

English 2009

دوسية بصمة الفل

الأستاذ أمين الفنجري

Reading...

دوسية قطع الفصلين

" قائمة مهام الطالب - محتوى دوسية قِطع الفصلين "

1 st semester		معاني الكلمات	فهم الأفكار	حل بنك الأسئلة	انجاز المهمة
Reading 1	The next lingua franca	<input type="checkbox"/>	<input type="checkbox"/>	29 سؤال	<input type="checkbox"/>
Reading 2	Making contact	<input type="checkbox"/>	<input type="checkbox"/>	39 سؤال	<input type="checkbox"/>
Reading 3	They need saving too	<input type="checkbox"/>	<input type="checkbox"/>	40 سؤال	<input type="checkbox"/>
Reading 4	Oliver Twist	<input type="checkbox"/>	<input type="checkbox"/>	49 سؤال	<input type="checkbox"/>
Reading 5	Smartphones affect friendships	<input type="checkbox"/>	<input type="checkbox"/>	19 سؤال	<input type="checkbox"/>
Reading 6	New hotel	<input type="checkbox"/>	<input type="checkbox"/>	43 سؤال	<input type="checkbox"/>
Reading 7	An amazing woman	<input type="checkbox"/>	<input type="checkbox"/>	35 سؤال	<input type="checkbox"/>
2 nd semester		معاني الكلمات	فهم الأفكار	حل بنك الأسئلة	انجاز المهمة
Reading 8	Living small	<input type="checkbox"/>	<input type="checkbox"/>	44 سؤال	<input type="checkbox"/>
Reading 9	Kindness	<input type="checkbox"/>	<input type="checkbox"/>	31 سؤال	<input type="checkbox"/>
Reading 10	Getting your message across	<input type="checkbox"/>	<input type="checkbox"/>	21 سؤال	<input type="checkbox"/>
Reading 11	Virtual reality	<input type="checkbox"/>	<input type="checkbox"/>	34 سؤال	<input type="checkbox"/>
Reading 12	Inspirational stories of resilience	<input type="checkbox"/>	<input type="checkbox"/>	48 سؤال	<input type="checkbox"/>
Reading 13	Spoilers	<input type="checkbox"/>	<input type="checkbox"/>	36 سؤال	<input type="checkbox"/>

Paragraph 1

* A study in the UK ^{revealed} →→→→→ 25% of adults ^{can} →→→→→ hold a conversation in a foreign language ^{reasons?} →→→→→ :
 (1) a mixture of cultural reasons (2) past government policies

* The most important foreign languages in the UK ^{mention?} →→→→→ French + Spanish + German

Paragraph 2

* The situation in other countries is different ^{how?} →→→→ The foreign language is: **English** ^{now} →→→→ compulsory subject.

Paragraph 3

* Fluency in a foreign language is highly important for a student's future ^{why?} →→→→

(1) It helps young people be successful in their chosen career.

(2) It makes travelling less stressful and fun!

(3) Students learn about the culture of the country where it is spoken.

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Paragraph 4

* The main emerging economies ^{mention?} →→→→→ India + China ^{so} →→→→→ study their languages.

* Which languages will dominate the future? ^{why?} Difficult to answer →→→ depends upon which future we are considering.

Paragraph 5

* Students are wasting time ^{by learning} →→→→ French + German ^{focus on} →→→ Mandarin ^{why?} →→→ the most spoken language in the world

* Important languages in business ^{mention?} →→→→→ Arabic + Spanish

Paragraph 6

* Chinese →→→ the most spoken language in the world ^{but} →→→ it is complex ^{so} →→→→ it isn't the ideal lingua franca.

* Spanish + French →→→ neither is widely spoken or simple to learn →→→ they aren't the ideal lingua francas.

* English ^{so} →→ widely spoken and simple to learn ^{so} →→ vehicle of international communication →→ the ideal lingua franca.

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❖ The next lingua franca ...

اللغة العالمية القادمة

A recent study in the UK revealed that only about 25% of adults in the UK can hold a conversation in a foreign language. This was attributed to a mixture of cultural reasons and past government policies. **However**, language learning is now being prioritised in schools. French, Spanish and German are three of the languages identified as the most important.

1- According to the study, what percentage of UK adults can hold a conversation in a foreign language?

.....

2- A low number (25%) of people in the UK can speak a foreign language. Mention two reasons.

.....

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3- What are the three most important foreign languages identified in UK schools?

.....

On the other hand, the situation in other countries is different. The vast majority of students at secondary school learn a foreign language, which is often English. English is now a compulsory subject in many primary schools **too**. Fluency in a foreign language is highly important for a student's future.

4- Foreign language learning in other countries is different from that in the UK. How?

.....

5- Which foreign language do students in other countries usually learn, unlike in the UK?

.....

There are many reasons for this. **Firstly**, having a good command of a foreign language can help young people be successful in their chosen career. **What's more**, proficiency in a different language also makes travelling less stressful and fun! **Finally**, we shouldn't forget that when students learn a foreign language, they are **also** learning about the culture of the country or countries where it is spoken. This is a great way of promoting global understanding **too**.

6- Fluency in a foreign language is highly important for a student's future. Write down three reasons.

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

7- What is the benefit of speaking a foreign language while travelling?

*How can (speaking/learning) a foreign language help when travelling?

.....

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8- What does learning about other cultures promote?

.....

However, is English really as crucial as the large number of students of English would suggest? India and China are considered to be the main emerging economies, **so** it would seem to make sense to study one of the main languages spoken in these countries. The question of which languages will dominate the future is a difficult one to answer. It really depends upon which future we are considering.

9- Two countries are now considered the main emerging economies. What are they?

.....

10- What question about languages is described as difficult to answer?

.....

11- According to the text, what does the choice of future language depend on?

.....

Take the future of business. Perhaps students are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world. Reports **also** suggest Arabic and Spanish will be important languages to do business in.

12- According to the text, students are wasting their time by learning two languages. Mention them.

.....

13- According to paragraph 5, what language should students be turning their attention to?

.....

الأستاذ أمين الفنجرى

14- Why might Mandarin be a better choice than French and German for future business?

.....

15- Two languages are suggested to be important for doing business in the future. What are they?

.....

As far as travel is concerned, Chinese is the most spoken language in the world, **but** as it is complex, it isn't the ideal lingua franca. It is easy to get your message across in a hotel or restaurant in Spanish and French, **but** neither is as widely spoken or as simple to learn as English. **So**, English as a vehicle of international communication would seem to be here to stay.

16- Chinese isn't the ideal lingua franca for travel. Why?

.....

17- Quote the sentence which explains why Chinese is not the best choice as a universal language.

.....

18- Spanish and French are not ideal as (global languages/lingua francas). Why?

.....

19- Why is English expected to stay as the main tool for international communication?

.....

20- Which language is likely to remain the main tool of international communication?

.....

أسئلة الضمائر

21- What does the underlined pronoun "X" refer to?

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أسئلة الكلمات

22- The word that is the opposite of "optional" in the text is:

a- compulsory b- proficiency c- fluency d- emerging

23- What does the prefix "inter" in the word "international" mean?

a- against b- again c- between d- many

أسئلة الوظائف اللغوية

24- The function of using the word "However/but/on the other hand" is:

a- Opposition/contrasting b- Concluding/summarizing c- Certainty d- Introducing the speaker

25- The function of using the word "also/too" is:

a- Opposition/contrasting b- Clarifying c- Addition d- Introducing the speaker

26- The function of using the words "Firstly/What's more/Finally" is:

a- Opposition/contrasting b- Clarifying c- Certainty d- Continuation/addition/presenting a list of arguments

27- The function of using the word "so" is:

a- Opposition/contrasting b- Addition c- Conclusion/result d- Supporting a view with an example/evidence

28- The function of using the sentence "Take the future of business" is:

a- Opposition/contrasting b- Certainty c- Clarifying d- Supporting a view with an example/evidence

أسئلة المنهاج

سؤال واحد فقط: وهو اكمال فراغات وتعبئة نواقص في القطعة نفسها ؛ تم تجهيزها وتعبئتها لكم في القطعة...

أسئلة التفكير والمناقشة

29- Do you agree that English is likely to remain the global lingua franca? Why or why not?

.....

.....

.....

Paragraph 1

understand

such as

* **Some animals** →→→→→→→→ basic instructions →→→→→ horses + camels

can

* **Intelligent animals** →→→

(1) figure out what we want them to do (2) take in what we are saying (3) get across complex ideas.

Paragraph 2

loved

about

could

* **Child** = Jane Goodall →→→→ reading books →→→→ a fictional character: **Dr Dolittle** →→→→ talk to animals

went to

when?

came across

offer her

?

* **Jane Goodall** →→→ Africa →→→ in her 20s →→→→→ a scientist →→→→ a job →→→ observing chimpanzees in the wild

went with

where?

why?

* **Jane Goodall** →→→→→ her mother →→→→→ to the shores of Lake Tanganyika →→→→→ to start her new job

made out

where?

* **Jane Goodall** →→→→→ a group of chimpanzees in the trees →→→→→ around the Gombe Stream National Park

Paragraph 3

with no

so how?

?

* **Jane Goodall** →→→→→ scientific training →→→→→ could make contact with a group of chimpanzees →→→→→ :

الأستاذ أمين الفنجري

but

* **At first** →→→→→ the animals ran away as soon as they saw her →→→→→ her calmness gained their trust* **Later** →→→→→ she learnt how dangerous they could be

saw

why?

* **Jane Goodall** →→→→→ different groups of chimpanzees had battles →→→→→ they tried to wipe out the rival group

helps them to

mention?

* **The clear communication between chimpanzees** →→→→→→→→→→ do some activities →→→→→→→→→→→→→→

(1) to groom and help each other (2) to share food (3) to have arguments

pointed out that

couldn't

but

* **Jane Goodall** →→→→→→→→→→ animals →→→→→ communicate using language like people →→→→→ they communicate by:

(1) touch (2) sound (3) sign language

Paragraph 4

* Jane **watched** chimpanzees **using** **sticks** **why?** (1) to take ants from a tree (2) to feed ants to their young

* Jane **spelled out to** the scientific community **that** animals could use tools too, not only humans

Paragraph 5

* Jane **wrote** number of books **explaining** chimpanzees' highly developed social behaviour

* She **taught us that** chimpanzees **are** **omnivores** : eating plants and animals

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* **Jane** **In 2002** became a UN Messenger for Peace

Paragraph 6

* Jane **brought about** a complete change in the way people understood how animals can communicate

* **Naturalists** **continued to study** forms of communication between animals **such as** (1) whales (2) elephants

* **Whales and elephants** **can** pick up sounds over large distances

❖ Making contact ...

التواصل مع وبين الحيوانات

We know that some animals understand basic instructions, allowing travellers to control their horses or camels, for example. But although some of the more intelligent animals can **figure out** what we want them to do, we have long assumed that communication with – and between – animals must be limited. **However**, thanks to the work done by the naturalist Jane Goodall since the 1960s, we should take the possibility seriously that some animals can both **take in** what we are saying and **get across** complex ideas.

1- The text mentioned two examples of animals that only understand basic instructions. Write them down.

2- According to the first paragraph, intelligent animals can have three features. Mention them.

As a child, Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals. Perhaps this is what inspired her to go to Africa when she was in her 20s. Here she **came across** a scientist who asked Jane if she might want a job observing chimpanzees in the wild. She immediately said yes. She went with her mother to the shores of Lake Tanganyika in Tanzania to start her new job, and it was not long before she **made out** a group of chimpanzees in the trees around an area now called the Gombe Stream National Park.

3- What is the childhood hobby that influenced Jane later to be "naturalist"?

4- What was the name of the fictional character (that mentioned in the text/that inspired Jane)?

5- What aspect of the fictional character "Dr. Dolittle" inspired Jane to go to Africa and start her career?

6- Mention the name of the continent that Jane went to?

الأستاذ أمين الفنجري

7- Jane met a scientist who offered her a job. What was that job?

8- What information in the text tells you that Jane accepted her first job in Tanzania without hesitation?

9- Where did Jane go to start her new job?

10- Mention the name of the area where Jane (made out/saw/found) a group of chimpanzees.

How could a young English woman with no scientific training possibly make contact with a group of wild chimpanzees? At first, the animals ran away as soon as they saw her. But maybe because she knew very little about these wild animals, it is highly likely that her calmness gained their trust. It was only later that Jane would learn how dangerous they could be. She saw that different groups of chimpanzees had battles in which they tried to **wipe out** the rival group. But before this, her studies showed her that the chimpanzees could clearly communicate, allowing them to groom and help each other, share food as well as have arguments. Jane **pointed out** that the animals couldn't communicate using language like people, but they could communicate by touch and sound. Amazingly, she also realised they could use sign language.

11- At first, Jane didn't have enough experience to deal with wild animals. Write down one example proving that?

.....

12- How did the chimpanzees react when they saw Jane for the first time?

.....

13- How could Jane Goodall gain the trust of the (animals/chimpanzees)?

.....

14- What is the main reason that makes chimpanzees having a battle against other different group?

.....

15- The clear communication between chimpanzees helps them to do some activities. Write them down.

.....

16- Jane Goodall mentioned three different forms of animal communication. What are they?

.....

17- What distinguishes human communication from animal communication?

.....

At this time, people believed that only humans could use tools, but Jane watched chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the ants to their young. Through her work, Jane **spelled out** to the scientific community for the first time that animals, too, could use tools.

18- What was the tool that chimpanzees used to feed their young?

.....

الأستاذ أمين الفنجري

19- Two reasons make chimpanzees using the sticks. Write them down.

.....

20-What did Jane (announce/spell out) to the scientific community?

.....

❖ Making contact ...

التواصل مع وبين الحيوانات

Jane went on to write a number of books about her work. As well as explaining chimpanzees' highly developed social behaviour, she taught us that they are omnivores (people used to think they were vegetarian).

In 2002, she became a UN Messenger for Peace.

21- Quote the sentence which shows that chimpanzees eat plants and animals.

.....

22- Write down the sentence which indicates the year when Jane became a Messenger for Peace.

.....

الأستاذ أمين الفنجري

23- What does the underlined abbreviation "UN" stand for?

.....

In my opinion, Jane Goodall brought about a complete change in the way people understood how animals can communicate. Since her work in Tanzania, naturalists have continued to study different forms of communication between animals such as whales and elephants, which can pick up sounds made by other whales and elephants over large distances. I feel that we may well learn even more about animal communication in the future.

24- What information in the text tells you that Jane Goodall had a positive impact on the way people understood animal communication.

.....

25- Jane Goodall inspired other naturalists to study "different forms of animal communication". What kinds of animals they have continued to study about.

.....

26- Two kinds of animals can pick up sounds over large distances. What are they?

.....

أسئلة الضمائر

27- What does the underlined pronoun "X" refer to?

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أسئلة الكلمات

28- Find a word in the text which means:

- To brush and clean fur
- A living being that eating plants and animals
- A person or group that competes to others

29- Find a phrasal verb in the text which means:

- To solve or understand something
- To understand and remember something you are told

❖ Making contact ...

التواصل مع وبين الحيوانات

- To successfully communicate a message/ an idea
- To meet or find something or someone
- To see something with difficulty.....
- To destroy something completely
- To tell someone something you think they don't know
- To explain something very clearly
- To cause something to happen
- To receive sounds, phone signals, etc.

أسئلة الوظائف اللغوية

30- The function of using the word “**However**” is:

- a- Opposition/contrasting b- Certainty c- Clarifying d- Giving opinions

31- The function of using the phrase “**In my opinion/I feel that**” is:

- a- Certainty b- Giving opinions c- Supporting views with examples/evidence d- Certainty

أسئلة المنهاج

32- **According to the author, how did Jane get the chimpanzees to trust her?**

- a- She talked to them.
b- She was relaxed with them.
c- They did not know she was there.

33- **What were the two most important discoveries that Jane made?**

- a- The chimpanzees could talk and make tools.
b- The chimpanzees had fights and disciplined their children.
c- The chimpanzees could use tools and communicate using sign language.

34- **What does the author believe might happen if humans could talk to animals?**

- a- We would change our minds about how animals communicate.
b- We might learn to communicate like whales and elephants.
c- They might teach us important lessons.

الأستاذ أمين الفنجري

35- **To signal their positions, and to express their views, writers often use.....**

- Opinion verbs and phrases such as
- Modal verbs such as
- Phrases of probability such as

36- **The author presents his point of view on the topic with different arguments. Why?**

.....

أسئلة التفكير والمناقشة

38- **What do you think would happen if we could talk to animals?**

.....

39- **If you could communicate with animals, which animal would you like to talk to most? Why?**

.....

Paragraph 1

* The symbol of the WWF $\xrightarrow{\text{is}}$ a giant panda $\xrightarrow{\text{why?}}$

(1) cute or beautiful, or both

(2) We all want to save them $\xrightarrow{\text{result =}}$ popularity $\xrightarrow{\text{enables}}$ organizations $\xrightarrow{\text{to}}$ raise money to support endangered species

* Less well-known creatures $\xrightarrow{\text{more likely to}}$ become extinct $\xrightarrow{\text{why?}}$ they don't get enough attention from researchers

* Invertebrates : animals without a backbone $\xrightarrow{\text{make up}}$ over 90% of all the creatures on Earth $\xrightarrow{\text{but}}$
get only a tiny percentage of the money available to protect our wildlife.

Paragraph 2 + 3 + 4

Creature	Blobfish	Pangolin	Aye aye
Kind	marine	mammals	nocturnal primate
Place	deep in the ocean	china	madagascar
Appearance	ugly	not very cuddly or cute	ugly
Description	tiny eyes, big mouth, slimy pink body	covered in scales, like a reptile	furry
Features	it has tiny fins and no skeleton	their scales protect them from their natural predators	solitary, harmless
Cause of Death or endangerment (Threats)	Accidental: when fishing boats sweep the ocean floor, looking for other fish and crustaceans, these fish can get swept into the nets accidentally	Intentional: they are targeted by poachers; Their scales are highly prized in traditional Chinese medicine	Intentional: because people find them ugly الاستاذ أمين الفنجري

❖ They need saving too! ...

يحتاجون الحماية!

It's no accident that the symbol of the World Wide Fund for Nature is a giant panda. These animals are cute or beautiful, or both, and of course we all want to save them. This popularity enables organizations such as the WWF to raise money to support a range of critically endangered species. However, less well-known or 'exciting' creatures are far more likely to become extinct because they don't get enough attention from researchers. **Invertebrates** (animals without a **backbone**) make up over 90% of all the creatures on Earth, but get only a tiny percentage of the money available to protect our wildlife.

1- What is the symbol of the world wide fund for nature (WWF)?

.....

2- Why does the WWF choose the giant panda as its symbol?

.....

الأستاذ أمين الفنجري

3- How does the popularity of pandas help the WWF?

.....

4- What problem does the paragraph describe about less popular animals?

.....

5- Why are less well-known creatures more likely to become extinct?

.....

And what about those creatures that many people would find positively ugly? With its tiny eyes, big mouth and **slimy** pink body, the blobfish is far from attractive. This **marine** creature lives deep in the ocean, where the pressure is very high. As a result, it has tiny **fins** and no **skeleton**, which keeps it from being crushed by the water pressure. Unfortunately, when fishing boats sweep the ocean floor, looking for other fish and **crustaceans**, these fish can get swept into the nets accidentally.

6- What specific features make the blobfish look unattractive?

.....

الأستاذ أمين الفنجري

7- Where does the blobfish live?

.....

8- Why does the blobfish have tiny fins and no skeleton?

.....

9- "Tiny fins" and "no skeleton" are two features that help the blobfish live deep in the ocean. How?

.....

❖ They need saving too! ...

يحتاجون الحماية!

10- What are the fishing boats looking for when they sweep the ocean floor?

11- How do blobfish get caught by fishing boats?

The threat faced by the pangolin, however, is far from accidental. They are more often targeted by **poachers** than any other animal in the world. Unique among **mammals**, it is covered in **scales**, like a **reptile**. They may not look very **cuddly** or cute, but these scales are highly prized in traditional Chinese medicine, which has caused the population of pangolins in China to fall by around 90% since the 1960s. Their scales protect them from their natural predators, but it's simple for a poacher to just pick them up.

12- The threat to the pangolin is different from that faced by the blobfish. How?

13- What kind of people are mainly responsible for hunting pangolins?

14- What makes pangolins unique among mammals?

15- What are pangolins covered with?

الأستاذ أمين الفنجري

16- What does the passage say about the appearance of pangolins?

17- Pangolins are more often targeted by poachers than any other animal in the world. Why?

18- How do pangolins protect themselves from their natural predators?

Other creatures become endangered precisely because people find them ugly. Take the aye aye for example.

Found only on the island of Madagascar, the aye aye is the world's largest **nocturnal primate**. During the day they sleep in nests in the trees, coming out to hunt at night. They are **solitary** creatures, **furry**, and harmless but unfortunately, they are often killed.

19- Why do people kill the eye eyes?

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20- Where is the aye aye found?

❖ They need saving too! ...

يحتاجون الحماية!

21- What kind of animal is the eye eye?

.....

22- Where do aye ayes sleep during the day?

.....

الأستاذ أمين الفنجري

23- When do aye ayes come out to hunt?

.....

24- What is the nature of the aye aye in term of social behavior?

.....

أسئلة الضمائر

25- What does the underlined pronoun "X" refer to?

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أسئلة الكلمات

26- Find a word in the text which means:

- animals without a backbone
- someone who illegally catches animals

27- The opposite of "**vertebrate**" is:

- a- **dis**vertebrate b- **un**vertebrate c- **in**vertebrate d- **non**vertebrate

28- What does the prefix "**in**" mean in the word "**invertebrate**"?

- a- against b- gives an opposite meaning c- between c- many

29- Write the words in **BOLD** from the article under the correct heading.

- Animals:
- Parts of the body:
- Adjectives to describe a creature:

30- Collocations from the text:

become extinct - **natural** predators - **critically** endangered.

أسئلة الوظائف اللغوية

31- The function of using the word "**however**" in **paragraph C** is:

- a- Opposition/contrasting b- Certainty c- Clarifying d- Giving opinions

32- The function of using the sentence "**Take the aye aye for example**" in **paragraph D** is:

- a- Certainty b- Giving opinions c- Supporting views with examples/evidence d- Clarifying

أسئلة المنهاج

33- Read the article again. In which paragraph does the author ...

- tell us what kind of creatures get the least funding in terms of research and preservation?
- tell us about a creature whose body is perceived as useful by some humans?
- explain how a creature's physical features protect it from an extreme environment?

❖ They need saving too! ...

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- explain why wildlife conservation institutions often choose certain animals to represent them?
- describe an animal that is very different from others in its class?

أسئلة التفكير والمناقشة

34- What main message does the writer want to communicate in this text?

.....

.....

.....

35- How does the title "They need saving too" relate to all the examples given in the text?

.....

.....

.....

36- What do you think all the creatures mentioned have in common?

.....

.....

.....

37- Do you think people's opinions about an animal's appearance can affect its chances of survival?
Why or why not.

.....

.....

.....

38- Do you think it's fair that cute animals get more protection than ugly ones? Why or why not?

.....

.....

.....

39- Which animal in the text do you think needs the most urgent help? Give reasons.

.....

.....

.....

40- Do you agree that humans are more dangerous to animals than natural predators? Explain your view.

.....

.....

.....

Paragraph 1

* In England during 1800s →→→→ people came to cities →→→→→ why? to work

* There were places called workhouses →→→→→ where the poorest people could live, work and eat to make ends meet.

* Life in the workhouses was not easy →→→→→ how? describe it ...

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(1) People somehow managed a subsistence.

(2) Living day-to-day.

(3) Huddled together to keep warm.

Paragraph 2

* A woman arrived at workhouse →→→→→ she then gave birth →→→→→ died

* A nurse called the baby: Oliver Twist →→→→→ then sent to →→→→→ a house for orphans until he was 9 →→→→→ then

he sent to workhouse →→→→→ why? to work →→→→→ result = he was sad to leave the other orphans

* The boys (orphans) lived hand to mouth →→→→→ but had a sense of belonging + looked after each other

Paragraph 3

* Oliver and the boys at the workhouse →→→→→ so encouraged to result = malnourished →→ the boys →→→→→ Oliver →→ beg for more food →→→

the managers of the workhouse = angry

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Paragraph 4

* Oliver decided to escape →→ London →→ but had no food and went hungry for days →→→→→ then met a boy →→→→→ called Jack Dawkins

* Jack showed Oliver the way to the city →→ and introduced him →→ to old man: Fagin →→→→→ gave Oliver some food + a bed to sleep on

* Oliver saw many boys gathered together →→→→→ and come to Fagin's house →→→→→ reason? to give the old man watches and jewellery

* Fagin told Oliver →→→→→ to go into the streets with the boys and learn from them

* Oliver was shocked ?? he saw the boys take things from people's pockets →→→→→ so he understood they were thieves

Paragraph 5

* A man ^{saw} →→→→ the boys ^{take} →→→→ a handkerchief from his pocket ^{then he} →→→→ shouted at them →→→→ and they ran away

* A police officer ^{tried to arrest} →→→→→ Oliver ^{but} →→ a man: Mr Brownlow ^{told} →→ the police officer ^{that} →→ Oliver hadn't taken anything

* Mr Brownlow ^{was} →→→ worried ^{about} →→→ the skinny boy ^{and} →→ took him to his house ^{where} →→ the housekeeper looked after him

Paragraph 6

* Oliver was walking along the street ^{what happened?} →→→→→→→→→ a woman grabbed him ^{then?} →→→ she took him back to Fagin's.

* Fagin ^{asked Oliver to} →→→→→→→→→ help Mr Sikes with a job ^{what was that job?} →→→→→→→→→ to climb through a small window ^{result =} →→→ he was shot

Paragraph 7

* Luckily, he survived ^{then} →→→→ he was taken to Mr Brownlow ^{and} →→→→ feel at home.

* Mr Brownlow ^{explained that} →→→→→→→→→ Oliver's mother ^{was} →→→ a rich woman ^{but} →→→ his brother: Monks ^{knew that Oliver} →→→→→→→→→→
^{so}
 would only get the money if he was an honest person →→ he watched Oliver and wanted him to meet Jack + Fagin
 result = Oliver would never be honest and Monks keep all the money.

Paragraph 8

* Monks ^{gives Oliver} →→→→→→→→→ the money ^{and} →→→→ leaves the country

الاستاذ أمين الفنجري

* Oliver ^{adopted by} →→→→→→→→→ Mr Brownlow ^{this shows that} →→→→→→→→→→ Mr Brownlow is a kind man.

In England during the 1800s, many people came to the cities to work. There were places called workhouses where the poorest people could live, work and eat to **make ends meet**. But life in the workhouses was not easy, where people somehow managed a **subsistence, living day-to-day, huddled together** to keep warm.

1- Who could live in workhouses?

.....

2- What three things could people do in workhouses?

.....

3- Write down three characteristics of living in the workhouses.

*How does the text describe life in the workhouses?

*Life in the workhouses was very hard. Write down three aspects of how people lived there.

.....

4- What did people do to keep themselves warm in the workhouses?

.....

One night, a woman arrived at a workhouse. She gave birth to a baby but then sadly died. A nurse called the baby Oliver Twist and he was sent to a house for orphans until he was nine. Then he was sent to a workhouse to work. Oliver was sad to leave the other orphans. Although the boys lived **hand-to-mouth**, they had a **sense of belonging** at the house and looked after each other.

5- What happened to the woman after she gave birth?

.....

الأستاذ أمين الفنجري

6- Who named the baby "Oliver Twist"?

.....

7- Where was Oliver sent after he was born?

.....

8- How long did Oliver stay at "the house for orphans"?

.....

9- Why was Oliver sent to the workhouse?

.....

10- How did Oliver feel about leaving the other orphans?

.....

الأستاذ أمين الفنجري

11- How did the boys at "the house for orphans" live?

.....

12- What feeling did the boys share at "the house for orphans"?

*What sense did the boys have at "the house for orphans" despite their poverty?

.....

13- How did the boys treat each other at "the house for orphans"?

.....

At the workhouse, all the other boys were as **malnourished** as Oliver. One day, they encouraged Oliver to **beg** for more food, but this made the managers of the workhouse angry.

14- Quote the sentence which shows the boy's nutritional condition at the workhouse.

.....

الأستاذ أمين الفنجري

15- What did the boys encourage Oliver to do at the workhouse?

.....

16- How did the managers of the workhouse react when Oliver begged for more food?

.....

Oliver decided to escape to London but had no food and **went hungry** for days, before he met another boy called Jack Dawkins. He showed Oliver the way to the city. Jack introduced Oliver to an old man called Fagin, who gave Oliver some food and a bed to sleep on. The next day, Oliver saw many other boys come to Fagin's house. The boys **gathered together** to give the old man watches and jewellery. Fagin then told Oliver to go into the streets with the other boys and learn from them. Oliver was shocked when he saw the boys take things from people's pockets. He understood that they were thieves!

17- Where did Oliver decide to go after leaving the workhouse?

.....

18- What problem did Oliver face when he escaped?

.....

الأستاذ أمين الفنجري

19- Who did Oliver meet on his way to London?

.....

20- What did Fagin give to Oliver?

.....

21- The boys gathered together at Fagin's house. Write down the reason.

.....

22- How did Oliver (feel/react) when he saw what the boys were doing in the streets?

.....

23- What did Oliver realize about the boys' activities?

.....

Suddenly, a man saw the boys take a handkerchief from his pocket. He shouted at the boys, and as they ran away, a police officer tried to arrest Oliver. But a man, Mr Brownlow, told the police officer that Oliver had not taken anything. Mr Brownlow was worried about the **skinny** boy and took him back to his house, where the housekeeper looked after Oliver.

24- How did the man react when he saw the boys taking a handkerchief from his pocket?

.....

25- Who defended Oliver from being arrested?

.....

26- Quote the sentence which shows that Oliver didn't steal anything.

.....

الأستاذ أمين الفنجري

27- How does the text describe Oliver's appearance?

.....

28- Who looked after Oliver at Mr. Brownlow's house?

.....

When Oliver was better, he was walking along the streets when a woman grabbed him. She took him back to Fagin's. Fagin then asked Oliver to help Mr Sikes with a job in the country. They told Oliver to climb through a small window of a house. When he did so, he was shot.

29- What happened to Oliver when he was walking along the streets?

.....

30- Fagin asked Oliver to help Mr. Sikes with a job in the country. What was that job?

.....

الأستاذ أمين الفنجري

31- What happened to Oliver when he tried to climb through a window of a house?

.....

Luckily, he survived. When he was better, he was taken to Mr Brownlow, and was made to **feel at home**. Mr Brownlow explained that Oliver's mother was a rich woman. But his brother, a man called Monks, knew that Oliver would only get the money if Oliver was an honest person. So he watched Oliver and made sure that he met Jack Dawkins, and then Fagin. In this way, Oliver would never be honest and Monks could keep all the money.

32- What happened to Oliver after he was shot?

.....

33- Who took care of Oliver when he recovered?

.....

الأستاذ أمين الفنجري

34- What did Mr. Brownlow explain about Oliver's mother?

.....

35- Monks wanted Oliver to meet Jack Dawkins and Fagin. Why?

.....

At the end of the story, Monks gives Oliver the money that is owed to him and leaves the country. Oliver is adopted by Mr Brownlow, which shows what a kind man he is.

36- What did Monks do with the money at the end of the story?

.....

الأستاذ أمين الفنجري

37- Oliver is adopted by Mr Brownlow. What does this show about this person?

.....

أسئلة الضمائر

38- What does the underlined pronoun "X" refer to?

حددنا جميع الضمانر أثناء شرح القطعة

أسئلة الكلمات

39- Find (a phrase/word) in the text which means:

- to have just enough money to buy what you need
- dealing with things without thinking about the future.....
- didn't have enough food.....
- sat or stood very close to other people.....
- ask for money or food from strangers.....
- very thin.....
- be comfortable in a particular place.....
- a person whose job is to look after a house.....
- a child whose parents have died.....

40- Prepositions in the text:

living day **to** day - hand **to** mouth - a sense **of** belonging - feel **at** home

أسئلة الوظائف اللغوية

41- The function of using the word “so” is:

- a- Opposition/contrasting b- Addition c- Conclusion/result d- Clarifying

أسئلة المنهاج

42- What kinds of people lived in a workhouse?

.....

43- Why did Oliver decide to walk to London?

.....

44- Why was Oliver sad to leave the house for orphans?

- a- It was where he was born.
b- The orphans helped each other.
c- He had plenty to eat there.

45- Why did Oliver’s brother Monks want Oliver to be a thief?

- a- He could get watches and jewellery from him.
b- He was an honest person.
c- He wanted to have all of his mother’s money.

أسئلة التفكير والمناقشة

46- What do you think the story tells us about the life of poor children in 1800s England?

.....
.....

47- Why do you think Fagin gave Oliver food and a bed to sleep on?

.....
.....

48- Why do you think Fagin and Mr. Sikes used children to take things from people?

.....
.....

49- Which character do you admire the most in the story? Explain why.

.....
.....

Paragraph 1

are

* **Smartphones** → → → → a magic tool when it comes to friendship

is

* **The most obvious benefit of smartphones** → → → how easy it is to keep in touch with your friends no matter where they are.

Paragraph 2

is

* **What's really awesome** → → → the amazing stuff you can do with your friends on smartphones.

how?

* **Shared activities on smartphones affect friendship** → → → → →

(1) Shared activities make existing friendships stronger.

(2) Shared activities create opportunities for you to make new connections.

Paragraph 3

* **When you need some advice** = your friends are just a message away.

الأستاذ أمين الفنجري

* **It can make someone's day better** = sharing a joke

Paragraph 4

worry that

but

how?

* **Some people** → → → → → technology might pull us apart → → → smartphones actually bring us closer together → → →

(1) They help us stay connected, (2) have fun, (3) be there for each other

Smartphones are a magic tool when it comes to friendship! One of the most obvious benefits is how easy it is to keep in touch with your friends no matter where they are. It's like having your friends right in your pocket!

1- What does the text describe smartphones as when it comes to friendship?

.....

2- According to the first paragraph, what is one of the most obvious benefits of smartphones?

.....

الأستاذ أمين الفنجري

3- Quote the sentence which compares friends to something you can carry with you.

.....

What's really awesome is all the amazing stuff you can do with your friends on smartphones. These shared experiences not only make existing friendships stronger but also create opportunities for you to make new connections.

4- How do shared activities on smartphones affect friendship?

.....

الأستاذ أمين الفنجري

5- What do shared experiences create opportunities for?

.....

And when you need some advice, your friends are just a message away. Whether it's sharing a joke to make someone's day better or listening when they need someone to talk to, smartphones make it easy to support each other.

6- When you need some advice, how far away are your friends according to the text?

.....

7- What example does the text give of something that can make someone's day better?

.....

So, while some people worry that technology might pull us apart, smartphones actually bring us closer together. They help us stay connected, have fun, and be there for each other, making our friendships even stronger and more meaningful.

8- Some people worry about technology and friendships. Why?

.....

9- What do smartphones actually do instead of pulling us apart?

.....

10- Smartphones bring us closer together by helping us do three things. Write them down

.....

أسئلة الضمائر

11- What does the underlined pronoun "X" refer to?

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أسئلة الكلمات

لا يوجد (حسب الكتاب)

أسئلة الوظائف اللغوية

12- The function of using the word "so" is:

- a- Opposition/contrasting b- Addition c- Conclusion/result d- Clarifying

أسئلة المنهاج

13- When it comes to friendship smartphones are

14- Wherever you are smartphones help you..... with your friends.

15- With smartphones you don't need to be with your friends to have together.

16- You can send a message to your friends if you need

17- Our friendships can become as smartphones help us stay connected.

أسئلة التفكير والمناقشة

18- Do you think smartphones help you stay closer to your friends? Why?

.....
.....

19- Why do you think some people worry that technology might pull us apart?

.....
.....

Report 1 - Paragraph 1

where?

result =

* **Developers released a statement** → → → → → building a luxury new hotel → → → → → at the local beach → → → → → everyone was excited

about

but

* **Talks for years** → → → → → **new developments** → → → → → never seem to happen

Report 1 - Paragraph 2

??

gives us

* **We have to seize the opportunity** → → → → → **the hotel** → → → → → work + improvements to the whole area

promised

* **Developers** → → → → → → → → → →

الأستاذ أمين الفنجري

(1) a new road with wide pavements to and from the beach

(2) a replacement of the sad old beach restaurants

Report 1 - Paragraph 3

reason?

how?

* **I'm so happy** → → → → → the developers have come up with a solution to help local people → → → → →

(1) the hotel need local workers.

(2) There are other jobs in tourism when quests start to arrive.

Report 1 - Paragraph 4

reason?

* **I'm very surprised** → → → → → to hear that there are protesters who are against the plan.

so?

* **Last week** → → some activists tried to stop lorries from entering the beach to start building work → → →

I reported the incident to the police

الأستاذ أمين الفنجري

has

but

* **Everyone** → → → → → the right to protest → → → → → obstruction is illegal.

what accusation?

* **An accusation against me** → → → → → → → → → → "I am working to promote the hotel company", but this is not true.

must

so

* **We** → → → → → remember that the hotel will solve many of the problems in our area → → → → → I support it 100%.

Report 2 – Paragraph 1

we received information

people =

* **When** →→→→→ about the new hotel →→→ pleased and thought that the hotel could give us job security.

I

I =

why?

* **When** →→→→ put in a request to find out more →→→ changed my mind →→→

(1) The hotel is an international company and in all its branches, it employs an international staff.

(2) It also uses the same building contractors for all its hotels, and none of them are from our area.

Report 2 – Paragraph 2

plan to

with

* **The developers** →→→→→ replace the traditional restaurants →→→ new, upmarket restaurants, with their own staff.

- **Result** = These restaurants will be too expensive for most people in our neighbourhood.

- **Result** = locals who work at the old restaurants will probably lose their jobs

Report 2 – Paragraph 3

revealed

result =

* **My investigation** →→→→→ a plan to build several new roads to the beach →→→ it will affect bird and animal life in a sensitive nature area.

am not

I

what allegation?

* **I** →→→→→ an activist →→→ refute the allegation →→→→→ I tried to obstruct building work last week.

should have

* **People** →→→→→ the freedom to protest about things they do not agree with.

plan to

who

* **I** →→→→→ join the other protesters →→→ want a suspension of the building work until we know exactly how many jobs will go to local people.

الأستاذ أمين الفنجري

until

* **Tension will continue** →→→→→ the plans for new roads are moved away from the sensitive nature areas.

REPORT 1: New hotel is just what the area needs

When developers **released a statement** that they were going to build a luxury new hotel at the local beach, everyone in the town was very excited. There have been talks for years about opportunities for new developments, **but** they never seem to happen.

1- What did the developers announce in their statements?

.....

2- Where will the new hotel be built?

.....

3- According to the first paragraph, what is the thing that "never seems to happen"?

.....

We all have to **seize the opportunity** and realise that the hotel will not only give us work, but offer improvements to the whole area around the beach. The developers have promised a new road with wide pavements to and from the beach and a **re**placement of the sad old beach restaurants which have been there for years.

4- What does the writer say people must do about the opportunity?

.....

5- What will the new road include?

.....

الأستاذ أمين الفنجري

6- What will happen to the old beach restaurants?

.....

7- How does the writer describe the old restaurants?

.....

We have asked for such development for years and I'm so happy that the developers have **come up with a solution** to help local people. Not only will the hotel need local workers but there are sure to be other jobs in tourism when the hotel guests start to arrive.

8- Developers have come up with a solution to help local people. How?

.....

الأستاذ أمين الفنجري

9- What will happen when the hotel guests start to arrive?

.....

I was very surprised to hear that there are protesters who are against the plan. Just last week, some activists tried to stop lorries from entering the beach to start building work, and I **reported the incident to the police**. Everyone has the right to protest, but such obstruction is illegal. There has even been an accusation that I 'am working to promote the hotel company,' but this is not true. We must remember that the hotel will solve many of the problems in our area, and I support it 100%.

10- What surprised the writer?

.....

11- What did some activists try to do last week?

.....

الأستاذ أمين الفنجري

12- What does the writer think about the right to protest?

.....

13- Which action does the writer describe as illegal?

.....

الأستاذ أمين الفنجري

14- What accusation was made against the writer?

.....

15- Quote the sentence which shows how strongly the writer supports the hotel.

.....

REPORT 2: New hotel, but no new hope for locals

When we first received information about a new hotel at our local beach, many local people were pleased and thought that the development could give us job security. But when I **put in a request** to find out more about the developers on the internet, I quickly changed my mind. It is very clear that the hotel is an international company and in all its branches, it employs an international staff. It also uses the same building contractors for all its hotels, and none of them are from our area.

16- How did local people react when they first heard about the new hotel?

.....

الأستاذ أمين الفنجري

17- What did local people think the development would provide?

.....

18- When did the writer change his mind about the (hotel/plan/company)?

.....

19- Why did the writer change his mind about the (hotel/plan/company)?

.....

20- Who does the company employ in its branches?

.....

In addition, the developers plan to **replace** the traditional restaurants which have been on the beach for years with new, upmarket restaurants, also with their own staff. These restaurants will be too expensive for most people in our neighbourhood. I am also sure that locals who work at the old restaurants will probably lose their jobs.

21- What do the developers plan to replace on the beach?

.....

الأستاذ أمين الفنجري

22- What will the traditional restaurants be replaced with?

.....

23- What does the writer expect will happen to the local workers at the (old/traditional) restaurants?

.....

My investigation also revealed a plan to build several new roads to the beach which will affect bird and animal life in a sensitive nature area. I am not an activist and I **refute the allegation** that I tried to obstruct building work last week.

However, people should have the freedom to protest about things they do not agree with. I plan to join the other protesters who want a suspension of the building work until we know exactly how many jobs will go to local people. Tension will also continue until the plans for new roads are moved away from the sensitive nature areas.

24- What did the writer's investigation reveal about the roads?

.....

25- What allegation does the writer deny?

.....

26- What does the writer plan to do with the other protesters?

.....

27- What do the protesters want to suspend?

.....

28- What does the underlined pronoun "X" refer to?
حددنا جميع الضمانات أثناء شرح القطعة

أسئلة الكلمات

29- What does the prefix "**re**" in the words "**replacement/replace**" mean?
a- against b- again c- between c- many

30- What does the prefix "**il**" in the word "**illegal**" mean?
a- against b- again c- between c- gives an opposite meaning

31- What does the prefix "**inter**" in the word "**international**" mean?
a- against b- again c- between c- many

الأستاذ أمين الفنجري

32- The opposite of "**international**" is:
a- tension b- old c- local c- suspension

33- Collocations from the text:

- **release** a statement.
- **seize** the opportunity.
- **come up with** a solution.
- **report** the incident to the police.
- **put in** a request.
- **refute** the allegation.

34- Prepositions in the text:

- come **up with** a solution.
- report the incident **to** the police.
- put **in** a request.

35- Find examples of nouns in the text with these suffixes:

- **ment**: 1.....2.....3.....4.....5.....
- **tion**: 1.....2.....3.....4.....5.....
6.....7.....
- **sion/cion**: 1.....2.....
- **ist**: 1.....
- **er/or**: 1.....2.....3.....4.....
- **ity**: 1.....2.....
- **hood**: 1.....
- **dom**: 1.....

أسئلة الوظائف اللغوية

36- The function of using the words "**but/however**" is:
a- Opposition/contrasting b- Clarifying c- Conclusion/result d- Certainty

37- The function of using the phrase/word "**In addition/also**" is:
a- Clarifying b- Continuation/Addition/Presenting a list of arguments c- Certainty d- Concluding

أسئلة المنهاج

38- What opportunities does the development bring according to the first report?

.....

39- What other things will be built as well as the hotel?

.....

40- Why does the second report think the development won't be good?

.....

41- What do the protesters want to happen?

.....

42- **Active reading:** There are some key indicators that the text is more strongly **biased**:

- Facts are missing or exaggerated:

.....

- There are stereotypes or overgeneralisations:

.....

.....

- There is little or no respect for different opinions:

.....

.....

- There are quotation marks to indicate that the writer does not agree with a different opinion.

.....

الأستاذ أمين الفنجري

أسئلة التفكير والمناقشة

43- It is important to recognise bias to determine how much the writer's presentation of the subject is affected. Suggest two tips for recognizing bias in the news.

.....

.....

.....

Paragraph 1

German-born Sabriye Tenberken →→→→→ **became** →→→ **at** blind →→→ the age of 12.

* **Life** = was not easy for her at her first school.

She →→→→→ **was** →→→→→ **but** →→→→→ children were often cruel to her →→→→→ **and** her teachers did not understand her needs.

Paragraph 2

She →→→→→ **tried to** →→→→→ hide her blindness →→→→→ **until** →→→→→ she went to →→→ **?** a special boarding school for the blind →→→→→ **result =** she realized that blind people were capable of doing the same things as everyone else.

The school →→→→→ **taught her** →→→→→ to come to terms with being blind →→→→→ **and** she learnt various sports →→→→→ **including** →→→→→ horse riding →→→→→ **and**

result = she learnt how to read Braille →→→→→ confidence

Paragraph 3

She →→→→→ **studied** →→→→→ **at** Tibetan →→→→→ Bonn University

الأستاذ أمين الفنجري

She →→→→→ **learnt** →→→→→ many Tibetan people had problems with their eyesight →→→→→ **reasons?**

(1) **Partly**: because of their diet.

(2) **Mainly**: because of the damaging sun at high altitudes.

There was no Braille in Tibetan →→→→→ **So** →→→→→ she decided to write a Tibetan Braille system →→→→→ **reasons?**

(1) There was no Braille in Tibetan.

(2) **At first**: to help her with her own studies.

(3) **Then**: to help people in the mountainous region of China.

Paragraph 4

When she was 26 →→→→→ **decided to** →→→→→ pursue her dream = to go to Tibet and visit the country →→→→→ **purpose** →→→→→ to introduce her Braille system to local people

❖ An amazing woman ...

سابرييه تنبركن

Paragraph 5

travelled with **but** **but**
* **She** →→→→→ two Tibetans →→ it was tough for her to travel around rural parts of Tibet →→ that didn't put her off

didn't believe **why?**
* **Many people** →→→→→ she was blind →→ because she travelled by horse.

was shocked **how?**
* **She** →→→→→→→→→ to find how blind children were treated →→→→

so
Some children were never allowed outside because their parents believed they would hurt themselves →→→→→

became determined to **and wanted to**
She →→→→→→→→→→ help them →→→→→→→→→ set up a school for the blind.

Paragraph 6

met **who**
* **She** →→→→ Paul Kronenberg →→→→ became her business partner.

الأستاذ أمين الفنجري

they **called** **it has a vision**
* **Together** →→→→ set up a school →→→→ Braille Without Borders →→→→→→→→→

(1) to help blind children to adjust to their blindness.

(2) to learn many of the same skills that she had learnt as a girl.

Paragraph 7

realised that **has given her**
* **She** →→→→→ →→ → blindness →→→→→→→→→ the opportunity = to help people like herself.

has become **result =**
* **Her work** →→→→→ →→→ → famous →→→→→→→→→ she was nominated for the Nobel Peace Prize in 2005.

won **and written** **called** **about**
* **She** →→→→ awards for her work →→→→→→→→→ a book→→→→→→→→→ My Path Leads to Tibet →→→→ her life and work.

German-born Sabriye Tenberken became blind at the age of 12. Life was not easy for her at her first school. She was desperate to fit in, but other children were often cruel to her and her teachers did not understand her needs.

1- How was Sabriye Tenberken's life at her first school?

.....

2- How did the other children treat Sabriye Tenberken at her first school?

.....

3- At her first school, how did the teachers respond to Sabriye's needs?

.....

She often tried to hide her blindness until she went to a special boarding school for the blind. Here she realized that blind people were capable of doing the same things as everyone else. The school taught her to **come to terms with** being blind. She learnt various sports including horse riding and she also learnt how to read Braille. She quickly grew in confidence.

4- What did Sabriye try to hide before attending the special school?

.....

5- What realization about blind people did Sabriye have at the new school?

.....

الأستاذ أمين الفنجري

6- Sabriye Tenberken learnt three things at the school. Mention them.

*What three main things did Sabriye learn at the new school?

.....

.....

.....

7- Sabriye Tenberken learnt various sports at the new school. Write down one example.

.....

8- What personal quality did Sabriye Tenberken gain at the new school?

.....

She later studied Tibetan at Bonn University. She learnt that many Tibetan people had problems with their eyesight, partly because of their diet but mainly because of the damaging sun at high altitudes. There was no Braille in Tibetan, so she decided to write a Tibetan Braille system. At first, she did this to help her with her own studies, but then she realised its potential to help people in the mountainous region of China.

9- What did Sabriye study at university?

.....

❖ An amazing woman ...

سابرييه تنبركن

10- Where did Sabriye study Tibetan?

.....

11- What health problem do many Tibetan people suffer from?

.....

12- Tibetan people had problems with their eyesight. Mention two reasons

*Why did Tibetan people have problems with their eyesight?

.....

الأستاذ أمين الفنجري

13- Sabriye decided to write a Tibetan Braille system. Mention three reasons.

*Three reasons made Sabriye create the Tibetan Braille system. Write them down.

.....

She had always wanted to go to Tibet and when she was 26 she decided to pursue her dream and visit the country to introduce her Braille system to local people.

14- Which country did Sabriye dream of visiting?

.....

15- What was her main purpose for visiting Tibet?

.....

16- Quote the sentence which shows how old Sabriye was when she decided to make her dream a reality.

.....

Although she travelled with two Tibetans, it was tough for Sabriye to travel around rural parts of Tibet, but that did not put her off. Many people did not believe she was blind because she travelled by horse, and she was shocked to find how blind children were treated. Some were never allowed outside because their parents believed they would hurt themselves. So, she became determined to help them and word was quickly spread about the blind woman who also wanted to set up a school for the blind.

17- What was the first challenge Sabriye faced while travelling in Tibet?

.....

18- Many people in Tibet didn't believe Sabriye was blind. Why?

.....

19- How were blind children treated in some families?

.....

الأستاذ أمين الفنجري

20- Why were some blind children in Tibet never allowed outside?

.....

21- What news quickly spread about Sabriye in Tibet?

.....

Sabriye later met Paul Kronenberg, who became her business partner. Together they set up a school, called Braille Without Borders. It has a vision to help blind children to adjust to their blindness and to learn many of the same skills that she had learnt as a girl.

22- Who did Sabriye meet later, and what role did he play?

الأستاذ أمين الفنجري

23- What is the name of the school Sabriye and her business partner established?

24- What is the main goal of "Braille Without Borders"?

Sabriye realised that blindness has given her the opportunity to help people like herself. Her work has become famous and she was even nominated for the Nobel Peace Prize in 2005. She has also won awards for her work and has also written a book called *My Path Leads to Tibet* about her life and work.

25- What information in the text tells you the year when Sabriye was nominated for the Nobel Prize?

26- What is the (title/name) of the book Sabriye wrote about her life and work?

أسئلة الضمائر

27- What does the underlined pronoun "X" refer to?

حددنا جميع الضمائر أثناء شرح القطعة

أسئلة الكلمات

28- Prepositions in the text:

- come **to** terms **with**.
- spread the word **about**.
- capable **of**.
- adjust **to**.
- desperate **to**.

أسئلة المنهاج

29- How did her classmates treat her before she changed schools?

30- Why was it difficult for Sabriye to read Tibetan texts when she first went to university?

31- What is the main reason for the high incidence of blindness in Tibet?

.....

32- Why did some Tibetans keep blind children inside?

.....

33- How does the school founded by Sabriye and Paul help children?

.....

34- **Active reading:** Making inferences:

Sometimes writers do not state information directly. You can work out the missing information by making guesses or inferences. Inferences are made based on clues in the text and on our background knowledge and experience.

- Sabriye used to feel ashamed of being blind:

.....

- She felt better when she changed schools because she no longer felt isolated:

.....

- While at university, Sabriye wanted to study the Tibetan language but wasn't able to:

.....

الأستاذ أمين الفنجري

- Sabriye founded Braille Without Borders on her own:

.....

- Sabriye won the Nobel Peace Prize:

.....

أسئلة التفكير والمناقشة

35- Do you agree with Sabriye's philosophy that 'it's a blessing not to have too many options in life'?

Give reasons for your answer.

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

Paragraph 1

is

* The size of a tiny home →→→→ 37 square metres

became

giving rise to

* The tiny home →→→→ a big craze in some parts of the world →→→→ a new social trend: the tiny house movement'

became

as

?

* These compact properties →→→→→ popular →→→→→ people recognise the benefits of 'living small' →→→→

(1) For some = living small is the only way to afford a home

(2) For others = living small is a lifestyle choice, offering a way of living more ecologically and less wastefully.

means that

* Living in a small space →→→→→→→ you have to get rid of your excess possessions = **negative**

forces you

* Living in a small space →→→→→→→ to go out and engage with the rest of the world.

Paragraph 2

requires

and

are

* Living small →→→→→→ careful planning →→→→ the masters in the art of saving space →→→→ Japanese

like

so

* In densely populated cities →→→→→→ Tokyo = people live in apartments smaller than ten square metres →→→→

such as

= They came up with ingenious space-saving solutions to make the apartments feel less cramped →→→→→

in this way

(1) the use of deep wardrobes and cupboards for storage →→→→→→ bedding can be folded and put away every day

result = allowing the room to be used for purposes other than sleeping.

الأستاذ أمين الفنجري

which

(2) the use of sliding doors →→→→→→ can divide the room into different living areas when required.

Paragraph 3

might work for

but what about

* Living in a compact home →→→→→→→ one or two →→→→→→→ when you compete for space with several others?

investigating

by

called

* NASA →→→→→→→ this question →→→→→ an experiment →→→→→ NASA-funded Mars simulation experiment:

* Experiment = A habitat located on the slopes of a volcano in the Pacific Ocean

❖ Living small ...

العيش بمساحة صغيرة

- * **Goal** = to understand how people can successfully live and work together on trips into space
- * **Crew** = Six crew members share a space = **11** metres in diameter (the size of a medium-sized, one-bedroom apartment)
 - Their personal space = big enough for a tiny bed and chair.
- Crew members are **not permitted** to leave the capsule →→→→→ they are wearing a spacesuit **unless**

Lasting

- * **missions** = Five missions →→→→→ between six and 12 months.

shows

- * **Result** = The experiment →→→→→ although some privacy is essential, people in confined spaces get on better when they spend more time together rather than retreating to their own private or personal space.

Paragraph 4

- * **Professor Ellen Pader**/the University of Massachusetts = published research on the impact of space on relationships

believes

is

- * **He** →→→→→ a major benefit of sharing space with others →→→

الأستاذ أمين الفنجري

(1) You learn respect for other people.

(2) You also learn to negotiate with people, instead of just withdrawing when things get difficult.

but

- * **In western countries** → there is an assumption = we all need privacy →→→ this is not a universally shared belief

reason?

- **Example:** In Mexico → people often prefer to share bedrooms and bathrooms →→→→→ because being alone feels like a punishment.

Paragraph 5

need to

between

- * **We** →→→→→ get the right balance →→→→→

having **enough** of space to allow some privacy + **not so much** that we no longer interact with others.

"Paragraph A"

Could you live in a home that is only 37 square metres in size? That is the size of a so-called 'tiny home', which has become a big craze in some parts of the world, giving rise to a new social trend: the 'tiny house movement'. These **compact** properties have become more popular as people recognise the benefits of 'living small'. For some, it's the only way to afford a home, but for others it's a lifestyle choice, offering a way of living more ecologically and less wastefully. Living in a small space means that you have to get rid of your **excess** possessions. It also forces you to go out and engage with the rest of the world.

1- According to the first paragraph, what is the typical size of a "tiny home"?

.....

2- What is the name of the movement that has emerged due to the popularity of living in tiny homes?

*What is the name of the movement that (promotes/supports/encourages) living in tiny homes?

.....

3- There are two benefits of living in tiny homes. What are they?

*The text mentioned two reasons why people choose to live in tiny homes. Write them down.

*Why do some people choose to live in a tiny home? Mention two reasons.

.....

.....

4- According to some people, what is the only way to afford a home?

.....

الأستاذ أمين الفنجري

5- What is one challenge of living in a (small space/tiny home)?

*What is one thing people have to do when living in a tiny home?

.....

6- What do you need to get rid of when living in a small space?

.....

7- "Living small" affects the number of possessions people own. How?

.....

8- What does living in a tiny home force people to do?

.....

.....

"Paragraph B"

Living small requires careful planning and who better to turn to for inspiration than the Japanese, the masters in the art of saving space. In **densely populated** cities like Tokyo, many people live in apartments smaller than ten square metres. They have managed to come up with ingenious space-saving solutions to make the apartments feel less **cramped**, such as the use of deep wardrobes and cupboards for storage. In this way, bedding can be folded and put away every day, allowing the room to be used for purposes other than sleeping. **Another method** is the use of sliding doors which can divide the room into different living areas when required.

9- Who are the masters in the art of saving space?

.....

10- According to paragraph B, what specific skill are the Japanese considered masters of?

.....

11- Mention an example of a densely populated city.

.....

12- What ingenious (solutions/methods) do the Japanese use to save space in small apartments?

.....

.....

13- What is the benefit of folding and putting away bedding in small apartments?

*How does folding and storing bedding help in small apartments?

.....

الأستاذ أمين الفنجرى

14- What kind of doors do Japanese use to divide the room into different living areas?

.....

15- What is the benefit of using sliding doors in small apartments?

*How do sliding doors contribute to space efficiency in small apartments?

*What is one reason for using sliding doors in small apartments?

.....

"Paragraph C"

Living in a compact home might work for one, or even two people, but what about when you are obliged to compete for space with several others? This is a question being investigated by a NASA-funded Mars simulation experiment. A 'habitat' has been located on the slopes of a volcano in the Pacific Ocean, and its goal is to understand how people can successfully live and work together on trips into space. Six crew members share a space which is 11 metres in diameter, **i.e.** the size of a **medium-sized**, one-bedroom apartment. They each have their own personal space, big enough for a tiny bed and chair. They are not permitted to leave the capsule unless they are wearing a spacesuit. There have been five 'missions' so far, lasting between six and 12 months. The experiment shows that although some privacy is essential, people in **confined** spaces get on better when they spend more time together rather than retreating to their own private or personal space.

16- How many people can live comfortably in a compact home?

.....

17- Who funds the Mars simulation experiment?

.....

18- What does the underlined abbreviation "NASA" stand for?

.....

19- Where is the habitat for the Mars simulation experiment located?

.....

الأستاذ أمين الفنجري

20- What is the (goal/aim) of the Mars simulation experiment?

.....

21- How many crew members share the (habitat/space) in the Mars simulation experiment?

.....

22- What is the size of the space shared by the crew members in the experiment?

.....

23- In their personal space on Mars, each crew member can have two things. Write them down.

*Mention two (things/items) that each crew member can have in their own personal space.

.....

24- What must crew members wear to leave the capsule?

.....

25- How long have the missions in the Mars simulation experiment lasted?

.....

26- How many missions have been completed so far in the Mars simulation experiment?

.....

27- What is the result of the Mars simulation experiment?

.....

"Paragraph D"

Professor Ellen Pader from the University of Massachusetts, who has published research on the impact of space on relationships, believes a major benefit of sharing space with others is that you learn respect for other people, and you also learn to negotiate with people, instead of just withdrawing when things get difficult. In many western countries, there is an assumption that we all need privacy, but this is not a universally shared belief. In Mexico, **for example**, according to Pader's research, people often prefer to share bedrooms and bathrooms because being alone feels like a punishment.

28- According to Professor Ellen Pader, what is the major benefit of sharing space with others?

.....
.....

29- What does professor Pader believe about the need for privacy?

.....

30- According to Pader's research, what do people in Mexico prefer?

.....

الأستاذ أمين الفنجري

31- People in Mexico prefer living together. Why?

*People in Mexico prefer sharing bedrooms and bathrooms. Why?

.....

32- How does professor Pader describe the feeling of being alone?

*How do people in Mexico feel about being alone?

.....

"Paragraph E"

So why is living space important? We need to get the right balance between having enough of it to allow some privacy, but not so much that we no longer interact with others.

33- In which paragraph does the author "summarise the answer to the question asked in the title"?

.....

أسئلة الضمائر

34- What does the underlined pronoun "X" refer to?

حددنا جميع الضمائر أثناء شرح القطعة

أسئلة الكلمات

35- Find a word in the text which means:

- Additional and not needed because there is already enough of something
- Very small and restricted, surrounded by walls
- Small, but arranged so that everything fits neatly into the space available
- (In a city) having a lot of people living close together
- Not having enough space
- Neither small, nor large

أسئلة المنهاج

36- In which paragraph does the author ...

- give examples of ways to design a home to make the most of space?
- discuss the factors leading to a move towards smaller properties in some countries?
- summarise the answer to the question asked in the title?
- explain that in some cultures too much privacy is seen as a negative concept?
- outline the findings of an investigation into the implications of living with others in an enclosed space?

37- What advantages of living in a tiny home are mentioned?

.....

38- What suggestions for maximising space in a small home are mentioned?

.....

39- What were the findings of the NASA- funded experiment?

.....

40 - According to Ellen Pader, what are the advantages of sharing a space with others?

.....

أسئلة التفكير والمناقشة

41- How would you feel about living in a house or flat as small as those mentioned in the text?

.....
.....

42- In what way is 'living small' a more environmentally friendly way of living?

.....
.....

43- Do you agree that living in a very large home might have disadvantages? Say why.

.....
.....

44- Has reading this article changed your views about how much space people need? Say why.

.....
.....

Paragraph 1

made Vern Jones

* The sight of Mount Kilimanjaro rising majestically above the Serengeti →→→→→ wants to climb it

Vern Jones

* In 2014/at the age of 62 →→→→→ realised his dream (accompanied by his daughters and their husbands)

was aware that

* He →→→→→ he couldn't have succeeded without the help of the guides.

الأستاذ أمين الفنجري

face challenges

* These young men (guides) →→→→→

(1) ill-equipped themselves and poorly paid.

(2) work daily in dangerous conditions to help climbers achieve their goals.

purpose?

* Vern's response = to found Kili Summit Club →→→→→ raises money to help the guides from the proceeds of mountain gear sales.

receive

* Guides →→→→→ footwear and equipment to help them with their work
+ commission from sales, allowing climbers to support them long after their adventure.

Paragraph 2

Lisa Ludwinski

from

* Autumn (2012) →→→→→ started her business →→→→→ her parents' kitchen = she made and sold 40 pies

to them

result =

followed by

* The reaction →→→→→ was so positive →→→→→ she kept going →→→→→ industrious few years.

* Lisa →→ took a business class + took on an intern + raised money for her own bakery in (Detroit/ Michigan)

allowed her

* Lisa →→ she did a 24-hour fund-raising activity = bringing in \$26,593 →→→→→ to open Sister Pie in (April, 2015)

is

so/how?

* Integral to Lisa's business philosophy →→→→→ making Sister Pie a part of the community →→→→→

she operates a 'Pie it Forward' system = customers can purchase a coupon: kept on the wall and can be used by

strangers who may not have enough money = to enjoy a slice of the delicious pies.

Paragraph 3

Tracy Warshal

what happened?

* **In 2015** →→→→→→→→→→ was in the queue at a busy shop →→→→→→→→→→

The man in front of her had forgotten his wallet →→ **Tracy** paid for the stranger's: **milk + other items**

then

→→ the man thanked her and asked her name →→→→ he was on his way.

Tracy Warshal

where

?

* **A month later** →→→→→→→→→→ was contacted by colleagues at the cancer charity →→→→→ she worked →→→

They told her: The man who wished to remain **anonymous** →→ wanted to **donate** \$10,000 to the foundation in her name

was

as

* **The man** →→→→→ able to track her down →→→→→ she was wearing a T-shirt with the charity's name on it.

* **She told reporters:** "I'm just so excited that one small gesture made a huge difference and impact on a lot of people."
"I hope it makes some people think twice about doing something small to somebody"

Paragraph (A): Moving mountains...

As a teenager, the sight of Mount Kilimanjaro rising majestically above the Serengeti made Vern Jones desperately want to climb it. Finally in 2014, at the age of 62, Vern finally realised his dream while accompanied by his daughters and their husbands. However, he was all too aware that he couldn't have succeeded without the help of the guides. These young men, who are often **ill-equipped** themselves and poorly paid, work daily in dangerous conditions to help climbers achieve their goals. Vern's response was to found *Kili Summit Club* which raises money to help the guides from the **proceeds** of mountain gear sales. They receive footwear and equipment to help them with their work, as well as **commission** from sales, allowing climbers to support them long after their adventure is over.

1- What (motivated/inspired) Vern Jones to climb Mount Kilimanjaro?

.....

2- When did Vern finally climb Mount Kilimanjaro?

.....

3- Who accompanied Vern on his adventure?

.....

الأستاذ أمين الفنجري

4- What did Vern realize about the importance of the guides?

.....

5- What challenges do the guides face while working on Mount Kilimanjaro?

.....

6- What is the main purpose of the Kili Summit Club?

.....

7- What does the Kili Summit Club provide to the guides?

.....

8- How do the guides benefit from the sales of mountain gear?

.....

Paragraph (B): Kindness is as easy as pie...

In the Autumn of 2012, Lisa Ludwinski started her business from her parents' kitchen when she made and sold 40 pies. The reaction to them was so positive that she kept going. What followed was an **industrious** few years. Lisa took a business class, took on an **intern** and raised money for her own bakery in Detroit, Michigan. She even did a 24-hour fund-raising activity, bringing in \$26,593, which allowed her to open *Sister Pie* in April, 2015. **Integral** to Lisa's business philosophy is making *Sister Pie* a part of the community. Due to this, she operates a 'Pie it Forward' system where customers can purchase a coupon. This is then kept on the wall and can be used by strangers, who may not have enough money, to enjoy a slice of the delicious pies.

9- When did Lisa start her business?

.....
الأستاذ أمين الفنجري

10- Where did Lisa first make and sell her pies?

11- What was the reaction to Lisa's pies?

12- When did Lisa open "*Sister Pie*"?

13- How much money did Lisa raise through her 24-hour fund-raising activity?

14- What is the main philosophy behind Lisa's business?

15- How does the "Pie it Forward" system help people in need?

Paragraph (C): The milk of human kindness...

In 2015, Tracy Warshal was in the queue at a busy shop during the holiday season when the man in front of her realised he'd forgotten his wallet. Tracy paid for the stranger's milk and other items, and after thanking her and asking her name, he was on his way. She thought no more of it until a month later when she was contacted by colleagues at the cancer charity where she worked. They told her that the man, who wished to remain **anonymous**, wanted to donate \$10,000 to the **foundation** in her name. As she was wearing a T-shirt with the charity's name on it at the shop, he was able to track her down. She told reporters, 'I'm just so excited that one small gesture made a huge difference and impact on a lot of people. I hope it makes some people think twice about doing something small to somebody.'

16- What did Tracy pay for when the man forgot his wallet?

.....
الأستاذ أمين الفنجري

17- How did the man react after Tracy paid for his items?

18- What happened a month later after Tracy helped the stranger?

19- How did the man manage to contact Tracy a month later?

أسئلة الضمائر

20- What does the underlined pronoun "X" refer to?

حددنا جميع الضمائر أثناء شرح القطعة

أسئلة الكلمات

21- Find a word in the text which means:

- Being busy or working very hard
- Money that is paid to a salesperson for selling something
- A (usually young) person who does a job to get experience of it and to learn
- Very important to, or an essential part of, something
- Not having the correct tools or skills to do something
- Referring to someone whose name is not known or not made public
- The total money received from selling or organising something
- An organisation started for a specific purpose, such as research

أسئلة المنهاج

22- In text A, why did Vern Jones choose to go to Mount Kilimanjaro?

- a- He felt it would be a good opportunity to start a business.
- b- He wanted to join his family who were planning to go there.
- c- He'd been inspired by images of the area from a young age.
- d- He wanted to learn how to help other people climb it.

23- In text A, what difference has Kili Summit Club made?

- a- It helps guides find well-paid work in other areas.
- b- It raises money and provides resources for guides.
- c- It reduces the risk of accidents for guides.
- d- It ensures guides receive a higher salary than before.

24- In text B, what is mentioned as being important for Lisa about her business?

- a- It needs to be a place where all local people feel welcome.
- b- It should raise as much money as possible for charities.
- c- It has to be successful enough to open more bakeries in the area.
- d- It must become the most famous place in Detroit for pies.

الأستاذ أمين الفنجري

25- In text C, what was the result of Tracy's actions?

- a- Tracy was given a job with more money and responsibility.
- b- People suffering from illness were able to receive additional help.
- c- There was an increase in the number of donations to her charity.
- d- Tracy was able to meet the stranger and thank him for his help.

أسئلة التفكير والمناقشة

26- How did Vern Jones show kindness to the guides on Mount Kilimanjaro?

By understanding that he couldn't have climbed Mount Kilimanjaro without the help of the guides, and recognizing the challenging conditions they work in, so he wanted to support them by founding the Kili Summit Club which raises money to help the guides, providing them with better equipment and commissions.

27- How does Lisa show kindness through her "Pie it Forward" system?

By allowing customers to buy a coupon, which is then kept on the wall and can be used by strangers, who may not have enough money.

28- In what way does Lisa's business contribute to the community?

Through her "Pie it Forward" system, people can help each other by giving without expecting anything in return, and this creates a sense of connection and support.

29- How did Tracy show kindness to the stranger in the shop?

By paying for the stranger's milk and other items when he realized he had forgotten his wallet.

30- What impact did Tracy's small act of kindness have on others?

Tracy's small act of kindness led the stranger to donate 10.000 to the cancer charity in her name, creating a significant positive impact.

31- What do you think you could do as a kindness for people in the community you live in even if you don't know them?

.....

.....

Paragraph 1

* **Some people say** →→→ you need a lot of money = to help a charity →→→ if they don't have this = they do nothing.

* **In reality** →→→ all you need is = (1) determination (2) a little time

by

* **I've been trying to persuade people** = to help an environmental charity →→→ donating just a few coins each week

but

* **At first** = people were not keen →→→ my **persistence** has paid off = now a lot of people give me a little money

Paragraph 2

* **Social media** = is the obvious way to get your message across

الأستاذ أمين الفنجري

* **All you need to do is** = to pay for a good **Internet connection**.

* **I let my friends know my views on** →→ **social networks** = I would support a campaign to protect animal rights.

Paragraph 3

* **Last year** →→ I joined a group that wanted to clean up one of the beaches near Aqaba →→ where I live

* **The tourists** = leave litter there.

but

* **I used to go to the beach every weekend** = to pick up the litter for free →→→ volunteering like this helped, didn't solve the problem

* **The only way** = is to change tourists' attitudes to litter.

encouraged

* **We** →→→→→ the council to put →→ more litter bins + signs reminding people not to litter in English and Arabic.

Have you ever supported a social issue?

We asked three people to tell us what they think about the different ways people make themselves heard.

Person 1 ...

Some people say you need a lot of money in order to help a charity, and if they don't have this, they do nothing.

Having money is important, but in reality all you need is determination and a little time. I've been trying to persuade people in my community to help an environmental charity by donating just a few coins each week. At first people were not keen, but my persistence has paid off and now a lot of people give me a little money – and that is really helping the charity.

1- What do some people believe they need in order to help a charity?

.....

2- According to person 1, what is really needed to help a charity?

.....

الأستاذ أمين الفنجري

3- How did person 1 try to help an environmental charity?

.....

4- What was the result of person 1's persistence?

.....

Person 2 ...

As far as I'm concerned, social media is the obvious way to get your message across. All you need to do is to pay for a good Internet connection which most people have anyway these days. On a more personal level, I let my friends know my views on social networks and I would support a campaign to protect animal rights.

5- What does person 2 think is the best way to get your message across?

.....

الأستاذ أمين الفنجري

6- According to person 2, what is the only thing needed to use social media?

.....

7- Where does person 2 share her views?

.....

8- What kind of campaign would person 2 support?

.....

❖ Getting your message across ...

ابطال رسالتك

Person 3 ...

Last year, I joined a group that wanted to clean up one of the beaches near Aqaba, where I live. It is very popular with tourists who often leave litter there. I used to go to the beach every weekend and pick up the litter, all for free! I soon realised that volunteering like this helped but didn't solve the problem. The only way is to change tourists' attitudes to litter. We have encouraged the council to put more litter bins around the beaches as well as signs reminding people not to litter in English and Arabic.

9- What group did person 3 join last year?

الأستاذ أمين الفنجري

10- Why is the beach often dirty?

11- What did person 3 do at the beach every weekend?

12- What did person 3 realise about his volunteering (picking up the litter for free)?

13- What is the only way to solve the problem of (littering/leaving litter on the beach)?

14- What solutions were suggested to change tourists' attitudes to litter?

أسئلة المنهاج

16- Which person has used social media to try and get changes made?

17- Which person realised what they were doing wasn't effective?

18- Which person believes you don't need a lot of money to campaign for change?

أسئلة التفكير والمناقشة

19- Which of the people do you agree with most? Say why.

20- Which of the issues do you think is the most important? Say why.

21- Some people think the social issues we are concerned about change as we get older. Do you agree? Say why.

Paragraph 1

A description of what people with ASD (feel/experience) when they go to a shopping centre:

- the doors shut with a thud behind me
- there's a buzz of noise
- I can hear two or three different types of music
- A woman walks past me, carrying lots of shopping bags. I can hear the sound of them rubbing against each other
- The lights are too bright
- A man is shaking a pot full of coins, it's really loud
- I can smell fried food
- I bump into a friend, but I can't stop to talk to her because it's all so overwhelming.
- I need to calm down.
- I need to get out of here.

الأستاذ أمين الفنجري

Paragraph 2

* **ASD** = autism spectrum disorder

sensory overload

* **Individuals with autism** →→→→→ hypersensitivity to sights, sounds, smells and tastes.

though

* **Some people** = able to cope with this kind of sensory overload →→→→→ the stress might eat away at them inside

lead to/negative results =

* **Other people** = end up having a **meltdown** = they get upset or angry →→→→→

why?

(1) This can make it difficult to fit in with or to keep friends →→→→→ because other people just don't understand the pressure that has led the person with autism to act in this way.

reason?

(2) People with autism having problems at school or with holding down a job →→→→→ as they may come across as unreliable or bad-tempered.

الأستاذ أمين الفنجري

Paragraph 3

- * **Virtual Reality (VR)** →→→→ to help people understand what it's like to have autism.
 - * **VR** →→→→ is a computer-generated simulation of an experience, seen in 3D, can feel almost exactly like really being in that situation.
 - * **Chris Milk / TED talk** →→→→ **VR** connects humans to other humans in a way which can change people's perceptions of each other.
- developed**
- * **The National Autistic Society** →→→→→ **VR experience:** to help people understand what sensory overload feels like
- using which**
- * **VR experience** → People can watch the video →→→→ 3D glasses →→→→ take them more fully into the experience.
- indicate that**
- * **VR experience** → 6M views + comments →→→→→→→→→→ it's having a powerful effect.

Paragraph 4

- * **The potential impact of VR** in helping us to understand one another and the world around us is exciting →→→→→ **example**
- what happened?**
- VR - chopping down a tree** →→ the researcher 'accidentally' spilt his drink →→→→→→→→→→
- People who had been chopping down trees reached for fewer paper napkins = **suggesting** that their experience had subconsciously encouraged them to stop wasting paper.

الأستاذ أمين الفنجري

Paragraph 5

- * **VR** →→ also used to give people the experience of **(1)** being disabled **(2)** being in a flood.
- * **The difference between simulated and actual experiences:**
 - **Simulated experiences:** we volunteer to put on the VR headset + we can break off at any time and go back to our normal lives.
 - **Actual experiences:** the people whose lives we're experiencing don't have that luxury. And, while we can experience the sounds and sights of a flood, we don't come up against the same difficulties.

The doors shut with a thud behind me as I walk into the shopping centre. Immediately, there's a buzz of noise. I can hear two or three different types of music being played in various shops. A woman walks past me, carrying lots of shopping bags. I can hear the sound of them rubbing against each other. I try to shrug it off, but it's made me feel a bit more anxious. The lights are too bright. A man is shaking a pot full of coins – I think he's collecting money for charity. It's really loud. I carry on through the shopping centre. I can smell fried food. **I bump into** a friend, but I can't stop to talk to her because it's all so overwhelming. I need to **calm down**. I need to get out of here.

1- Where does the experience described by the narrator take place?

.....

2- Mention four sounds the narrator hears inside the shopping centre.

.....

الأستاذ أمين الفنجري

3- What smell can the narrator detect in the shopping centre?

.....

4- Why can't the narrator stop to talk to a friend?

.....

This is a description of what it might feel like for some people with ASD (autism spectrum disorder) to go to a shopping centre. While people's experiences vary a lot, one of the key issues for many individuals with autism is a hypersensitivity to sights, sounds, smells and tastes, which can make a simple activity, such as going shopping extremely stressful. Some people are able to cope with this kind of sensory overload reasonably well, though the stress might **eat away at** them inside. But for others, they **end up** having a meltdown – in other words, they get upset or angry. This can make it difficult to **fit in** with or to keep friends because other people just don't understand the pressure that has led the person with autism to act in this way. It can also lead to people with autism having problems at school or with **holding down** a job, as they may come across as unreliable or bad-tempered.

5- Who does the description in the first paragraph represent?

.....

الأستاذ أمين الفنجري

6- What is one key issue many individuals with autism experience?

.....

7- Many individuals with ASD are hypersensitive to four senses. Write them down.

.....

8- Some people are able to cope with sensory overload well. What is the negative effect of this?

الأستاذ أمين الفنجري

9- What do some people end up having when they cannot cope with sensory overload?

10- Having a meltdown can make it difficult to fit in with or to keep friends. Why?

11- People with autism can have problems at school or with holding down a job. Why?

12- Meltdown can cause some problems for people with autism. Mention two of them.

*What three things/effects can a meltdown cause for people with ASD?

In order to help people understand what it's like to have autism, could Virtual Reality (VR) help? Virtual Reality is a computer-generated simulation of an experience, which is seen in 3D, and which can feel almost exactly like really being in that situation. According to Chris Milk in his TED talk, Virtual Reality connects humans to other humans in a way which can change people's perceptions of each other. Perhaps in response to such ideas, the National Autistic Society has developed a VR experience to help people understand what sensory overload feels like. People can watch the video using special 3D glasses, which take them more fully into the experience. So far, it has had six million views, and the comments certainly indicate that it's having a powerful effect.

13- What is Virtual Reality (VR)?

14- According to Chris Milk in his TED talk, what does virtual reality do?

الأستاذ أمين الفنجري

15- Who developed a VR experience to help people understand sensory overload?

16- How can people watch the VR simulation of sensory overload?

17- How many views has the VR experience had so far?

18- What do the comments about the VR experience (show/indicate)?

The potential impact of VR in helping us to understand one another and the world around us is exciting. For example, some people **went through** the virtual experience of chopping down a tree. Afterwards, the researcher 'accidentally' spilt his drink and those people who had been 'chopping down trees' reached for fewer paper napkins, suggesting that their experience had subconsciously encouraged them to stop wasting paper.

19- How is the potential impact of VR described?

.....
الأستاذ أمين الفنجري

20- What virtual experience did some people take part in?

21- What happened after the researcher accidentally split his drink?

*How did the participants react after the drink was spilled?

22- What does the participants' reaction suggest about the VR experience of (chopping down trees)?

VR has also been used to give people the experience of being disabled, or being in a flood. But can these experiences really help us to walk in someone else's shoes? A major difference between simulated and actual experiences is that we volunteer to put on the VR headset. We can **break off** at any time and go back to our normal lives, whereas the people whose lives we're experiencing don't have that luxury. And, while we can experience the sounds and sights of a flood, we don't **come up against** the same difficulties.

23- According to the last paragraph, mention two experiences VR has been used for.

24- What is a major difference between simulated and actual experiences?

25- What is the "luxury" that we have during a VR experience, but real people don't?

*What is the "luxury" we have in simulated experiences but not in actual experiences?

*What freedom do we have in VR that real people don't?

.....
الأستاذ أمين الفنجري

26- What can we experience during a VR simulation of a flood?

أسئلة الضمائر

27- What does the underlined pronoun "X" refer to?

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أسئلة الكلمات

28- Find a phrasal verb in the text which replaces the underlined part of the sentence:

- You can't expect to keep a job if you're always late!
- I have never really felt part of the group at school.
- Every time she thought about it, the anxiety made her feel very bad.
- He stopped what he was doing to talk to his friend.
- The noise was too much for her and she finished by running from the room.
- I didn't expect to see you here!
- Experiencing something difficult can help you to grow as a person.
- Relax – it's going to be OK.
- If you encounter any problems, let me know.

أسئلة المنهاج

29- Does the first paragraph describe a positive or a negative experience?

.....

30- Why does the writer start by describing an experience of going shopping?

- a- to explain exactly why some people suffer from ASD
- b- to demonstrate why having ASD can cause someone to get upset
- c- to emphasize the social problems created by large shopping malls

31- Which of these statements best reflects what the writer says about ASD?

- a- Many people feel upset or angry about having ASD.
- b- Different people will experience ASD in different ways.
- c- Public places should be better designed for people with ASD.

الأستاذ أمين الفنجري

32- The writer cites Chris Milk to illustrate that ...

- a- VR can also be a way for people to communicate over a distance.
- b- video may actually separate us from the people we see onscreen.
- c- VR has the potential to alter how we interact with each other.

33- What do the examples in Paragraph 4 indicate?

- a- that it is relatively easy to trick people into doing something
- b- that many people are inspired to visit the places they see through VR
- c- that VR can stimulate people's willingness to take action

34- What attitude towards VR is expressed by the writer in the last paragraph?

- a- It has some value but should be treated with caution.
- b- It is fairly pointless compared with real life experience.
- c- It is a passing fashion that will fade away.

Paragraph 1

has gone through ?

* **Indonesian teenager** - Aldi Adilang - 19 years old →→→→→→→→→→ the ordeal →→→ lost at sea three times!

* **The first two times** = he got off relatively lightly

* **The first time** = for a week.

الأستاذ أمين الفنجري

* **The second time** = for two days.

* **The third time** = for 49 days.

Paragraph 2

had spent

known as

* **When he was 16** →→ Aldi →→→→→→→→→→ weeks working on: **a fishing trap** →→→→→→ **a rompong**.

and

* **Rompong** →→ A kind of hut which floats in the middle of the sea →→→→→ attached to the sea bed with **a rope**.

reason?

* **Every night** →→ He would light lamps →→→→→→→→→→ to attract the fish to his nets.

Paragraph 3

* **The third time** ...

* **This day** →→ the rope attaching his rompong to the bottom of the sea broke and, already far from the coast, he started to drift even further away

why?

* **At first** →→ he wasn't too worried →→→→→ (1) He took it for granted that sooner or later his boss would come and rescue him, as he had done before.

(2) He had a week's supply of food. He was sure it would all be fine.

Paragraph 4

!!

and

* **After a week** →→ his supplies ran out →→ He caught fish →→→ used parts of his wooden hut to make a fire and cook the fish.

!!

!!

* **No fresh drinking water** →→ he had no choice but to **drink sea water** →→ he filtered the sea water through his clothes to reduce the amount of salt.

because

* **This must have done the trick** →→→→→→ because he survived for four days until it rained and he was able to collect some rainwater.

الأستاذ أمين الفنجري

Paragraph 5

but

* **His survival skills** were keeping him alive →→→→ wondered if he would ever be rescued

saw

but

* **He** →→→→ more than ten ships sail past him →→→→ but none of them seemed to have a clue that he was there.

when he

* **After few weeks** →→ he thought he had at last got his lucky break →→→→→ managed to talk to the captain of an Indonesian ship by **walkie-talkie**.

promised

but

* **The captain** →→→→→ he would pick him up once they had finished work →→→→ Aldi never saw the ship again

Paragraph 6

* **After this setback** = he started to worry.

الأستاذ أمين الفنجري

* **To try and take his mind off his situation** = he sang and read.

but

* **The isolation** →→ took its toll on him = he almost gave up hope →→→→ the thought of seeing his parents again kept him going.

Paragraph 7

called

* **After 49 days** = he saw a ship →→→→→ The Arpeggio.

used

* **He** →→→→→ few words of English he knew over the radio = **Help! Help!** = The ship turned around to pick him up.

so

* **The boat was heading for** →→ Japan →→→ they took him with them.

* **The Indonesian embassy** →→→ collected him and flew him home - **two months** after his ordeal had begun.

Paragraph 8

Safely back home with his family ... then ... Aldi considered his options:

- **His family** = lived in some hardship

but

- **His job** →→→ lucrative at \$134 a month →→→ drifting three times = wasn't worth the risk

- **So, From now on** →→→ he'll be staying on dry land

الأستاذ أمين الفنجري

Inspirational stories of resilience ...

Indonesian teenager, Aldi Adilang, is only 19, but he has already **gone through the ordeal** of being lost at sea an incredible three times! The first two times he **got off relatively lightly**; he was drifting for a week, and the second time for two days. Those experiences sound terrifying enough, but on the third occasion he was alone in the ocean for 49 long days.

1- What ordeal did Aldi Adilang go through?

الأستاذ أمين الفنجري

2- How many times was Aldi lost at sea?

3- How long did Aldi drift at sea the first two times?

4- How long was Aldi lost at sea on the third occasion?

From when he was 16 years old, Aldi had spent weeks at a time working on a fishing trap, known as a rompong, a kind of hut which floats in the middle of the sea, but is attached to the **sea bed** with a rope. Every night he would light lamps to attract the fish to his nets. It was a lonely kind of life.

5- What is the name of the fishing trap Aldi worked on?

6- What is a rompong?

7- How is the fishing trap "rompong" attached to the sea bed?

الأستاذ أمين الفنجري

8- Why did Aldi light lamps at night?

9- What did Aldi use to attract fish at night while he was on the rompong?

10- According to paragraph 2, how does the writer describe Aldi's life on the rompong?

This day had started just like any other, until the rope attaching his rompong to the bottom of the sea broke and, already far from the coast, he started to drift even further away. At first, he wasn't too worried. He **took it for granted** that sooner or later his boss would come and rescue him, as he had done before. Aldi had a week's supply of food. He was sure it would all be fine.

11- What was the main reason Aldi got lost at sea for the third time?

الأستاذ أمين الفنجري

12- How did Aldi feel when the rope broke and the rompong started drifting away?

13- Why was Aldi not too worried when the rope broke and the rompong started drifting away?

14- Why did Aldi expect his boss to rescue him?

But after a week his **supplies** ran out. He caught fish and used parts of his wooden hut to make a fire and cook the fish. Not having any more fresh drinking water, he **had no choice but to** drink sea water. However, he filtered the sea water through his clothes to reduce the amount of salt. This must have **done the trick** because he survived for four days until it rained and he was able to collect some rainwater.

15- Quote the sentence that shows Aldi didn't have any supplies left after seven days.

16- How did Aldi get food after his supplies ran out?

17- How did Aldi cook the fish he caught?

18- Aldi had no choice but to drink sea water. Why?

19- How did Aldi make seawater drinkable when he had no fresh water?

*How did Aldi reduce the salt in the sea water?

الأستاذ أمين الفنجري

20- How long did filtering sea water help Aldi?

*How long did Aldi survive by drinking filtered sea water?

21- How did Aldi finally get "fresh water"?

His survival skills were keeping him alive, but he was starting to wonder if he would ever be rescued. He saw more than ten ships sail past him, but none of them seemed to **have a clue** that he was there. After a few weeks, he thought he had at last got his lucky break when he managed to talk to the captain of an Indonesian ship by walkie-talkie. The captain promised he would pick him up once they had finished work for the day. Heartbreakingly, Aldi never saw the ship again.

22- What was keeping Aldi alive during his ordeal?

.....

23- What was Aldi starting to (worry/wonder) about?

.....

24- What information in the text tells you the number of ships that passed by Aldi?

.....

25- Ten ships sailed past Aldi, but none of them helped him. Why?

.....

26- How did Aldi communicate with the Indonesian ship?

.....

الأستاذ أمين الفنجري

27- What promise did the captain of the Indonesian ship make to Aldi?

.....

28- What happened in the end to the Indonesian ship?

.....

After this setback, he really started to worry. To try and **take his mind off** his situation he sang and read. However, the isolation **took its toll** on him. He admitted that he almost gave up hope, but the thought of seeing his parents again **kept him going**.

29- How did Aldi try to distract himself from his situation?

.....

30- Why did Aldi sing and read while he was lost at sea?

.....

31- What effect did being isolated at sea have on Aldi's mental state?

.....

الأستاذ أمين الفنجري

32- What thought helped Aldi continue despite almost losing hope?

*What kept Aldi motivated to continue?

.....

In the end, after 49 days, he saw a ship, *The Arpeggio*. Desperate to **make himself understood** he used the few words of English he knew over the radio: 'Help! Help!' The ship turned around to pick him up. The boat was heading for Japan, so they took him with them. Finally, the Indonesian embassy collected him and flew him home, almost two months after his ordeal had begun.

33- How many days had Aldi been at sea when he finally saw a ship?

.....

34- What was the name of the ship that Aldi saw after 49 days?

.....

35- How did Aldi try to make the ship understand that he needed help?

.....

36- Where was the ship heading, and what did they do with Aldi?

.....

الأستاذ أمين الفنجري

37- Who finally helped Aldi return to Indonesia?

.....

38- How long after his ordeal began did Aldi finally return home?

.....

Safely back home with his family, Aldi **considered his options**. His family lived in some hardship and his job was, from his perspective, relatively lucrative at \$134 a month. However, having found himself drifting three times since he started the job aged 16, he and his family decided it simply wasn't worth the risk. From now on, he'll be staying firmly on dry land.

39- How does the writer describe the life of Aldi's family?

.....

40- What decision did Aldi and his family make about his work?

.....

41- After realising the job wasn't worth the risk, where did Aldi decide to work from now on?

.....

أسئلة الضمائر

42- What does the underlined pronoun "X" refer to?
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أسئلة الكلمات

43- Find a word in the text which means:

- A terrible or painful experience that continues for a period of time
- The land at the bottom of the sea
- Food and other ordinary goods needed by people every day

44- Find a collocation in the text which means:

- Believed something without even thinking about it
- Communicate effectively
- Was forced to do something
- Experienced less harm than might be expected
- Had the necessary result he wanted
- Caused harm or suffering
- Be unable to guess something
- Stop him from worrying about something
- Had a very difficult or painful experience
- Thought carefully about what to do
- Helped him to continue, despite the difficult situation

أسئلة المنهاج

45- Why is the word "heartbreakingly" used in Paragraph G?
a- To explain how Aldi must have felt when he saw the ship.
b- To justify why Aldi felt that his troubles were now over.
c- To express the writer's own feelings about the captain's actions.

الأستاذ أمين الفنجري

46- What is suggested about Aldi's job in Paragraph D?

- a- The job was well-paid and relatively easy work.
- b- He risked his life by taking the job because he was poor.
- c- His parents were relieved when he gave up the job.

47- How can we describe Aldi's personality?

- a- He is resourceful and determined.
- b- He is always optimistic about the future.
- c- He has a tendency towards depression.

أسئلة التفكير والمناقشة

48- Do you think Aldi's decision to stop working at sea was wise? Justify your answer using evidence from the text.

.....

.....

.....

Paragraph 1

*Why do people enjoy fiction?

are under the impression that

Some people →→→→→ it's because we are in suspense about what is going to happen.

So →→→ someone actually telling you the plot would completely spoil the experience....

*This is why →→→ we refer to a newspaper article or blog with that kind of information as = a 'spoiler'.

*News sites = careful to at least signal that there are spoilers in their reviews,
and when an important plot line gets 'spoilt' = there's a huge fuss online.

why!

*Some people = love reading spoilers →→→→

Paragraph 2

suggest

*Research →→→→→ the opposite: spoilers can in fact enhance our experience.

*In a study →→→→ participants were divided into two groups →→ given the same stories to read.

الأستاذ أمين الفنجري

*The second group →→→→ given brief introductions which subtly 'spoil' the plots

You might assume that the first group found the stories more engaging!!

*Surprisingly →→→→ the second group = claimed the greatest reading satisfaction

not to

but

*When we love a book = we often read it again →→→→ find out what happens →→→→ to notice more of the detail.

*Knowing what happens at the end of great classic works of fiction = isn't going to ruin them

Paragraph 3

*This research was followed up two years later

*Participants were stopped from →→→ reading the stories before they had finished
and asked about their enjoyment at that point

but

*Most people think that spoilers only have an impact on the reader's reaction to the end of the story →→→→

This study showed that = even halfway through the story, the participants who had read the spoilers were still
finding the stories more engaging than those who didn't know what was going to happen.

*There is plenty of evidence that →→ some familiarity with a work of art = enables you to appreciate it more.

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Paragraph 4

*A recent study →→→ found that spoilers did negatively affect people's enjoyment

→ 412 university students were given several short stories...

some of which

→ Before they read them, they were given summaries of the stories →→→→→ gave away the ending on purpose.

*The study →→→ found that the stories that had been 'spoiled' were considered to be less thought-provoking.

Paragraph 5

showed that

*The research →→→→→→→→→

(1) The kind of people who are keen to avoid spoilers by accident = - Tend to have a particular personality type.

- They are very emotionally involved with what they are reading.

(2) People who are less emotionally connected with the characters are happy to know about what is going to happen →→→ because it requires less effort on their part.

Paragraph 6

*We should take into account how much the Internet has changed our viewing habits

*Gone are the days when everyone would watch the same thing at the same time and then talk about it the next day

*Now, everyone is watching at different times across the world, and a lot of the discussion is happening in online communities

Why do people enjoy fiction? Some people are **under the impression** that it's because we are **in suspense** about what is going to happen, so someone actually telling you the plot would completely spoil the experience. This is why we refer to a newspaper article or blog with that kind of information as a 'spoiler'. News sites are usually careful to **at least** signal that there are spoilers in their reviews, and when an important plot line gets 'spoilt', there's a huge fuss online. But, it's also clear that some people actually love reading spoilers. Why is this?

1- Why do some people believe fiction is enjoyable?

.....

2- According to paragraph 1, what would happen if someone told you the plot?

.....

الأستاذ أمين الفنجري

3- What do we call articles or blogs that reveal plot information?

.....

4- What happens online when an important plot line is spoiled?

.....

5- What surprising fact is mentioned in paragraph 1?

.....

You might be surprised to learn that research would actually suggest the opposite: that spoilers can **in fact** enhance our experience. In a study, participants were divided into two groups and each group was given the same stories to read. **In addition**, the second group were also given brief introductions which subtly 'spoilt' the plots. You might assume that the first group found the stories more engaging, but surprisingly, it was the second group who claimed the greatest reading satisfaction. It could be said that when we love a book, we often read it again – sometimes many times. We aren't doing this to find out what happens. **In all likelihood**, we enjoy it more the second time because we are free to notice more of the detail. Knowing what happens at the end of great classic works of fiction isn't going to ruin them.

6- According to paragraph 2, what does research suggest about spoilers?

.....

7- What extra information did the second group receive?

.....

الأستاذ أمين الفنجري

8- Which group claimed the greatest reading satisfaction?

.....

9- It could be said that when we love a book, we read it again. Why?

.....

This research was followed up two years later. However, this time participants were stopped from reading the stories before they had finished and asked about their enjoyment at that point. It was argued that most people think that spoilers only have an impact on the reader's reaction to the end of the story, but this study showed that even halfway through the story, the participants who had read the spoilers were still finding the stories more engaging than those who didn't know what was going to happen. It could be said that there is plenty of evidence that some **familiarity** with a work of art enables you to appreciate it more.

10- What were participants prevented from doing?

.....

11- What do some people think spoilers affect?

.....

الأستاذ أمين الفنجري

12- What was the result of the study?

.....

13- According to the writer, what effect does familiarity with a work of art have?

.....

However a more recent study found that spoilers did negatively affect people's enjoyment. 412 university students were given several short stories. Before they read them, they were given summaries of the stories, some of which gave away the ending **on purpose**. The study found that the stories that had been 'spoiled' were considered to be less **thought-provoking**.

14- According to paragraph 4, what did the study find about spoilers?

.....

15- What were students given before reading the short stories?

.....

الأستاذ أمين الفنجري

16- What was special about some of the summaries?

.....

17- How were spoiled stories described?

.....

Interestingly, the research carried out showed that the kind of people who are keen to avoid spoilers **by accident** tend to have a particular personality type. They are very emotionally involved with what they are reading. People who are less emotionally connected with the characters are happy to know about what is going to happen because it requires less effort **on their part**.

18- What characteristic is common among people who avoid spoilers by accident?

.....

19- How are people who avoid spoilers connected to what they read?

.....

الأستاذ أمين الفنجري

20- Which people are happy to know (the plot/what is going to happen)?

.....

21- People who are less emotionally connected with the characters enjoy knowing the plot. Why?

.....

Finally, we should **take into account** how much the Internet has changed our viewing habits. Gone are the days when everyone would watch the same thing at the same time and then talk about it the next day. Now, everyone is watching at different times across the world, and a lot of the discussion is happening in online communities. Maybe discussing spoilers is all part of the fun?

22- The Internet has changed the way people watch across the world. How?

.....

23- Where is a lot of discussion happening now?

.....

24- According to the last paragraph, what does the writer suggest about discussing spoilers?

.....

أسئلة الضمائر

25- What does the underlined pronoun "X" refer to?

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الأستاذ أمين الفنجري

أسئلة الكلمات

26- Find a word in the text which means:

- A good knowledge of a particular subject
- To consider or remember something when judging a situation
- Making you think seriously about a particular subject

27- Prepositions in the text:

in suspense - **at** least - **in** addition - **in** fact - **in** all likelihood - **under** the impression - **on** purpose
by accident - **on** (their) part

أسئلة المنهاج

28- Why does the author suggest we may enjoy fiction?

.....

29- What did the first research study show?

.....

30- What extra point were they trying to make with the second study?

.....

الأستاذ أمين الفنجري

31- What did the students conclude about stories which had been spoiled?

.....

32- What does the article suggest about the personality of people who avoid spoilers?

.....

33- What does the author say about changing viewing habits?

.....

أسئلة التفكير والمناقشة

34- Have you ever avoided social media for fear of seeing a spoiler? If so, give an example.

.....
.....

35- Do you find that sometimes spoilers ruin a show whereas at other times it makes no difference? Say why.

.....
.....

36- Do you agree that people who like to be in suspense are more involved with the characters? Say why.

.....
.....

القماموس

قاموس معاني كلمات قطع "الفهم والاستيعاب" - الترجمة حسب سياق النص - الكلمات بالأسود العريض هي الكلمات الرئيسية للقطع ...

The next lingua franca					
1	lingua franca	اللغة العالمية	23	less stressful	أقل توترا
2	revealed	أظهرت / كشفت	24	fun	ممتع
3	hold a conversation	اجراء محادثة	25	culture	ثقافة
4	foreign language	لغة أجنبية	26	promote	يُعزز / يُشجع
5	attributed to	يُنسب / يُعزى	27	global understanding	الفهم العالمي
6	mixture	مزيج	28	crucial	مُهم / ضروري
7	cultural reasons	أسباب ثقافيّة	29	emerging economies	اقتصادات صاعدة
8	government policies	سياسات حكوميّة	30	make sense	من المعقول / منطقي
9	priority	أولويّة	31	dominate	يهيمن / يسيطر
10	identified	تمّ تحديده	32	depend upon	يعتمد على
11	on the other hand	من ناحية أخرى	33	perhaps	ربّما
12	situation	الوضع	34	waste time	يضيّع / يُهدر وقت
13	different	مختلف	35	reports	التقارير
14	vast majority	الغالبية العظمى	36	complex	مُعقّد / صعب
15	compulsory subject	مادّة اجباريّة	37	ideal	مثالي / مناسب
16	primary schools	المدارس الابتدائيّة	38	neither	ولا واحد
17	fluency	الطلاقة	39	widely	واسع الانتشار
18	command	قدرة / معرفة / مهارة	40	simple	بسيط / سهل
19	successful	ناجح	41	vehicle	وسيلة / اداة
20	career	مهنة	42	international communication	التواصل العالمي
21	proficiency	كفاءة / اتقان	43	stay	يبقى كما هو / ثابت
22	travelling	السفر		الأستاذ أمين الفنجري	
Making contact					
1	animals	حيوانات	31	observing chimpanzees	مراقبة الشمبانزي
2	understand	تفهم / تستوعب	32	wild	البرية
3	basic instructions	التعليمات الأساسية	33	immediately	على الفور / مباشرة
4	allowing	تسمح	34	shores	ضفاف
5	travellers	الرحالة / المسافرين	35	lake	بحيرة
6	control	يتحكم	36	it was not long	لم يمض وقت طويل
7	horses	خيول	37	area	منطقة
8	camels	جمال	38	Gombe Stream National Park	حديقة جومبي الوطنية
9	but although	ومع أن	39	a young English woman	امرأة انجليزية شابة
10	intelligent animals	الحيوانات الذكية	40	with no	بدون / لا تمتلك
11	want	يريد	41	scientific training	تدريب علمي
12	assumed	اعتقدنا / افترضنا	42	wild chimpanzees	الشمبانزي البرية
13	communication with	التواصل مع	43	ran away	هربت
14	communication between	التواصل بين	44	as soon as	بمجرد
15	limited	محدود	45	maybe	ربما
16	thanks to	بفضل	46	very little	القليل جدا
17	naturalist	عالمة الطبيعة	47	likely	على الأرجح
18	possibility	احتمالية	48	calmness	هدوء
19	seriously	بجدية	49	gained their trust	جلب ثقتهم
20	complex ideas	أفكار معقدة	50	later	في وقت لاحق
21	as a child	عندما كنت طفلة	51	dangerous	خطير
22	reading books	قراءة الكتب	52	different groups	مجموعات مختلفة
23	fictional character	شخصية خيالية	53	battles	معارك
24	talk to	يتحدث مع	54	the rival group	المجموعة المنافسة
25	perhaps	ربما	55	communicate	يتواصل
26	inspired	ألهم	56	clearly	بوضوح
27	Africa	افريقيا	57	groom	تنظيف الفراء
28	scientist	عالم	58	each other	بعضهم البعض
29	asked	سأل	59	share food	يتشاركوا الطعام
30	job	عمل	60	arguments	جدال / خلافات

61	language	لغة	71	feed	يطعم
62	touch	اللمس	72	scientific community	المجتمع العلمي
63	sound	الصوت	73	social behaviour	السلوك الاجتماعي
64	amazingly	وبدهشة	74	omnivores	اكله اللحوم والنباتات
65	realised	ادركت	75	vegetarian	نباتي / اكل للنباتات
66	sign language	لغة الاشارة	76	UN Messenger for Peace	سفيرة السلام في الأمم المتحدة
67	humans	البشر	77	complete change	تغيرا كليا
68	tools	أدوات	78	whales and elephants	الحيتان والفيلة
69	sticks	عصي	79	sounds	اصوات
70	ants	نمل	80	distances	مسافات
Phrasal verbs in the text (Making contact)					
1	figure out	يستنتج / يفهم	6	wipe out	يقضي على / يدمر كليا
2	take in	يستوعب / يستذكر	7	pointed out	يبين / يشير
3	get across	يوصل الفكرة بوضوح	8	spelled out	يوضح / يشرح
4	come across	يصادف / يلتقي	9	brought about	يحدث / يتسبب
5	made out	يرى بصعوبة	10	pick up	يلتقط / يستقبل
They need saving too!					
1	they need saving too	يحتاجون الحماية أيضا	39	tiny fins	زعانف صغيرة
2	it's no accident	ليس من الصدفة	40	skeleton	هيكل عظمي
3	symbol	رمز	41	keeps it from crushed	يحميها من التخطم
4	world wide fund for nature	الصندوق العالمي للطبيعة	42	unfortunately	لسوء الحظ
5	giant panda	الباندا الضخم	43	fishing boats	قوارب الصيد
6	animals	حيوانات	44	sweep	يجرف
7	cute and beautiful	لطيفة وجميلة	45	ocean floor	قاع المحيط
8	popularity	شهرة / سمعة / شعبية	46	looking for	يبحث
9	enable	يتيح / يمكن	47	crustaceans	القشريات
10	organizations	منظمات	48	nets	شباك الصيد
11	raise money	يجمع الأموال	49	accidentally	من غير قصد (بالخطأ)
12	support	يدعم	50	the threat	التهديد
13	range	مجموعة واسعة	51	pangolin	أكل النمل
14	critically	بشكل حرج	52	targeted by	مُستهدف من
15	endangered	مهدد بالانقراض	53	poacher	صياد غير قانوني
16	species	أنواع	54	unique	فريد / نادر / يتميز عن غيره
17	less well-known	أقل شهرة	55	mammals	الثدييات
18	creatures	كائنات	56	covered in	مُغطى بـ
19	extinct	مُنقرض	57	scales	حراشف
20	they don't get attention	لا تحظى بالاهتمام	58	cuddly	ظريف / ودود
21	researchers	باحثين	59	highly prized	ذو قيمة عالية
22	invertebrates	اللافقاريات	60	traditional chinese medicine	الطب الصيني التقليدي
23	backbone	العمود فقري	61	population of pangolins	عدد أكل النمل
24	make up	تشكل	62	fall	ينخفض
25	Earth	الأرض	63	natural predators	المفترس الطبيعي
26	tiny percentage	نسبة ضئيلة	64	pick up	يلتقط
27	available	متاح	65	precisely	بالضبط / بدقة / تماما
28	protect	يحمي	66	ugly	قبيح / بشع
29	wildlife	الحياة البرية	67	aye aye	الأي أي
30	positively ugly	قبيحة للغاية	68	the island of madagascar	جزيرة مدغشقر
31	tiny eyes	عيون صغيرة	69	nocturnal primate	الرئيسيات الليلية
32	big mouth	فم كبير	70	nests	أعشاش
33	slimy pink body	جسد وردي لزج	71	coming out	يخرج
34	far from	بعيدة عن	72	hunt	الصيد
35	attractive	جذاب	73	solitary creatures	كائنات انفرادية / منعزلة
36	marine creature	كائن بحري	74	furry	فروي / مغطى بالفراء
37	lives deep in the ocean	يعيش في أعماق المحيط	75	harmless	غير مؤذي/ضار
38	pressure	ضغط الماء	الأستاذ أمين الفنجري		

Oliver Twist					
1	places	أماكن	29	gathered together	تجمّعوا معاً
2	workhouses	دور العمل	30	watches	ساعات
3	poorest people	أفقر الناس	31	jewellery	مجوهرات
4	live	يعيش	32	streets	شوارع
5	work	يعمل	33	learn	يتعلم
6	eat	يأكل	34	shocked	صُدِم
7	make ends meet	يوفر قوتَ يومه / يغطي حاجاته الأساسية	35	pockets	جيوب
8	living day-to-day	يعيش يوم بيوم دون ضمان للمستقبل	36	understood	أدرك
9	subsistence	الحدّ الأدنى للمعيشة / ما يكفي للبقاء فقط	37	thieves	صوص
10	huddled together	مجمّعين معاً / منكّسين معاً	38	handkerchief	منديل
11	keep warm	يبقوا دافئين	39	shouted at	صرّخ على
12	arrived	وصل	40	ran away	هرب
13	gave birth	أنجبت	41	police officer	ضابط شرطة
14	nurse	مُمرضة	42	arrest	يعتقل
15	a house for orphans	دار الأيتام	43	worried about	قلق بشأن
16	leave	يترك	44	skinny	نحيل / هزيل
17	live hand-to-mouth	يعيش على قدر ما يأتيه / ما بيده في فيه	45	housekeeper	خادمة
18	a sense of belonging	شعور بالانتماء	46	grabbed	أمسك / خطف
19	look after	يعتني	47	climb	يتسلّق
20	malnourished	مُصاب بسوء التغذية	48	shot	أصيب بالرصاص
21	encourage	يُشجّع	49	survived	نجا
22	beg	يتوسّل / يطلب بتذلّل	50	feel at home	يشعر وكأنّه في بيته
23	managers	مُدراء	51	explained	أوضح / شرّح
24	decided	قرّر	52	rich	غني
25	escape	يهرب	53	honest person	شخص شريف
26	went hungry	بقي جائع / لم يجد ما يأكله	54	owed to	مستحقاً له
27	introduced	قدّم	55	adopted	تبني
28	gave	أعطى	56	kind man	رجل لطيف
How smartphones affect friendships?					
1	magic tool	أداة سحرية	12	new connections	علاقات جديدة
2	friendship	صداقة	13	advice	نصيحة
3	obvious	بارز / واضح	14	just a message away	على بُعد رسالة واحدة فقط
4	keep in touch	يبقى على تواصل	15	sharing a joke	مشاركة نكتة
5	no matter	بغضّ النظر / لا يهّم	16	support	يدعم
6	pocket	حِيب	17	pull us apart	تُبعدنا عن بعضنا البعض
7	awesome	رائع	18	bring us closer	تُقربنا من بعضنا البعض
8	amazing stuff	الأشياء المذهلة	19	stay connected	يبقى على تواصل
9	shared experiences	التجارب التشاركية	20	have fun	ننتسلى / نستمتع
10	existing friendships	الصداقات الحالية	21	be there for each other	ندعم بعضنا البعض
11	create opportunities	تخلق فرصاً	22	meaningful	ذا معنى
New hotel					
1	developers	المطورين	14	offer	يقدم
2	released a statement	أصدر بياناً	15	improvements	تحسينات
3	build	يبني	16	promised	وعد
4	luxury	فاخر / فخم	17	road	طريق
5	local beach	الشاطيء المحلي	18	wide pavements	أرصفة واسعة
6	town	بلدة	19	replacement	استبدال
7	excited	متحمّس	20	sad old restaurants	مطاعم قديمة بائسة
8	talks (n)	أقاويل	21	come up with a solution	جاء بحلّ
9	opportunities	فرص	22	local people	المحليين / سكان المنطقة
10	developments	تطوّرات	23	workers	عمّال
11	never seem to happen	لم يحدث شيء	24	jobs	وظائف
12	seize the opportunity	يغتتم الفرصة	25	tourism	سياحة
13	realise	يدرك / الأستاذ أمين الفنجري	26	guests	زوّار / سياح

27	surprised	أندھش / تفاجيء	44	put in a request	بحث على الانترنت
28	protesters	محتجين / متظاهرين	45	changed my mind	غيرت رأيي
29	against	ضدّ	46	branches	فروع
30	plan	خطة	47	employs	يوظف
31	activists	ناشطين	48	staff	طاقم
32	lorries	شاحنات	49	contractors	مقاولين
33	building work	أعمال البناء	50	traditional	تقليدي
34	reported the incident to the police	أبلغ الشرطة عن الحادث	51	upmarket	راقي
35	protest	يحتج / يتظاهر	52	neighbourhood	حيّ
36	obstruction	عائق	53	investigation	تحريات
37	illegal	غير قانوني	54	sensitive	حساس
38	accusation	تُهمة	55	nature areas	مناطق طبيعية
39	promote	يروّج	56	refute the allegation	يرفض الاتهام
40	solve	يحلّ	57	freedom	حرية
41	support	يدعم	58	suspension	تعليق
42	received information	تلقينا معلومات	59	tension	توتر
43	job security	أمان وظيفي	60	moved away	تمّ ازالة
An amazing woman					
1	blind	عمياء	13	potential to	امكانية / قدرة
2	desperate to	تسعى بشدة	14	mountainous region	المناطق الجبلية
3	fit in	الاندماج	15	pursue	تسعى الى
4	cruel	قاس / عديم الرحمة	16	rural parts	المناطق الريفية
5	hide	تخفي	17	that didn't put her off	لم يثنها عن مواصلة الطريق
6	a special boarding school	مدرسة داخلية خاصة	18	Spread the word about	نشر الخبر عن
7	capable of	قادرة على	19	business partner	شريك العمل
8	come to terms with	تتعاش مع / تتصالح مع	20	adjust to	يتأقلم مع / يتكيف مع
9	horse riding	ركوب الخيل	21	opportunity	فرصة
10	confidence	ثقة	22	nominated for	مرشحة لـ
11	eyesight	البصر/النظر	23	awards	جوائز
12	high altitudes	المناطق المرتفعة	الأستاذ أمين الفنجري		
Living small					
1	so-called	ما يسمى	21	careful planning	تخطيط دقيق
2	craze	هوس	22	and who better ... than	ومن أفضل من ...
3	giving rise	مما أدى	23	turn to	يلجأ إلى
4	social trend	ظاهرة اجتماعية	24	inspiration	إلهام
5	the 'tiny house movement'	حركة مناصري المنازل الصغيرة	25	the masters	أسياد
6	compact properties	العقارات المضغوطة /صغيرة	26	art	فنّ
7	more popular	أكثر شعبية / أكثر انتشاراً	27	saving space	توفير المساحة
8	recognise	يُدرّك	28	densely populated cities	المدن المكتظة بالسكان
9	'living small'	العيش بمساحة صغيرة	29	apartments	شقق
10	afford	تحمل تكاليف	30	managed to	تمكن من
11	lifestyle choice	خيار نمط حياة	31	come up with	يبتكر
12	more ecologically	أكثر بيئية	32	Ingenious solutions	حلول ذكية
13	less wastefully	أقل تبذيراً	33	space-saving solutions	حلول توفير المساحة
14	space	مساحة	34	cramped	ضيّق / مزدحم
15	get rid of	يتخلّص من	35	wardrobes and cupboards	خزائن ودواليب
16	excess possessions	المُمتلكات الزائدة	36	storage	تخزين
17	force	يُجبر	37	bedding	الفرّاش
18	engage with	يتفاعل مع / ينخرط في	38	can be folded	يُمكن طيّ
19	the rest of the world	باقي العالم (المحيط الخارجي)	39	put away	ارجاع الشيء في مكانه المخصص
20	requires	يتطلّب	40	allowing	مما يسمح

41	sliding doors	الأبواب المنزلقة	59	essential	ضروري / أساسي
42	divide	يُقسَم / يفصل	60	confined spaces	المساحات المحدودة / الضيقة
43	living areas	مناطق معيشية	61	get o better	ينسجم / يتفاعل
44	when required	عند الحاجة	62	spacesuit	بدلة فضاء
45	obliged to	مضطراً (محبراً)	63	published	نشر
46	compete	يتنافس	64	the impact	تأثير / أثر
47	being investigated	يجري التَّحَقُّق منه	65	relationships	علاقات
48	Mars simulation experiment	تجربة محاكاة المريخ	66	sharing space	مشاركة المساحة
49	NASA-funded	التموِّلة من ناسا	67	respect	يحترم
50	habitat'	موطن (مكان)	68	negotiate	يتفاوض
51	slopes of a volcano	منحدرات (أطراف) بركان	69	withdrawing	الانسحاب
52	the Pacific Ocean	المحيط الهادئ	70	western countries	الدول الغربية
53	trips	رحلات	71	assumption	افتراض
54	crew members	أعضاء الطاقم	72	universally	عالمي
55	diameter	قطر	73	belief	اعتقاد
56	medium-sized	متوسط الحجم	74	punishment	عقوبة
57	missions'	مهام	75	balance	توازن
58	privacy	خصوصية	76	interact	يتفاعل

Kindness

1	sight	منظر / مشهد	21	Pie it Forward	اشترىها للي بعدك / للمحتاج
2	rising majestically	يرتفع ببهائه/بجلاله	22	customers	زبائن
3	desperately	رغبة شديدة	23	purchase	يشترى
4	accompanied by	برفقة	24	strangers	الغريباء
5	ill-equipped	غير مجهزين بشكل جيد	25	delicious pies	الفتائر اللذيذة
6	poorly paid	أجور منخفضة	26	queue	طابور
7	dangerous conditions	ظروف خطرة	27	holiday season	موسم العطلات
8	climbers	متسلقين	28	wallet	محفظة
9	proceeds	عائدات	29	items	أغراض / أشياء
10	mountain gear sales	مبيعات معدات الجبال	30	colleagues	زملاء
11	footwear	أحذية	31	donate	يتبرع
12	equipment	معدات	32	foundation	مؤسسة
13	commission	عمولة	33	track (her) down	يتتبَّعها
14	adventure	مغامرة	34	reporters	صحفيين
15	reaction	ردة الفعل	35	gesture	إيماءة
16	Industrious years	ملينة بالعمل الجاد /المجهد	36	impact	تأثير
17	intern	متدرب	الأستاذ أمين الفنجري		
18	bakery	مخبز			
19	fund-raising	جمع التبرعات			
20	Integral to	جزء أساسي			

Getting your message across

1	charity	جمعية خيرية	9	litter	قمامة
2	determination	إصرار / عزيمة	10	volunteering	العمل التطوعي
3	persuade	يقنع	11	tourists' attitudes	سلوك السياح
4	keen	متحمس	12	encouraged	شجع
5	persistence	إصرار	13	litter bins	سلال النفايات
6	paid off	أثمر / أتى بنتيجة	14	signs	إشارات / لافتات
7	campaign	حملة	الأستاذ أمين الفنجري		
8	animal rights	حقوق الحيوانات			

Virtual reality					
1	thud	ارتطام قوي / صوت اغلاق الباب بقوة	29	fit in	يندمج / ينسجم
2	a buzz of noise	ضجيج	30	holding down	يحافظ على
3	rubbing	احتكاك	31	unreliable	غير موثوق
4	anxious	متوتر / قلق	32	bad-tempered	سيء المزاج
5	bright	ساطع	33	autism	التوحد
6	shaking	يهز / يرج	34	simulation	محاكاة
7	pot	وعاء / علبة	35	experience	تجربة
8	fried food	طعام مقلي	36	perceptions	مفاهيم / تصورات
9	bump into	يصطدم / يصادف	37	potential	امكانية
10	overwhelming	مرهق جدا / منهك	38	went through	مر ب / خاض
11	calm down	يهدأ	39	chopping down	يقطع
12	description	وصف	40	spilt	يسكب
13	ASD	اضطراب طيف التوحد	41	subconsciously	لا شعوريا
14	hypersensitivity	فرط الحساسية	42	disabled	معاق
15	sights	حاسة البصر	43	flood	فيضان
16	sounds	حاسة السمع	44	Simulated experience	تجربة محاكاة
17	smells	حاسة الشم	45	actual experience	تجربة حقيقية
18	tastes	حاسة الذوق	46	volunteer	يتطوع
19	sensory overload	فرط التحفيز الحسي	47	break off	ينسحب / يتوقف فجأة
20	eat away at (them)	يستنزف / ينهك تدريجيا	48	normal lives	حياة طبيعية
21	end up	ينتهي به الامر الى	49	luxury	رفاهية
22	meltdown	نوبة انفعال شديدة / انهيار عصبي	50	come up against	يواجه / يصطدم
Indonesian teenager					
1	gone through the ordeal	مر بمحنة / تجربة قاسية	21	rainwater	مياه الأمطار
2	got off relatively lightly	نجا بأضرار بسيطة نسبيا	22	survival skills	مهارات الحياة
3	drift	ينجرف	23	ships	سفن
4	occasion	مناسبة	24	sail	يبحر
5	fishing trap	مصيدة السمك	25	have a clue	لديه فكرة
6	hut	كوخ	26	walkie-talkie	جهاز لاسلكي
7	floats	يطفو	27	setback	انتكاسة
8	sea bed	قاع البحر	28	take his mind off	بشتت ذهنه / يبعد تفكيره
9	lamps	مصابيح	29	took its toll	له أثر سلبي
10	nets	شبكة صيد	30	kept him going	دفعه للاستمرار
11	bottom of the sea	قاع البحر	31	make himself understood	يوصل فكرته
12	took it for granted	اعتبره امر مفروغ منه	32	embassy	سفارة
13	rescue	ينقذ	33	considered his options	فكر في خياراته
14	supplies	مونة الطعام	34	hardship	ظروف صعبة / معاناه
15	ran out	نفذ	35	perspective	وجهة نظر
16	wooden hut	كوخ خشبي	36	lucrative	مربح
17	had no choice but to	ليس لديه خيار سوى أن ...	37	worth the risk	يستحق المخاطرة
18	done the trick	نجح الأمر / أتى بنتيجة	38	dry land	اليابسة
19	survived	نجا / بقي على قيد الحياة	الأستاذ أمين الفنجري		
Spoilers					
1	fiction	الأدب الخيالي	10	ruin	يحرق / يفسد
2	under the impression	لديه انطباع	11	familiarity	دراية / معرفة
3	in suspense	تشويق / في حالة ترقب	12	on purpose	عن قصد
4	plot	الحبكة / الأحداث	13	thought-provoking	مثير للتفكير
5	spoiler	حرق الأحداث	14	by accident	من غير قصد
6	enhance	يحسن	15	emotionally involved	منخرط عاطفيا
7	engaging	جذاب / مشوق	16	on their part	من جانبهم
8	satisfaction	رضا	17	take into account	ياخذ بعين الاعتبار
9	In all likelihood	على الأرجح	الأستاذ أمين الفنجري		