 6 | come away with | ph. v | to be left with a specified feeling, impression, or result after doing something | يخرُجُ بانطبِ |
|  | 7 | come down | ph. v | if a price or the level of something comes down, it becomes lower | ينخفضُ |
|  | 8 | come over | ph. v | to visit you at your house | يزُورُ |
|  | 9 | come round | ph. v | recover after being unconscious | يستعيد وعئُ |
|  | 10 | come up | ph. v | $\mathbf{1}$ to be mentioned especially in a conversation; $\mathbf{2}$ to become available especially unexpectedly | 1 يُنكرُ في نقاشٍ 2 يظهرُ فجأة |
|  | 11 | exhilarated | adj. | feel very happy | مُبتهِجِّ |
|  | 12 | fatigued | adj. | tired or exhausted | هُرهِّقٌ \ِ |
|  | 13 | traverse | v | to travel across or through | يعبُرُ \} |
|  | 14 | unconscious | adj. | unable to see, hear, or otherwise sense what is going on, usually temporarily and often as a result of an accident or injury | فاقِقٌ |
|  | 15 | visible | adj. | able to be perceived or noticed easily | ظاهرٌ \ مرئِيٌّ |
| $\begin{array}{\|l} 7 \\ \mathcal{E} \\ 8 \end{array}$ | 1 | assist | v | to help (someone), typically by doing a share of the work | يُساعدُ |
|  | 2 | binoculars | n | an optical instrument with a lens for each eye, used for viewing distant objects | منظار مُزدوج |
|  | 3 | cope with | ph. v | to deal effectively with something difficult | يتأقلم مع ... |
|  | 4 | crave | v | to feel a powerful desire for (something) | يتلهّفٌ |
|  | 5 | engulf | v | (of a natural force) sweep over (something) so as to surround or cover it completely | يُطبقُ على \يكتسحِ |
|  | 6 | entail | v | involve (something) as a necessary or inevitable part or consequence | يستلزمُ \ يستوجبُ |
|  | 7 | feat | n | an achievement that requires great courage, skill, or strength |  |
|  | 8 | gruelling | adj. | extremely tiring and demanding | مُضنٍ \مُرهِّقِّ |
|  | 9 | mountaineer | n | a person who takes part in the sport or activity of climbing mountains | مُتسلّقٌ |
|  | 10 | strong-willed | adj. | determined, stubborn | قويّ العزيمة \ عنيدٌ |

GRADE: 12 - MODULE 4: ACHIEVEMENTS
UNIT 11: The Final Frontier
UNIT 11
LESSONS:
$1 \& 2$
Date:
VOCABULARY:
SAMI BIN YOUNES
$\left.\begin{array}{|l|c|c|c|c||}\hline \hline \text { Expression } & \text { P.S. } & \text { Meaning } & \text { TRANSLATION } \\ \hline \hline 1 & \text { abhorrent } & \text { adj. } & \text { inspiring disgust and loathing; repugnant } & \\ \hline 2 & \text { awe-inspiring } & \text { adj. } & \text { arousing awe through being impressive, formidable, or } \\ \text { magnificent }\end{array}\right]$

## EXERCISES

## A. From a, b, c and d, choose the word that best completes each sentence below:

1. We have become aware that pollution is a serious to the environment.
a. concept
b. universe
c. detriment
d. mission
2. Scientists believe that human beings are the only $\qquad$ creatures in the world.
a. sentient
b. abhorrent
c. intrepid
d. awe-inspiring
3. A group of well-known astronauts will participate in the to Mars.
a. concept
b. mission
c. detriment
d. frontier
4. We must
the scientists who are working on vaccines against diseases.
a. orbit
b. revolve around
c. revere
d. execute

SET BOOK

## Answer the following questions:

1. What are the advantages of space exploration?
$\qquad$
2. What are the disadvantages of space exploration?

|  | S. B. | GRADE: 12 - MODULE 4: ACHIEVEMENTS UNIT 11: The Final Frontier |  | UNIT 11 |
| :---: | :---: | :---: | :---: | :---: |
| 86-87 |  | Date: .......................................................... |  | $\left\lvert\, \begin{gathered} \hline \text { LESSONS: } \\ \mathbf{4 \& 5} 5 \end{gathered}\right.$ |
| VOCABULARY: |  |  |  |  |
| Expression |  | P.S. | Meaning | translation |
|  | astronomical | ${ }^{\text {adj. }}$ | of or relating to the branch of science that deals with celestial objects, space, and the physical universe as a whole |  |
| 2 | conducive | adj. | making a certain situation or outcome likely or possible |  |
| 3 | exceptionally | adv. | unusually, remarkably |  |
| 4 | habitation | n | the state or process of living in a particular place |  |
| 5 | natural satellite | n | a naturally occuring oject that orbits a planet, e.e.g. the moon |  |
| 6 | on board | ad. | available or situated on a ship, aircraft, or other vehicle |  |
| 7 | opportunity | n | a set of circumstances that makes it possible to do something |  |
| 8 | roughly | adv. | in a manner lacking refinement and precision |  |
| , | solar system | n | the collection of nine planets and their moons in orbit around the sun, together with smaller bodies in the form of asteroids, meteoroids, and comets |  |
| 10 | superb | adj. | impressively splendid |  |
| 11 | wane | v | to decrease in vigour, power, or extent; to become weaker |  |
|  |  |  | adj. adjective / adv.: adverb / n: noun / v: verb |  |

## EXERCISE

## Fill in the spaces with the most suitable words from the list below:

(on board - astronomical - wane - habitation - conducive - exceptionally)

1. Human of other planets has always been a fantastic dream.
2. In billions of years from now, the Sun will $\qquad$ and disappear completely.
3. I believe that $\qquad$ science will continue to progress more and more.
4. Living on planet Mars is a/ an $\qquad$ marvelous idea.
5. A group of astronauts are $\qquad$
$\qquad$ the space shuttle.

## GRAMMAR

## The Passive with Model Verbs:

We use modal verbs (verbs like can, could, shall, should, must, may, might, have to ...) to talk about things like ability, possibility, permission or obligation. And we use the passive voice to focus on the object of an action rather than the doer of the action.

| Active | Passive |
| :--- | :--- |
| - Ali can drive a car easily. | - A car can be driven easily (by Ali). |
| - Hamad may buy a new house. | - A new house $\underline{\text { may } \text { be bought (by Hamad). }}$ |
| - You should fix this computer. | - This computer $\underline{\underline{\text { should } \text { be fixed. }}}$ |
| - You must send this letter now. | - This letter $\underline{\text { must } \text { be sent (by you) now. }}$ |
| - He could sell his car at a good price. | - His car $\underline{\text { could } \text { be sold } \text { at a good price. }}$ |
| - You have to inform your father. | - Your father $\underline{\text { has to } \text { be informed. }}$ |
| - He might repair the refrigerator. | - The refrigerator $\underline{\text { might } \text { be repaired. } . ~}$ |

## EXERCISE 1

1. Governments should stop space exploration very soon.
(Make passive)
a. Space exploration should stop very soon.
b. Space exploration should be stopping very soon.
c. Space exploration should be stopped very soon.
2. Scientists can conduct many experiments in space.
(Make passive)
a. Many experiments can be conducted in space.
b. Many experiments can have been conducted in space.
c. Many experiments can be conduct in space.
3. The space shuttle must protect astronauts from sunrays.
(Make passive)
a. Astronauts must be protected from sunrays by the space shuttle.
b. Astronauts must protect the space shuttle from sunrays.
c. Astronauts must protect sunrays by the space shuttle.
"either ... or" / "neither ... nor"

1 - Either Khalid or Fahad will get the best mark in the exam.
2 - Neither Nasser nor Kamal came to school today. They are both absent.
3 - I like both travelling and learning foreign languages.

| Conjunction | Meaning |
| :---: | :---: |
| either ... or ... | this or that |
| neither ... nor ... | NOT this ... NOT that |
| both ... and ... | this and that |

## EXERCISE 2

1. He didn't answer my call. He didn't read my message. (Join with "neither ... nor ...)
a. He neither answered my call nor he read my message.
b. Neither he answered my call nor he read my message.
c. He neither answered my call nor read my message.
2. I will study in Canada. I will study in Britain. (Join with "either ... or ...)
a. I will study in Canada either study or in Britain.
b. I will study either in Canada or in Britain.
c. I either will study in Canada or I will study in Britain.
3. I collect stamps. I collect postcards. (Join with "both ... and ...)
a. I collect both stamps and postcards.
b. I collect both stamps and I collect postcards.
c. I both collect stamps and I collect postcards.
4. Fahad doesn't like tea. Fahad doesn't like coffee. (Join with "neither ... nor ...)
a. Fahad likes neither tea nor coffee.
b. Fahad doesn't like neither tea nor coffee.
c. Neither Fahad likes tea nor coffee.

GRADE: 12 - MODULE 4: ACHIEVEMENTS
UNIT 11: The Final Frontier
Date:
VOCABULARY:
SAMI BIN YOUNES

|  | Expression | P.S. | Meaning | TRANSLATION |
| :---: | :---: | :---: | :---: | :---: |
| 1 | abnormal | adj. | deviating from what is normal or usual, typically in a way that is undesirable or worrying |  |
| 2 | alert | v | to warn (someone) of a danger, threat, or problem, typically with the intention of having it avoided or dealt with |  |
| 3 | data | n | facts and statistics collected together for reference or analysis |  |
| 4 | dual | adj. | consisting of two parts, elements, or aspects |  |
| 5 | durable | adj. | able to withstand wear, pressure, or damage; hardwearing |  |
| 6 | economical | adj. | giving good value or service in relation to the amount of money, time, or effort spent |  |
| 7 | emission | n | the production and discharge of something, esp. gas or radiation |  |
| 8 | GPS | abb. | Global Positioning System, an accurate worldwide navigation and surveying facility based on the reception of signals from an array of orbiting satellites |  |
| 9 | monitor | v | observe and check the progress or quality of (something) over a period of time; keep under systematic review |  |
| 10 | revolutionise | v | to change (something) radically or fundamentally |  |
| 11 | specifically | adv. | particularly, exclusively |  |
| 12 | spin-off | n | items used in space that improve our lives on earth |  |
| 13 | take for granted | exp. | fail to appreciate someone or something that is very familiar or obvious |  |
| 14 | trainers | n | a soft shoe, suitable for sports or casual wear |  |
| abb.: abbreviation / adv.: adverb / exp.: expression / n: noun / |  |  |  |  |

## EXERCISE

Fill in the spaces with the most suitable words from the list below (abnormal - economical - specifically - trainers - GPS - revolutionise) 1. ........................ are more comfortable for exercising than casual shoes.
2. Thomas Edison hadn't expected that electricity would technology.
3. This space suit is
designed to maintain pressure in the space.
4. It is very
to use a bucket when washing a car.
5. There's a /an
sound that comes from the engine of my car.
SET BOOK
Answer the following questions:

1. How has space technology revolutionised people's lives on Earth?
2. How has Islamic civilization contributed to the domain of space exploration?

## UNIT 11 - LESSON 9: WRITING <br> AN ARGUMENTATIVE ESSAY

Many people believe that space exploration is very useful and advantageous, whereas many others consider it as a waste of money and effort. Plan and write an essay of not less than fourteen sentences (14 sentences) in which you present the two different opinions, their arguments and your own opinion concerning this issue.

## OUTLINE

## Introduction:

$\qquad$
$\qquad$
$\qquad$

## Body:

## Paragraph 1:

$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Paragraph 2:

$\qquad$
$\qquad$
$\qquad$
$\qquad$
Conclusion: $\qquad$
$\qquad$
$\qquad$
$\qquad$

## Write your essay here:

GRADE 12 *** MODULE 4: Achievements *** UNIT 11: The Final Frontier

| L | Expression |  | P.S. | Meaning | Arabic Meaning |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 1 | abhorrent | adj. | inspiring disgust and loathing; repugnant | مكروهٌ - يُثبرُ الاشمهئزاز |
|  | 2 | awe-inspiring | adj. | arousing awe through being impressive, formidable, or magnificent | يبعثُ على الرهبة و الهيبِّةِ |
|  | 3 | concept | n | an abstract idea, a general notion | مفهوم |
|  | 4 | detriment | n | the state of being harmed or damaged | ضرزٌ - إساءةٌ |
|  | 5 | execute | v | to carry out an order or plan | يُنفّ |
|  | 6 | frontier | n | the extreme limit of understanding or achievement in an area | الحدّ الأقّصى |
|  | 7 | intrepid | adj. | fearless; adventurous | شجاعٌ - مُغامِّرٌ |
|  | 8 | mission | n | an expedition into space | بعثّة فضائيةٌ |
|  | 9 | orbit | v | to fly or move around in a circle | يدورُ حول |
|  | 10 | revere | v | to feel deep respect or admiration for (something) | يوٌّوِّرِّر - يُجّلٌ |
|  | 11 | revolve around | ph. v | to go around, turn around, rotate, spin | يدورُ حول |
|  | 12 | sentient | adj. | able to perceive or feel things | واع - مُّركّ |
|  | 13 | universe | n | the Earth, planets and stars | الكون |
| $\begin{array}{\|l} 4 \\ \& \\ 5 \end{array}$ | 1 | astronomical | adj. | of or relating to the branch of science that deals with celestial objects, space, and the physical universe as a whole | فلكي |
|  | 2 | conducive | adj. | making a certain situation or outcome likely or possible | مُمكّنٌ |
|  | 3 | exceptionally | adv. | unusually, remarkably | (استثنائيًا |
|  | 4 | habitation | n | the state or process of living in a particular place | سكن |
|  | 5 | natural satellite | n | a naturally occurring object that orbits a planet, e.g. the moon | قّمر - كُويكْبٌ تابِعٌ |
|  | 6 | on board | adj. | available or situated on a ship, aircraft, or other vehicle | على متّ |
|  | 7 | opportunity | n | a set of circumstances that makes it possible to do something | فُرصــــة |
|  | 8 | roughly | adv. | in a manner lacking refinement and precision | تقريبا - على وجه التقريب |
|  | 9 | solar system | n | the collection of nine planets and their moons in orbit around the sun, together with smaller bodies in the form of asteroids, meteoroids, and comets | النظام الثمسي |
|  | 10 | superb | adj. | impressively splendid | رائعٌ - ممتّاز - فائقٌ |
|  | 11 | wane | v | to decrease in vigour, power, or extent; to become weaker | يضغُفُ |
| $\begin{aligned} & 7 \\ & \& \\ & 8 \end{aligned}$ | 1 | abnormal | adj. | deviating from what is normal or usual, typically in a way that is undesirable or worrying | غير عادي - غير طبيعي |
|  | 2 | alert | v | to warn (someone) of a danger, threat, or problem, typically with the intention of having it avoided or dealt with | يُنذِر |
|  | 3 | data | n | facts and statistics collected together for reference or analysis | المعلومات و الإحصائيات |
|  | 4 | dual | adj. | consisting of two parts, elements, or aspects | ثنائي |
|  | 5 | durable | adj. | able to withstand wear, pressure, or damage; hard-wearing | دائمٌ |
|  | 6 | economical | adj. | giving good value or service in relation to the amount of money, time, or effort spent | \|قتصادي |
|  | 7 | emission | n | the production and discharge of something, esp. gas or radiation | إصدار - انبعاث - إشعاع |
|  | 8 | GPS | abb. | Global Positioning System, an accurate worldwide navigation and surveying facility based on the reception of signals from satellites | GPS نظام الملاحة العالمي |
|  | 9 | monitor | v | observe and check the progress or quality of (something) over a period of time; keep under systematic review | يُراقبُ |
|  | 10 | revolutionise | v | to change (something) radically or fundamentally | يُحدثُ ثورة في ميدان ... |
|  | 11 | specifically | adv. | particularly, exclusively | بالخصوص |
|  | 12 | spin-off | n | items used in space that improve our lives on earth | المُنْنَجات (الفضائية |
|  | 13 | take for granted | exp. | fail to appreciate someone or something that is very familiar | حُسلِّلُ بـِ... |
|  | 14 | trainers | n | a soft shoe, suitable for sports or casual wear | حذاء رياضي |


| S. B. | GRADE: 12 - MODULE 4: ACHIEVEMENTS UNIT 12: Geniuses | UNIT 12 |
| :---: | :---: | :---: |
| 90-91 |  | LESSONS: |

VOCABULARY:

|  | Expression | P.S. | Meaning | TRANSLATION |
| :---: | :---: | :---: | :---: | :---: |
| 1 | abstract | adj. | existing in thought or as an idea but not having a physical or concrete existence |  |
| 2 | arbitrarily | adv. | randomly, by chance |  |
| 3 | audience | n | the assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting |  |
| 4 | BSc. | abb. | Bachelor of Science |  |
| 5 | digit | n | number - $1,2,3$, etc. |  |
| 6 | genius | n | intelligence, cleverness |  |
| 7 | MSc. | abb. | Master of Science |  |
| 8 | outstanding | adj. | unusually good |  |
| 9 | PhD | abb. | Doctor of Philosophy |  |
| 10 | precocious | adj. | (of a child) having developed certain abilities at an earlier age than usual |  |
| 11 | prodigy | n | a person, esp. a young one, endowed with exceptional qualities or abilities |  |
| 12 | randomly | adv. | made, done, happening, or chosen without method or conscious decision |  |
| 13 | talent | n | natural ability or skill |  |
| 14 | tour | v | to visit several parts of a country or area |  |
| 15 | virtuoso | n | a person highly skilled in music or another artistic pursuit |  |
| abb.: abbreviation / adj.: adjective / adv.: adverb / n: noun / v: verb |  |  |  |  |

## EXERCISE

## B. Fill in the spaces with the most suitable words from the list below:

 ( prodigy / digits / abstract / tour / randomly / MSc.)1. I wish I could $\qquad$ the world and visit many countries.
2. This child is a true $\qquad$ He can calculate faster than a computer!
3. He got his $\qquad$ from Harvard University last year.
4. The ....................... on this paper are not clear. They were badly printed.
5. Two students were selected $\qquad$

## SET BOOK

## Answer the following questions:

1. Why do some child geniuses lose their talents when they grow up?
$\qquad$
2. Genius can be developed through suitable training. Explain.

| S. B. |
| :---: |
| $92-93$ |

GRADE: 12 - MODULE 4: ACHIEVEMENTS UNIT 12: Geniuses

Date: $\qquad$
VOCABULARY:
SAMI BIN YOUNES

|  | Expression | P.S. | Meaning | TRANSLATION |
| :---: | :---: | :---: | :---: | :---: |
| 1 | accusation | n | a charge or claim that someone has done something illegal or wrong |  |
| 2 | agonise | v | to undergo great mental anguish through worrying about something |  |
| 3 | extravagantly | adv. | spending money or using resources in a wasteful way |  |
| 4 | high-living | n | an extravagant social life as enjoyed by the wealthy |  |
| 5 | jockey | n | a person who rides in horse races, esp. as a profession |  |
| 6 | repudiate | v | to refuse to accept or be associated with |  |
| 7 | season | n | a fixed time in the year when a particular sport is played |  |
| adj.: adjective / n: noun / v: verb |  |  |  |  |

## EXERCISE

B. Fill in the spaces with the most suitable words from the list below:
(agonising / extravagantly / season / repudiate / high-living / jockey)

1. This $\qquad$ Real Madrid will recruit two new players.
2. They were $\qquad$ because of the torture they had gone through.
3. The new $\qquad$ seems to master his horse very well.
4. Our neighbours enjoy a remarkable $\qquad$ They are very rich.
5. Islam teaches us not to spend our money $\qquad$

## GRAMMAR

## Relative Clauses and Verbs Ending in (-ing)

- We can add extra information to an existing sentence by adding a relative clause in these two ways:

1. Relative clauses: (clauses which begin with a relative pronoun)

Example: He won the first prize when he beat all his competitors.
Example: He travelled to his parents' house where he joined the rest of the family.

## 2. Verbs ending in -ing:

Example: He won the first prize beating all his competitors.
Example: He travelled to his parents' house joining the rest of the family.

## Comparison of Scale (as + adjective + as)

- In English, we can describe whether two people or two things are similar or different by using the following structure: 'as + adjective + as'

Example: He is as brave as a lion.
Example: My mother is as busy as a bee.

## Prepositions (at, for, of, in, on, with, by, throughout)

- Most English prepositions have several different functions. At the same time, different prepositions can have very similar uses:

Examples: on Monday / in the morning / at night

- Many nouns, verbs and adjectives are normally used with particular prepositions:

Examples: The reason for... / to arrive at... / to be angry with somebody... / on a bus... / soup of the day... / travelled throughout Kuwait... / by car...

## EXERCISE

## A. Choose the correct answer from a, b, c, and d to complete the following sentences:

1. They left their home country $\qquad$ a terrible civil war.
a. escaped
b. have escaped
c. had escaped
d. escaping
2. "Your sister is as $\qquad$ as you" said my father.
a. smarter
b. smart
c. smartest
d. smartly
3. He said that he wasn't responsible $\qquad$ what happened to his neighbour.
a. of
b. at
c. for
d. on
4. The minister ended his speech $\qquad$ his gratitude and respect to the audience.
a. expresses
b. expressing
c. expressed
d. has expressed
5. "Your computer is as $\qquad$ as my computer" said my friend.
a. new
b. newly
c. newer
d. newest
6. My friend has some difficulty $\qquad$ reading long English words.
a. at
b. in
c. on
d. to
7. The police found that the defendant had no connection $\qquad$ the crime.
a. in
b. about
c. of
d. with
8. Hamad is as $\qquad$ as Fahad in solving crossword puzzles.
a. slowly
b. slow
c. slowest
d. slower

| S. B. |
| :---: |
| $94-95$ |

GRADE: 12 - MODULE 4: ACHIEVEMENTS UNIT 12: Geniuses

Date:
VOCABULARY:

|  | Expression | P.S. | Meaning | TRANSLATION |
| :---: | :---: | :---: | :---: | :---: |
| 1 | accolade | n | an award or privilege granted as a special honour or as an acknowledgement of merit |  |
| 2 | aligned | adj. | put into correct or appropriate position |  |
| 3 | bladder | n | a membranous sac in humans and other animals, in which urine is collected for excretion |  |
| 4 | eternity | n | infinite or unending time |  |
| 5 | genetics | n | the study of heredity and the variation of inherited characteristics |  |
| 6 | gifted | adj. | having exceptional talent or natural ability |  |
| 7 | molecular | adj. | of, relating to, or consisting of molecules |  |
| 8 | nomination | n | the action of proposing or formally entering as a candidate for election or for an honour or award |  |
| 9 | non-invasive | adj. | not requiring the introduction of instruments into the body |  |
| 10 | recipient | n | a person or thing that receives or is awarded something |  |
| 11 | researcher | n | a person who systematically investigates materials and sources in order to establish facts and reach new conclusions |  |
| adj.: adjective / n: noun |  |  |  |  |

## EXERCISE

## B. From a, b, c and d, choose the correct answer that best completes each of the following sentences:

1. Hamad is a well-known $\qquad$ in the domain of medicine.
a. researcher
b. accolade
c. bladder
d. nomination
2. Ali is studying $\qquad$ chemistry in a Canadian university.
a. gifted
b. aligned
c. molecular
d. non-invasive
3. Studies and experiments in $\qquad$ . have helped fight many diseases.
a. recipient
b. genetics
c. nomination
d. researcher

## B. Fill in the spaces with the most suitable words from the list below:

(nomination / non-invasive / aligned / recipient / eternity / accolades)

1. The doctor affirmed that the operation would be $\qquad$
2. The numerous $\qquad$ that he has received show how brave this officer is.
3. He was surprised to know about his $\qquad$ for the new position.
4. Nothing that Man has made will last for
5. In the public library, you can see many books $\qquad$ on the shelves.

## UNIT 12 - LESSON 9: WRITING AN EXPOSITORY ESSAY

Being a genius can have many advantages and disadvantages. Plan and write an essay of not less than fourteen sentences ( 14 sentences) explaining the advantages and disadvantages of being a genius.

## OUTLINE

## Introduction:

$\qquad$
$\qquad$
$\qquad$
Body:

## Paragraph 1:

$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Paragraph 2:

$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Conclusion:

$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Write your essay here:

GRADE 12 - MODULE 4: Achievements - UNIT 12: Geniuses

| L | Expression |  | P.S. | Meaning | المغنى العربي للكلمة |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\left\lvert\, \begin{array}{\|l\|} \mathbf{1} \\ \boldsymbol{\&} \\ \mathbf{2} \end{array}\right.$ | 1 | abstract | adj. | existing in thought or as an idea but not having a physical existence | مُجرّه \ا غير حسيّ |
|  | 2 | arbitrarily | adv. | randomly, by chance | عشوانيّا |
|  | 3 | audience | n | the assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting | الجمهور \الحُضور |
|  | 4 | BSc. | abb | Bachelor of Science | شهادة ليسنانس في العلوم |
|  | 5 | digit | n | number $-1,2,3$, etc. | رقم |
|  | 6 | genius | n | intelligence, cleverness | نبوغٌ \} |
|  | 7 | MSc. | abb | Master of Science | شهادة الماجستير في العلوم |
|  | 8 | outstanding | adj. | unusually good | بارزّ \ \ممتّازِّ |
|  | 9 | PhD | abb | Doctor of Philosophy |  |
|  | 10 | precocious | adj. | (of a child) having developed certain abilities at an earlier age than usual | مُبكِّرٌ في نضجه العِّ |
|  | 11 | prodigy | n | a person, esp. a young one, endowed with exceptional qualities or abilities | شخصٌ موهوبٌ |
|  | 12 | randomly | adv. | made, done, happening, or chosen without method or conscious decision | عشوائيّا |
|  | 13 | talent | n | natural ability or skill | مو هبة |
|  | 14 | tour | v | to visit several parts of a country or area | يجولٌ \ِّرِّ |
|  | 15 | virtuoso | n | a person highly skilled in music or another artistic pursuit | موسيقارٌ بارعِّ |
| 4 <br> $\&$ <br> $\mathbf{8}$ | 1 | accusation | n | a charge or claim that someone has done something illegal or wrong |  |
|  | 2 | agonise | v | to undergo great mental anguish through worrying about something | يُعاني \ \يتألّفّ |
|  | 3 | extravagantly | adv. | spending money or using resources in a wasteful way |  |
|  | 4 | high-living | n | an extravagant social life as enjoyed by the wealthy |  |
|  | 5 | jockey | n | a person who rides in horse races, esp. as a profession | فارس \} |
|  | 6 | repudiate | v | to refuse to accept or be associated with |  |
|  | 7 | season | n | a fixed time in the year when a particular sport is played | موسمٌ |
| \% $\begin{aligned} & \text { ¢ } \\ & \mathbf{8} \\ & 8\end{aligned}$ | 1 | accolade | n | an award or privilege granted as a special honor or as an acknowledgement of merit | وسامٌ \ جائزةٌ |
|  | 2 | aligned | adj. | put into correct or appropriate position | مُصفّفٌ \} |
|  | 3 | bladder | n | a membranous sac in humans and other animals, in which urine is collected for excretion | المثّانة |
|  | 4 | eternity | n | infinite or unending time | الأبدية |
|  | 5 | genetics | n | the study of heredity and the variation of inherited characteristics | علم الجينات |
|  | 6 | gifted | adj. | having exceptional talent or natural ability | موهوب |
|  | 7 | molecular | adj. | of, relating to, or consisting of molecules | جُزيئي |
|  | 8 | nomination | n | the action of proposing or formally entering as a candidate for election or for an honor or award | تسمية \} |
|  | 9 | non-invasive | ${ }^{\text {adj. }}$ | not requiring the introduction of instruments into the body | لا يستوجب جراحة |
|  | 10 | recipient | n | a person or thing that receives or is awarded something | المُتلقّقي \المُحرز على |
|  | 11 | researcher | n | a person who systematically investigates materials and sources in order to | باحٌ |

## READING COMPREHENSION

## Read the following passage carefully, then answer the questions that follow:

When you graduated from tricycle to bicycle as a kid, you probably weren't thinking too much about the health benefits of biking. But as an adult, cycling becomes a great low-impact exercise that can also take you places, wrapping a hobby, exercise, and commute all in one two-wheel package. Whether you're flying across the pavement through the fresh air or working up a sweat on a stationary bike in your home, there are many benefits of biking 30 minutes a day.

Exercising on the bike for at least 30 minutes a day will build up your cardiovascular and muscular endurance. By putting in consistent effort, you'll notice an improvement in your aerobic capacity, enabling you to bike longer or on more intense rides. You might also feel higher energy levels throughout the day, because exercise helps boost your overall stamina.

Getting your heart rate up doesn't have to be hard on your joints. Opposed to running, cycling gets your cardio done in a low impact way. The pedals and resistance take the pressure off of your knees and hips so you can focus on building muscular strength.

We all know bikes can be a little wobbly as you're starting and stopping. Riding an outdoor bike helps you gain balance and spatial awareness, and stabilizing the bike can strengthen your arms, core and legs. If you're working out on a stationary bike, riding out of the saddle helps train the stabilizer muscles in your legs to be strong. Ride in the saddle with high resistance, and you'll feel the burn all the way from your core to your calves.

You can make your bike ride as leisurely or as intense as you'd like. When using a stationary bike, you can do a high cycling class with moves that work your legs, core, and arms and keep them active and strong all in one 30 -minute period. If you're riding outdoors, you can choose a challenging route that will break a sweat, or you can cruise on flat ground at an even pace and enjoy the scenery. Overall, even though it's one bike, you can mix it up so every day feels different.

## A. From a, b, c and d, choose the correct answer:

1. This text is mainly about:
a. the negative effects of riding bicycles.
b. the health benefits of biking.
c. the benefits of learning a foreign language.
d. the benefits of visiting museums.
2. The underlined word "stamina" in the $\mathbf{2}^{\text {nd }}$ paragraph is closest in meaning to:
a. sleep
b. speed
c. intelligence
d. strength
3. The underlined word "them" in the $\mathbf{5}^{\text {th }}$ paragraph refers to:
a. legs, core, and arms.
b. moves.
c. legs.
d. arms.
4. The purpose of the writer is:
a. to make people exercise less.
b. to encourage people to bike more.
c. to sell more cars online.
d. to read more books and newspapers.
5. According to the passage, which of the following sentences is NOT TRUE?
a. Biking can improve mental and physical heath.
b. Biking improves cardiovascular fitness.
c. Biking causes severe heart diseases.
d. Biking makes the muscles strong.

## B. Answer the following questions:

6. How can a person build up his cardiovascular and muscular endurance?
$\qquad$
$\qquad$
7. What effects does riding an outdoor bike have on the mind and the body?
$\qquad$
$\qquad$
8. How long should a person ride a bike to become fit and healthy?
$\qquad$
$\qquad$
9. How does cycling benefit the knees?

## SUMMARY MAKING (1)

Walking can offer many health benefits to people of all ages and improve their fitness levels. It may also help prevent certain diseases and even prolong your life. In fact, this sport is easy to fit into your daily schedule and all you need to start walking is a sturdy pair of walking shoes. Walking can help you burn calories, which can help you lose weight. Your actual calorie burn will depend on several factors, including: walking speed, distance covered, and weight. Walking increases oxygen flow through the body and can help your mental health. Many studies have shown that walking can help reduce anxiety, depression, and a negative mood. It can also boost self-esteem and reduce symptoms of social withdrawal.

In a paragraph of FOUR sentences ONLY summarise and paraphrase the previous passage in an answer to the following question:

- What are the advantages of walking?
$\qquad$
$\qquad$
$\qquad$
$\qquad$


## SUMMARY MAKING (2)

Stress is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems. It can increase the pulse rate and cause high blood pressure. It can also affect the respiratory system and lead to asthma. Moreover, it can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can equally cause stomach aches and digestive problems. Besides, it can lead to some serious mental illnesses like depression and extreme feeling of sadness. Furthermore, it can make people angry, moody, or nervous. These are only a few examples of the wide range of illnesses resulting from stress.

In a paragraph of FOUR sentences ONLY summarise and paraphrase the previous passage in an answer to the following question:

## - What are the negative effects of stress?

## TRANSLATION <br> Translate the following sentences into good English:

(UNIT 7)

1. إنّ أحد أفضل الأساليب لضمـان عُمرٍ أطول هو بقائنـا ناشطبن جسديا و ذهنيا. (SB/page: (S6)
2. 

$\qquad$
2. يُعلّم الإسلام الأبناء أن يُوقّروا آبائهم و أن يُظهروا لهم العطف في كِبر سنّهم. (SB/page: 57)
2.
(UNIT 8)

1. ينتقل العديد من الأثرياء للعيش في الريف هربا من إزدحام و نلوث المدينة. (SB/page: 63)
2. 
3. تعاني العديد من المناطق من تأثثيرات التفريغ السكاني و البُنية التحتية السيئة. (SB/page: 63)
4. 

(UNIT 9)

1. تقليدبا كان الرجال فقط هم من يمثّلون الكويتيين في الحكومة. (SB/page: 72) 1.
2. في أيامنا هذه نوجد العدبد من النسوة المنتخبات لخدمة بلدهن في مجلس الثعب. (SB/page: 72)
3. 

(UNIT 10)

1. قد يعاني متسلقو الجبال أحيانا من الإر هاق الشديد و قضمة البرد.
2. 

$\qquad$
2. تستوجب ممارسة الرياضـات القصوى الكثير من الجهد و القوة و القدرة على التحمّل. 2.

## (UNIT 11)

1. إستفاد البشر كثبر ا من إستكثاف الفضـاء و أثروا معارفهم.
2. 
3. يساعد إستكثـاف الفضـاء على تحسين حباة الناس على اللأرض.
4. 

## LANGUAGE FUNCTIONS <br> Write what you would say in the following situations:

1. A friend of yours says that people living in the countryside should move to cities.
$\qquad$
$\qquad$
2. Your father intends to launch a big business project in the countryside.
$\qquad$
$\qquad$
3. Your brother says that entertainment nowadays is much enjoyable than in the past.
$\qquad$
$\qquad$
4. You want to take up an extreme sport game, but your father refuses.
$\qquad$
$\qquad$
5. A friend of yours asks you about the benefits of space exploration.
$\qquad$
$\qquad$
6. You explain to your brother how he can improve his English.
$\qquad$
$\qquad$
7. You explain to your father how you will benefit from joining a science club in your school.
$\qquad$
$\qquad$
