

Yes We Can with Dorouscom



1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



Unit One : Getting Through

Theme: Intercultural Exchanges

1* Computer Parts

أجزاء الكمبيوتر



How to write a Curriculum Vita (C V) *2

كتابة سيرة ذاتية

3* Write a job application

كتابة طلب عمل



Write, send and recieve an email *4

كتابة، ارسال واستلام رسالة الكترونية (ايميل)

دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



Unit One : Getting Through
Theme : Intercultural Exchanges



Grammar

- 1* The imperative
- 2* Sequencers : First, Second, Then,
- 3* Modals : Need to - Needn't to / Have to - Don't have to / Must-
Mustn't.
- 4* Express Purpose: In order to - So as to - To
- 5* Frequency adverbs: always, Often, Rarely.....
- 6* Degree adverbs : Very , Quite
- 7* Preferring: I prefer.....to.... / I preferrather than
- 8* Correlative Conjunctions : Neither....nor / Neitheror /
both....and.....

دروسكم
منصة الدعم المدرسي الإلكتروني

ملف الحصة المباشرة و المسجلة

حصة مباشرة

1

حصة مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الاشتراك



Unit Two : Once Upon a Time For Literary Steams Only

للاديبين فقط

Theme: Famous People

1* Listen and respond to a tale →

أستمع وأرد على قصة (حكاية)

2* Read about famous people and write a literary portrait of some of their works →

أقرأ عن بعض المشاهير وأكتب مراجعة عن البعض من أعمالهم



أحصل على بطاقة الإشتراك



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

Unit Two : Once Upon a Time For Literaru=y Steams Only

للاديبين فقط

Grammar

1* Simple Past and Past continuous using **while** and **when**

2* Relative pronouns - **Who** and **Which**

3* Pronunciation of final 'ed'



ملف الحصة المباشرة و المسجلة



1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



Unit Two: Our Findings

Unit 3 for L-S

Theme : Communication The Press

1* Means of Communication(Tv, Newspapers, Magazines....)



2* How to report event, accident, news :

- Questionnaire
- Survey
- Interview
- Articles
- Graphs



أحصل على بطاقة الإشتراك



Unit Two: Our Findings

Theme : Communication The Press

Grammar

- 1_ Direct and indirect speech: Reporting questions and statements in the present simple tense, modals.
- 2_ Reporting verbs : **Said , told , wondered , asked , answered , replied ..**
- 3_ adjectives using suffixes **ful** and **less**
- 4_ Stress shift from noun to adjective
- 5_ Pronunciation of final "s"



أحصل على بطاقة الإشتراك



ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

دروسكم
منصة التعليم الإلكتروني

Unit Three: Back to Nature

Theme : Environment and World of Animals

* Environment and World of Animals

* Environmental Problems such as pollution, natural disasters, climate change and suggesting solutions.



ملف الحصة المباشرة و المسجلة

حصة مباشرة

1

حصة مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الاشتراك



Unit Three: Back to Nature

Theme : Environment and World of Animals

Grammar

- 1_ If Conditional (0 / 1 / 2) ³
- 2_ Expressing cause and effect relationship using **as a result** , **so** , **consequently**
- 3_ Express opinion: I think How do you feel about....? I agree / I disagree..
- 4_ Quantifiers: some , a little of , most of , all of , half of , few..
- 5_ Forming adjectives using suffixes : al , ic, ical
- 6_ Forming opposites using negative prefixes.



ملف الحصة المباشرة و المسجلة

حصة مباشرة 1

حصة مسجلة 2

دورات مكثفة 3

أحصل على بطاقة الإشتراك



Unit Four: Eureka

Theme : Innovation and Technology

*Innovation and Technology
*It's problems and impacts



* The development of telecommunications



ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



Unit Four: Eureka

Theme : Innovation and Technology



Grammar

1_ Expressing concession: " however ", " although " ()

2_ Expressing result : so+ adj + that ✓

3_ Use definite and indefinite articles ✓

4_ Writing a biography ✓



ملف الحصة المباشرة و المسجلة



حصص مباشرة 1

حصص مسجلة 2

دورات مكثفة 3

أحصل على بطاقة الإشتراك



however

although



FOCUS



دروسكم
منصة التعليم الإلكتروني

دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

1

2 حصص مسجلة

2

3 دورات مكثفة

3

أحصل على بطاقة الإشتراك



however

CONJUNCTIVE ADVERB

- Two contrasting ideas
- But, nevertheless

I am tired, however, I'm going to continue studying.

I am tired, however, I'm going to continue studying.

I am tired. However, I'm going to continue studying.

I am tired; however, I'm going to continue studying.



منصة التعليم الإلكتروني دروسكم



ملف الحصة المباشرة و المسجلة



1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



although

SUBORDINATING CONJUNCTION

- Two combined ideas
- Although + exception to the main rule
- In spite of

Although I am tired, I'm going to continue studying.

Although I am tired, I'm going to continue studying.

although + clause 1 + clause 2



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



I am tired, however, I'm going to continue studying.

Although I am tired, I'm going to continue studying.

I'm going to continue studying, although I am tired.

منصة التعليم الإلكتروني دروسكم



ملف الحصة المباشرة و المسجلة



1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



See if you have mastered the use of these words by trying our quiz!

1. I feel extremely tired, _____ I went to bed early last night.

although

however

2. I left on time; _____, heavy traffic caused me to be late.

although

however

3. I'm running a little late with the speech; _____, I expect to finish it by this afternoon.

although

however

4. They're still going camping, _____ it will be raining all weekend.

although

however



ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



5. James made the basket, _____ he is much shorter than his one-on-one opponent, John.

although

however

6. We will have lunch outside. _____, we will move inside in the event of rain.

Although

However

7. Marie speaks English well, _____ her first language is French.

although

however

9. David loves Bollywood movies, _____ he doesn't speak Hindi.

although

however

دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



SO + ADJECTIVE + THAT

These two structures establish a cause-and-effect relationship between the clauses—in other words, what the first clause describes causes what the second clause describes to happen.

Examples:

The difference in price is so small that it's not worth bothering about.

The difference in price is so small as to not be worth bothering about.

Cause : the difference in price is very small.

Effect : it's not worth bothering about.

~~The difference between the two constructions is one of formality. SO + ADJ + AS TO is more formal than SO + ADJ + THAT.~~

I'm not so old that I don't remember what it was like to be 17!!



More examples:

INFORMAL : SO + ADJ + THAT

This word is so rare that it's almost obsolete.

I'm not so old that I don't remember what it was like to be 17.

He was so nice that he gave me a lift to the airport.



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



e.g. Reason: My shopping bags were heavy. Result: My arms hurt.

→ My shopping bags were **so** heavy **that** my arms hurt.

We can use this with adverbs too.

e.g. She talks fast. I don't understand her.

→ She talks **so** fast **that** I don't understand.

(She talks **too** fast **for** me to understand).



ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



SO + ADJECTIVE + THAT

- He is very strong. He can lift a car with his hands.
- He is **so strong that** he can lift a car with his hands.

Rewrite using SO --- THAT:

- 1- He was very tired; he went to bed early.
*He was **so** tired **that** he went to bed early.*
- 2- The puzzle was difficult. He couldn't do it.
*The puzzle was **so** difficult **that** he couldn't do it.*
- 3- We were confused. We didn't know which way to go.
*We were **so** confused **that** we didn't know.*
- 4- The play was fantastic; the audience was happy.
*The play was **so** fantastic **that** the audience were happy.*
- 5- My car is very old. I can't travel by it.
*My car is **so** old **that** I can't travel by it.*
- 6- Mary is very beautiful in her dress; she looks like a princess.
*Mary is **so** beautiful in her dress **that** she looks like a princess.*
- 7- Mark stayed in the sun very long; He got sunburnt.
- 8- The items in that shop were really cheap. Sarah bought lots of things.
- 9- The box was really heavy; George injured his back while carrying it.

دروسكم
منصة الدعم المدرسي عبر الإنترنت

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



0699 320 999 / 044 77 64 11

7- Mark stayed in the sun very long; He got sunburnt.

8- The items in that shop were really cheap. Sarah bought lots of things.

9- The box was really heavy; George injured his back while carrying it.

10- The restaurant was very crowded; We had to wait for 15 minutes.

11- The weather was lovely yesterday. We went to the beach.

12- He is a funny man. He always makes me laugh.

13- Sam lost his job because he was lazy.

15- The film was very exciting; I watched it twice.

homework

دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الاشتراك



TYPES OF ARTICLES

ARTICLE DEFINITION

An **article** is a word that modifies or describes the Noun. It is used before the noun to show whether it refers to something specific or not.



TYPES OF ARTICLE

Definite Article

Indefinite Article

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



HOW TO USE ARTICLES

The

the definite article

points to specific/particular nouns



Look! I flew **the** kite.

This sentence refers to a particular kite.

The **kids** helped me fly it.

refers to specific kids.

VS

A/An

the indefinite article

defines non-specific, singular nouns

We saw **a** kite fly by.

talks about a non-specific kite

An owl can turn its head up to 270°.

refers to any owl

use

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



The definite article is also used in the second mention of a noun.

Lily loves her ^{noun} cat and orange ^{noun} kite. When **the** cat tore **the** kite, she got mad and cried.

The definite article is used to refer to the same cat and kite mentioned in the first sentence.

٨



The is used with **noncount nouns.**

ideas, qualities, things that can't be counted.

✓ He stole **the** money from me.

refers to a particular money

✓ He stole money from me.

non-specific money; no article needed

non
n



ملف الحصة المباشرة و المسجلة



1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



A

a is used with nouns that begin with a **vowel** sound.

a person; **a** car; **a** ham; **a** ukulele; **a** uniform; **a** U.S. army

these words begin with the vowel sound "yoo"

a + Vowel

An

an is used with nouns that begin with a **consonant** sound.

an epic; **an** ark; **an** order; **an** honor; **an** SOS; **an** heirloom

first sound is "oh"

first sound is "eh"



Join **a/an** with countable units to define noncount nouns.

X He stole **a** money from me.

countable unit



He stole **a bag** of money from me.

دروسكم

منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصة مباشرة

1

حصة مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الاشتراك



Complete the sentences

1. Tom is a cat.
2. This is an apple.
3. Can you tell me a story?
4. she is a doctor.
5. He is a boy.
6. Micky is a mouse.
7. She gives me an orange.
8. I will finish work in an hour.
9. They will meet in the school.
10. We went to the zoo yesterday.

Use A and An with singular nouns. E.g. A cat, An apple.

Use The with plural nouns. E.g. The cats, The apples.

Use A if the noun begins with a consonant sound. E.g. A ball.

Use An if the noun begins with a vowel sound. E.g. An umbrella.

Use The before the name of the person, place and things. E.g. The world.

دروسكم
منصة التعليم الإلكتروني

h vowels

دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة 1

حصص مسجلة 2

دورات مكثفة 3

أحصل على بطاقة الاشتراك



● Look at the picture and answer questions A-E that follow. Use words from the box below.

brush bucket water stream dirt washboard
clothes washing machine river clothes beater well



A. Where do you think the women are?

Is it ...

a. in the town?

b. or in the countryside?

B. Are the women ...

a. rolling couscous? b. eating? c. or washing clothes?

C. Besides their hands, what else are they using? Choose one answer:

a. a washboard and a brush. b. their feet. c. a clothes beater.

D. What are they doing it for? Choose one answer:

a. to remove the water from the clothes.

b. to remove the dirt from the clothes.

c. to remove the soap from the clothes.

E. Do you think it is the right way of doing it? If 'yes', why? If 'no', why?

دروسكم

منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



LISTEN AND CHECK

1 Listen to the first part of a short presentation of an invention and check your answers to questions C, D and E on the previous page.

2 Listen to the second part of the presentation and answer the questions below.

A. What does the object in picture 1 represent?

B. What is the object in picture 2 ?

C. Does the presentation give us a description of the device ?

D. If not, what does it tell us about?

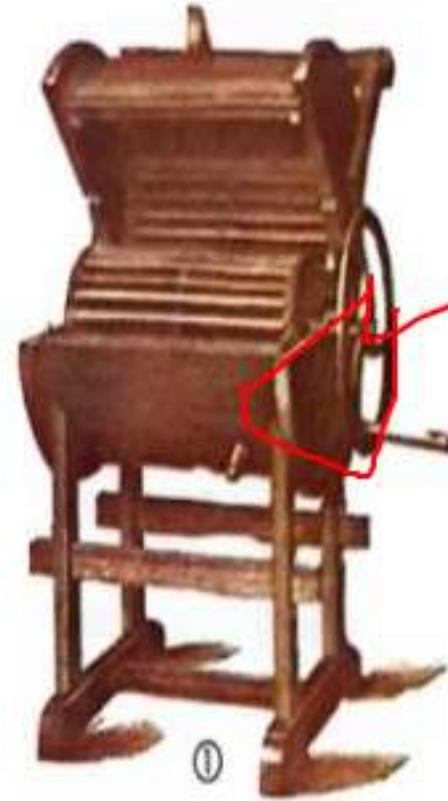
It tells us about...

a. the functioning of the device.

b. an invention's profile.

c. an inventor's biography.

3 Listen to the presentation again and fill in the blanks in the boxes below with notes (information).



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



Unit Four / Script 1 (Listening and speaking)

Part One: Thanks to technology, there are many labour-saving devices in the modern home today. People have invented them to save time and effort. But these labour saving devices have not come out of the blue. As the saying goes, 'necessity is the mother of invention'. For example, in the old days people had to keep clean, and they did so by washing their clothes by hand in rivers or country streams. Sometimes, they used a washboard on which they moved the clothes up and down, and sometimes a small rock to beat the clothes. That is how they kept clean.

However, there were three main drawbacks to this solution. Firstly, it took a long time to clean the clothes. Secondly, it was very hard work. Thirdly, clothes did not last very long because the stones, brushes and washboards damaged them. That is why a device was necessary to save time, labour, and the clothes.

Part Two: In 1851, a man called James King invented a washing machine powered by hand. Yet, this was still hard work, even though it did not take as long as before to clean the clothes with the manual washing machine. Thus, in 1909, a company in the U.S.A. produced the first electric washing machine. And today, this device is so useful that almost every home has one.

دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الاشتراك



Unit Four / Script 1 (Listening and speaking)

Part One: Thanks to technology, there are many labour-saving devices in the modern home today. People have invented them to save time and effort. But these labour saving devices have not come out of the blue. As the saying goes, 'necessity is the mother of invention'. For example, in the old days people had to keep clean, and they did so by washing their clothes by hand in rivers or country streams. Sometimes, they used a washboard on which they moved the clothes up and down, and sometimes a small rock to beat the clothes. That is how they kept clean.

However, there were three main drawbacks to this solution. Firstly, it took a long time to clean the clothes. Secondly, it was very hard work. Thirdly, clothes did not last very long because the stones, brushes and washboards damaged them. That is why a device was necessary to save time, labour, and the clothes.

Part Two: In 1851, a man called James King invented a washing machine powered by hand. Yet, this was still hard work, even though it did not take as long as before to clean the clothes with the manual washing machine. Thus, in 1909, a company in the U.S.A. produced the first electric washing machine. And today, this device is so useful that almost every home has one.

3 Listen to the presentation again and fill in the blanks in the boxes below with notes (information).

| | A | B |
|---|------------------------------|--|
| 1 | Introduction | importance of home labour-saving devices |
| 2 | Problem | people had to keep clean by hand / / washboard / small rocks |
| 3 | Original solution ① | but |
| 4 | Problems with the solution | James King/ washing machine/ 1851 |
| 5 | Invention (who/what/when...) | however it was still hand used |
| 6 | Problems | 1908 / / |
| 7 | Innovation / New invention ↗ | almost every home has one |
| 8 | Conclusion | |

4 Use the information/notes in the table above to make a brief presentation of the invention to the class.



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



IT'S YOUR TURN

1 Match pictures 1-4 with the names of inventors A-D in the table that follows.



| | | | |
|---|---|---|--|
| Louis Pasteur | Alexander Fleming | Alexander Graham Bell | Albert Einstein |
| 1822 - 1895 born in France (1885) (A) | 1881 - 1955 born in Scotland (1928) (B) | 1847 - 1922 born in Scotland (1876) (C) | 1879 - 1955 born in Germany (1905) (D) |

2 Match the names of scientists 1-4 with inventions or discoveries (A-D). Then write 4 sentences using the matched parts and the verbs in the table below.

| | | |
|--------------------------|--------------------------------------|--------------------------------|
| 1. Albert Einstein | discovered invented formulated | A. Penicillin. |
| 2. Alexander Graham Bell | | B. the theory of relativity. |
| 3. Alexander Fleming | | C. the vaccine against rabies. |
| 4. Louis Pasteur | | D. the telephone. |

دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



2 Match the names of scientists 1-4 with inventions or discoveries (A-D). Then write 4 sentences using the matched parts and the verbs in the table below.

| | | |
|--------------------------|--------------------------------------|--------------------------------|
| 1. Albert Einstein | discovered invented formulated | A. Penicillin. |
| 2. Alexander Graham Bell | | B. the theory of relativity. |
| 3. Alexander Fleming | | C. the vaccine against rabies. |
| 4. Louis Pasteur | | D. the telephone. |

3 Now, use the information in exercise 2 above to play the game 'Tell me...'. Use the cues in the box below.

- A: - Can you tell me who invented / formulated / discovered...?
- Have you got any idea who / when / where ... ?
- Do you happen to know who / when / where ... ?
- B: - I think / guess it was ... / It was _____, wasn't it?
- I'm afraid / Sorry, I have no idea. / I don't know.



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الاشتراك



SAY IT IN WRITING

1 Use the information in exercises 1 and 2 above to write a short biography of one of the people in the pictures.

Start like this: Louis Pasteur is one of the most French scientists.

2 Correct your mistakes. Then read the corrected version of the biography to the class.

دروسكم
منصة التعليم الإلكتروني

دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



ANTICIPATE

1 Match pictures of items 1-4 with their names A-D in the box below.

A. drum B. telegraph C. telephone D. satellite



1



2



3



4

2 What do all the items represented in pictures 1-4 above refer to? Circle the correct letter A, B, C or D. Justify your answer.

- A. The development of the radio B. The development of telecommunications
C. The start of telecommunications D. The development of the satellite system.

3 Guess when the items in the pictures above were invented. Write the names of the items/inventions in column A.

| A | B |
|--------------|-----------------------|
| Name of item | Date / Time period |
| | ancient times |
| | 1876 |
| | 1890s |
| | mid-twentieth century |

دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



READ AND CHECK

① Read the text below and check your answers to exercises 2 and 3 on the previous page.

From **the time of primitive man**, humans have wanted to communicate through space. **Centuries ago**, men used drums to send and receive messages. In Ghana, for example, this means of communication is called 'talking drums'. §1

However, communication through drums and other means was not satisfactory over very long distances. Long-distance voice communication became possible only in **1876** when Alexander Graham Bell invented the telephone. Twenty-three years later, Italian inventor Guglielmo Marconi used Heinrich Hertz's discoveries about electromagnetic waves to invent another means of telecommunications. It was the 'wireless' telegraph, and it was the ancestor of the radio. It allowed communication between England and France in **1899**. §2

There was still a problem with long-distance voice communication via micro-wave radio transmission. The transmissions followed a straight line from tower to tower. So the system was impracticable over the sea. In **1945**, science fiction writer, Arthur C. Clarke, suggested a solution. He proposed a system of communications satellites in an orbit, 35,900 km above the equator. The satellites would circle the Earth in exactly 24 hours. §3

Today, it is possible to communicate internationally by satellite. The latest satellites can carry over 100,000 simultaneous conversations. By the year **2050**, electronic information technology will have transformed world business, schools and family life. §4

Adapted from *Hutchinson Encyclopaedia*



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الاشتراك



2 Read the information in bold type in the text above and tick (✓) the most suitable title for the text. Justify your answer.

- A. Telecommunications and satellites
- B. Graham Bell's invention
- C. Telecommunications: Past, Present and Future

3 Read the text again and answer the questions below.

- A. What invention was the ancestor of the radio?
- B. What was the problem with long-distance voice communication?
- C. What was the solution to the problem ?

منصة التعليم الإلكتروني دروسكم



ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



Biodiversity under Threat!

Biodiversity is all the different kinds of life you'll find in one area – the variety of animals, plants and even microorganisms like bacteria that make our natural world. Each of these species and organisms work together in eco-systems, like an intricate web, to maintain balance and support life. Biodiversity supports everything in nature that we need to survive: food, clean water, medicine and shelter.

As humans, we nowadays put increasing pressure on the planet, using and consuming more resources than ever before, we risk damaging the balance of ecosystems and losing biodiversity. WWF's 2022 Living Planet Report found an average 69% decline in global populations of mammals, fish, birds and reptiles since 1970. Three-quarters of the land-based environment and roughly 66% of the ocean environment have become significantly different than before. Humans have overfished the oceans, cleared the forests, polluted our water sources and caused a climate crisis.

Luckily, one of the most beautiful things about biodiversity is its resilience. Reduce the pressure, manage resources well, give it time, the ecosystem will adapt and biodiversity will recover. The WWF is engaging local communities and international governments to rethink how we are using natural resources. All kinds of insects, fish, birds, plants and even people will benefit if we allow nature to recover.

Adapted from: [What is biodiversity? | Pages | WWF \(worldwildlife.org\)](https://www.worldwildlife.org/what-is-biodiversity?pages=1)

A. Text comprehension: (08pts)

1. Choose the correct answer: (0.5 pt)

a- The text is adapted from: 1- A Magazine 2- A book 3- A website

2. Say whether the following statements true or false? (2 pts)

- Animals, plants and microorganism's species work in isolation.
- Humans today are preserving natural resources more than ever.
- $\frac{1}{3}$ of land environment has become different than before.
- The climate crisis is caused by humans.

3. In which paragraph is it mentioned that "Biodiversity supports everything in nature that we need to survive" (01pt)



دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



4. Answer the following questions according to the text (3pts)

- What makes our natural world?
- Do humans risk damaging the balance of ecosystem? Justify.
- How can we make biodiversity recover?

5. Who or what do the underlined words refer to in the text? (1,5pts)

- These species and organisms (§1):
- We (§2):
- Its (§3):

B. Text Exploration: (07pts)

1) Find in the text words or phrases that are closest in meaning to the following (01pt)

- Types (§1) =
- A decrease (§2) =

2) Divide the following words into roots and affixes (1.5pts)

Biodiversity - Pollution

| Prefix | Root | Suffix |
|--------|------|--------|
| | | |

a- Synonyms

a) Types (§1) = *Kinds*

B) A decrease (§2) = *Decline*

b- Completing the chart :

| Prefix | Root | Suffix |
|--------|---------|--------|
| Bio | Diverse | ity |
| / | Pollute | ion |



ملف الحصة المباشرة و المسجلة

حصة مباشرة

1

حصة مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



0699 320 999 / 044 77 64 11

3) Join the following sentences using the conjunction between brackets (03pts)

- 1- a-Humans overused natural resources. (*as*)
b-Biodiversity is under threat.
- 2- a-People are hunting animals excessively. (*As a consequence*)
b- There is a disruption in the food chain.
- 3- a-Humans use fossil fuels in diverse domains. (*Since*)
b-Humans contribute to air pollution more than ever.

Topic 01: You took part in a heated debate on Facebook about whether climate change is real or not. Write a paragraph of about 70-80 words whereby you state the future, possible dangers of climate change. Make sure to use conditional type 1. You may use the following notes:

- Temperature / carbon dioxide / rise
- Hurricanes / flood / earthquakes
- Animal species / loss of habitat / extinction
- Ecosystem / imbalance / biodiversity decline

Topic 02: You are an active member of your school magazine. Write a short article in which you explain the causes, consequences and solutions of pollution.

c- Joining the pairs of sentences using the conjunction between brackets

- 1-As humans overused natural resources, biodiversity is under threat.
- 2-People are hunting animals excessively, as a consequence, there is a disruption in the food chain.
- 3- Humans contribute to air pollution more than ever since they use fossil fuels in diverse domains

d-Syllabifying and marking stress in the given words

Im/'pure – Des/'truc/tion – In/e/'ffec/tive – Dis/a/'gree

دروسكم
منصة الدعم المدرسي عبر الإنترنت

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



0699 320 999 / 044 77 64 11



PART ONE / Reading: Read the text and answer the questions:

Before the invention of the telescope it was impossible to examine the sky satisfactorily. The telescope was first made by a Dutchman, whereas Galileo was the first man to use one to look at the moon. There, he saw mountains and then, set the science of astronomy on a new way.

The change of the course of Galileo's work was caused by the deport of the recent invention in Holland, of a new optical instrument that made distant objects appear closer when **they** were very distant from the observer. A few days later, Galileo inquired into the way by which he could invent a similar instrument. First, he prepared a tube of lead at the ends of **which** he fitted two glass lenses. Both of these were flat on the other side; one was convex (thicker in the middle than at the edge). Then placing his eye near the concave lens, he saw objects larger and nearer than seen with the human eye alone. Next, he constructed another one more accurate which showed objects as if enlarged more than 60 times. Finally, after a hard labour, he succeeded in constructing an excellent instrument that a scene appeared one thousand times larger and thirty times closer than when observed with natural vision.

Galileo's first conclusion was that this telescope could be used in the army and the navy; not a very original idea because the Dutch had already used **it**. But Galileo turned his telescope, much more powerful to the night sky; a simple act but one which was to change astronomy completely. The first object observed was the moon. **He** was the first to see bright mountains and vast dark plains.

2) Choose the best answer:

A/ COMPREHENSION: (8pts)

1) Circle the letter that corresponds to the right answer:

A/ The text is:

- a. narrative b. expository c. argumentative

B/ The text is about:

- a. The progress of Astronomy
b. The invention and improvement of the telescope
c. The uses of the telescope

A/ The instrument invented in Holland was used to....

- a. observe the moon
b. see far objects nearer
c. observe tiny objects

B/ Galileo was the first.....

- a. to invent a telescope
b. to buy a telescope
c. to improve the telescope

C/ Galileo was able to make.....

- a. a biggest telescope
b. a thicker telescope
c. a more precise and strong telescope



3) Answer the following questions according to the text:

- Who made the first optical instrument and where?
- How did distant objects appear when seen through the Dutch telescope?
- How many telescopes did Galileo construct?
- Was Galileo the first to use the telescope to observe celestial objects? Justify.

4) In which paragraph do we have a description of the new telescope?

5) What or who do the underlined words refer to in the text:

- a. they (§2)..... b. which (§2)..... c. it (§3)..... d. he (§3).....

B/ TEXT EXPLORATION: (7pts)

1) Find words that are closest in meaning to the following:

- a. plentifully = (§1)..... b. visual = (§2)..... c. device = (§2)..... d. spacious = (§3).....

2) Complete the sentences below with the appropriate adverb of manner:

- She is a quick typist. She types.....
- He drives his car with care. He drives his car.....



ملف الحصة المباشرة و المسجلة

حصص مباشرة 1

حصص مسجلة 2

دورات مكثفة 3

أحصل على بطاقة الإشتراك



3) Join the pair of sentences with the provided connector:

- I called my friends. I invited them for tea. (whom)
- He ordered a meal. It doesn't cost too much. (which)
- George Washington Carver was a slave. He managed to become a famous scientist. (Although)
- Satellites are useful. Many electronic devices depend on them. (so That)

4) Reorder the sentences below so as to make a coherent paragraph:

- He was the first to transmit the image of the human face from one room to another in 1926.
- because his pioneering work stimulated the efforts of many others.
- Modern TV is a combined achievement of scientists of several nations.
- But John Logic Baird deserves a leading place among them
- Baird died in 1946 with many of his hopes unfulfilled.

5) Classify the words according to the pronunciation of their final 's':

Inventions - changes - nations - sciences - stops - scientists

| /s/ | /z/ | /ɪz/ |
|-----|-----|------|
| | | |



ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



PART TWO/ Written Expression: (5pts)

Choose one of the following topics

Topic 1: Albert Einstein was considered the most influential physicist of the 20th century.

Use the following notes to write a short biography.

~Name: Albert Einstein

~The discovery: theory of relativity

~Jobs and rewards:

Became a professor in 1909

Got Nobel Prize for physics in 1922

~Date and place of birth: 1879/Germany

~Date of discovery: 1905

~Date of death: 1955

Topic 2: Write a 10 lines paragraph on the following topic:

Which invention do you think is the most useful to humanity? Justify your answer with examples.

منصة دروسكم
دروسكم
منصة التعليم الإلكتروني



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الاشتراك

