

Jordan High Note

Grade 10
Semester 1

Unit 3

ACTIVE AND HEALTHY

ملخص وأوراق عمل Summary & Worksheets

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A. Grammar Summary أ. ملخص قواعد الوحدة

1. The Past Simple الماضي البسيط

يستخدم الماضي البسيط للتحدث عن أفعال أو أحداث حدثت في الماضي وفي وقت معلوم من الزمن الماضي.

1. حالة الإثبات: تتكون الجملة في زمن الماضي البسيط بتحويل الفعل المجرد إلى صيغة الماضي بإضافة (ed) للفعل النظامي، أو بتحويل الفعل الشاذ إلى الصيغة الماضية (التصريف الثاني). وإذا كان الفعل الرئيسي في الجملة (be) نقوم بتحويله إلى was أو were حسب حالة الفاعل (مفرد أو جمع):

Affirmative الإثبات: A) Subject + (v – ed) / v2 للفعل الشاذ + object + complement.

B) Subject + **was / were** + object + complement.

Example: - Ahmad **played** football yesterday. - She **wrote** a story last weekend.
- They **were** in Aqaba two weeks ago. - He **was** at school last year.

2. حالة النفي: يتم تكوين جملة النفي بإضافة أداة النفي didn't قبل الفعل النظامي أو الفعل الشاذ على حد سواء، ومن ثم نقوم بإرجاع الفعل إلى صيغته المجردة. وإذا كان الفعل الرئيسي هو was, were نضيف له المقطع not ليصبح wasn't أو weren't:

Negative النفي: A) Subject + **did not** + V (مجرد infinitive) + object + complement.

B) Subject + **BE** (wasn't / weren't) + object + complement.

Example: - Ahmad **didn't play** football yesterday. - She **didn't write** a story last weekend.
- They **weren't** in Aqaba last weekend. - She **wasn't** at school last year.

3. حالة السؤال: يتم تكوين جملة الاستفهام بإضافة أداة الاستفهام Did في بداية الجملة (في حالة الفعل النظامي والشاذ) مع إرجاع الفعل الرئيسي إلى حالته المجردة. وفي حالة الفعل الرئيسي Was/Were يتم استخدامها كأداة سؤال ووضعها في بداية الجملة:

Interrogative الاستفهام: A) **Did** + subject + V (مجرد infinitive) + object + complement + ?

B) **BE** (Was/Were) + subject + object + complement + ?

Example: - **Did** Ahmad **play** football yesterday? - **Did** she **write** a story last weekend?
- **Were** they in Aqaba two months ago? - **Was** she at school last year?

ملاحظة: يمكن أن تبدأ الجملة بإحدى كلمات Wh مثل Who, where, when... ولا يتأثر تركيب الجملة بوجودها في البداية، ويكون السؤال إنشائياً وليس Yes or No كما في الأسئلة التي تبدأ بـ Did.

Keywords الدلالات: Yesterday, ago, last week, last month, last year, last day, last Friday, last weekend, in 1990, in 2001, one day

ملاحظة هامة: احفظ قائمة الأفعال الشاذة التي قمت بإعدادها لك مسبقاً. وقم بالتركيز على حفظ التصريفين الأول والثاني للأفعال الشاذة.

ملاحظة أخيرة: إذا كان الفاعل هو I, we فإننا نحوله إلى you في حالة السؤال ونراعي تغيير تصريف الفعل BE وفقاً لهذا التغيير.

2. The Past Continuous الماضي المستمر

هذا الزمن يتشابه إلى حد كبير في تركيبه في جميع حالاته مع زمن المضارع المستمر Present Continuous إلا أنه يختلف بطبيعة الحال في زمنه (الماضي) حيث أننا نستخدمه لـ:

1. لوصف خلفية مشهد في قصة ما.

Nada **was having** breakfast at her hotel. She **was sitting** at the table and **drinking** tea.

2. للتحدث عن فعل كان مستمرا في الماضي وقاطعه حدث آخر أو وقع في وقت محدد من الزمن الماضي. وللفعل الأقصر وقتاً نستخدم زمن الماضي البسيط.

While he **was climbing** in the mountains, he **broke** his leg.

3. للتحدث عن حدثين أو أكثر حدثا في نفس الوقت في الزمن الماضي.

While I **was sunbathing**, the children **were building** a sandcastle.

4. للتركيز على أن حدث وقع لفترة طويلة في الماضي أو لفترة أطول من المعتاد.

He **was watching** TV all evening – what a waste of time!

Keywords الدلالات:

While بينما, when عندما, as بينما

Affirmative الإثبات:

Subject + **was/were** + V_(base form مجرد) + **ing** + Object ...

Example:

- Hanan **was playing** football.
- They **were eating** in the kitchen.

Negative النفي:

Subject + **was/were** + **NOT** + V_(base form مجرد) + **ing** + Object ...

Example:

- Hanan **wasn't playing** football.
- They **weren't eating** in the kitchen.

Interrogative الاستفهام:

Was/Were + Subject + V_(base form مجرد) + **ing** + Object ...

Example:

- **Was** Hanan **playing** football?
- **Were** they **eating** in the kitchen?

انتبه! Watch out: في زمن الماضي المستمر من الممكن أن نستخدم **While** أو **When** أو **As** لربط حدثين وقعا بالتزامن مع بعضهما البعض. بينما في زمن الماضي البسيط نستخدم **When** و **As** فقط.

3. The Past Perfect Simple الماضي التام البسيط

الاستخدام Usage:

يُستخدَم الماضي التام للإشارة إلى وقت سابق عما قبل الآن. فهو يُستخدَم لتوضيح فكرة وقوع حدث قبل حدث آخر في الماضي. يُمكن وضع أي من الحدثين قبل الآخر حيث أن زمن الجملة سيُبدل على ترتيب الحدث. في الأمثلة التالية، يشير الحدث (أ) إلى الفعل الذي وَقَعَ أولاً بينما يشير الحدث (ب) إلى الفعل الذي وَقَعَ بعده.

(أ) الحدث

(ب) الحدث

John **had gone out** when I **arrived** in the office.

(أ) الحدث

(ب) الحدث

I **had saved** my document before the computer **crashed**.

(أ) الحدث

(ب) الحدث

When they **arrived** we **had** already **started** cooking.

(أ) الحدث

(ب) الحدث

He **was** very tired because he **hadn't slept** well.

حالة الإثبات Affirmative Case:

Subject + **had** + **P.P. (V3)** + object + complement**Examples:** She **had visited** Aqaba.They **had seen** us *when* we **were** in the market.

حالة النفي Negative Case:

Subject + **had** + **NOT** + **P.P. (V3)** + object + complement**Examples:** She **hadn't visited** Aqaba.They **hadn't seen** us *when* we **were** in the market.

حالة الاستفهام Interrogative Case:

Had + subject + **P.P. (V3)** + object + complement+ ?Wh- + **had** + subject + **P.P. (V3)** + object + complement+ ?**Examples:** **Had** she **visited** Aqaba?**Have** they **seen** us *when* we **were** in the market?Who **had watched** T.V?

دلالات الزمن Keywords:

When, by the time, by(زمن+) , after, before, just, as soon as, until

4. Used to & would عَدْتُ أَنْ & رَغِبْتُ

هذه القاعدة هي قاعدة فرعية تابعة لقاعدة الماضي البسيط، وهي تعتبر إضافة على استخدامات زمن الماضي البسيط.

نستخدم **used to** أو **would** للدلالة على حدث أو فعل تعودت على عمله في الماضي. وهنا نرى أنه يرتبط بزمن الماضي البسيط من ناحية التركيب وزمن الجملة، ومن جهة أخرى فهي ترتبط عكسياً بقاعدة المضارع البسيط الذي يستخدم للدلالة على حدث أو فعل روتيني أو متكرر كل فترة زمنية محددة في الوقت الحاضر، ولكن بطبيعة الحال فإن **used to** أو **would** تأتي للدلالة على الماضي.

نستخدم **used to** للحالات أو الأوضاع الماضية ولكن لا نستخدم **would** في هذا السياق.

ولا نستخدم **would** للسؤال عن الأحداث الماضية، فهنا نستخدم **used to** فقط.

من ناحية التركيب اللغوي، فإنه يتم تركيب الجملة كما تعلمنا في زمن الماضي البسيط ويكون الفعل الرئيسي الأول هو **used to** وهو الفعل الذي يتم تحويله للماضي، أما الفعل الرئيسي الثاني فيكون مجرداً (التصريف الأول).

حالة الإثبات Affirmative:

Subject + **used to / would** + verb (inf.) + O + complement

Example:

1. I **used to/would go** to the gym every Monday. اعتدت أن أذهب إلى النادي كل اثنين. نلاحظ هنا أن الفعل الذي يلي **used to** هو فعل في الشكل الأول للفعل (المجرد).
 2. As a teenager, I **used to/would go** to the swimming pool every Saturday. اعتدت في صغري أن أذهب للمسبح كل يوم سبت.
- ملاحظة:** إذا كان الفعل الرئيسي هو **BE** فإنه يبقى في حالته الأصلية (المجردة infinitive) كما استعملناه سابقاً في زمن المستقبل البسيط.

حالة النفي Negative:

نطبق هنا قاعدة الماضي البسيط في تكوين جملة النفي بجميع تفاصيلها.

Subject + **didn't** + **use to** + verb (inf.) + O + complement

Subject + **wouldn't** + verb (inf.) + O + complement

نرى هنا من خلال التركيب أعلاه، أننا وضعنا **didn't** كأداة نفي وقمنا بإرجاع الفعل الرئيسي **used to** إلى حالته الأولى **use to**. وحتى لو كان الفعل الرئيسي الثاني هو الفعل **Be** فإننا نستخدم **didn't** للنفي. وفي حالة **would** فإننا نضع **not** بعدها لتكون صيغة النفي ويبقى الفعل الذي يليها مجرداً.

Example:

1. I **didn't use to go** skiing every year.
2. He **wouldn't go** skiing every year.

حالة الاستفهام Interrogative:

(Wh-word +) **Did** + Subject + **use to** + verb (inf.) + O + complement + ?

نشكل جملة الاستفهام باستخدام أداة السؤال **Did** في بداية الجملة ونبقى **use to** في الحالة المجردة. ومن الممكن أن نبدأ جملة السؤال بإحدى أدوات التحقيق **Wh-words** ويليهما أداة السؤال **did**.

Example:

1. **Did** you **use to play** tennis when you were young?
2. **Did** she **use to be** naughty when she was a little girl?
3. **What did** she **use to like**?

B. Grammar Worksheet ب. ورقة عمل القواعد

Extra Worksheet: 1. The Past Simple

Q1: Complete the sentences with the correct forms of the verbs in brackets:

1. Dinosaurs a long time ago.
a) live b) lived c) living
2. Yesterday evening I TV.
a) watched b) watching c) watch
3. I at school yesterday.
a) was b) were c) am
4. I only my teeth four times last week.
a) brushed b) brushing c) brush
5. Ali his mountain bike yesterday evening.
a) buy b) bought c) buying
6. The accident last Sunday afternoon.
a) happens b) happened c) happening
7. When I was a child, I to be a lawyer.
a) want b) wanted c) wanting
8. We our holiday last week.
a) enjoyed b) enjoy c) enjoying
9. Today the weather is nice, but yesterday it nice.
a) isn't b) wasn't c) don't be
10. It was hot in the room, so I the window.
a) open b) opened c) opening
11. The weather was good yesterday afternoon, so we tennis.
a) played b) playing c) play
12. King Hussein in 1999.
a) died b) die c) dying
13. We our friends after school.
a) didn't see b) don't see c) didn't saw
14. I to her this morning.
a) don't talk b) didn't talked c) didn't talk

15. She the washing while we were at work.
 a) didn't used b) didn't use c) doesn't use
16. My sister at home when Aunt Susan arrived.
 a) didn't be b) wasn't c) don't be
17. the lessons very interesting?
 a) Are b) Was c) Were
18. Did you to what she said yesterday?
 a) agreed b) agreeing c) agree
19. she at home yesterday afternoon?
 a) Was b) Were c) Is
20. Did you football last weekend?
 a) play b) played c) playing

Extra Worksheet: 2. The Past Continuous

Q1. Use the Past Simple or Past Continuous to complete the following sentences:

1. When Ali and Omar (arrive) home they (see) their mother. She was waiting for them.
 a- arrived / saw b- were arriving / were seeing c- arrive / see
2. It was raining while we (visit) old people who have no one to take care of them.
 a- visited b- were visiting c- had visited
3. Were you driving by the river when you (see) the blue car?
 a- were seeing b- saw c- see
4. I (wash) the dishes when the phone rang.
 a- washed b- was washing c- had washed
5. Something (fall) out of his bag while he was riding his bicycle.
 a- fell b- was falling c- falls
6. Ali and Omar (walk) along the river one day when they heard a strange sound.
 a- walked b- were walking c- had walked
7. A boy (run) after a cat in order to catch it and throw it into the water.
 a- was running b- ran c- had run
8. You (work) as a waitress in a restaurant, when I (meet) you.
 a- worked / met b- were working / met c- had worked / was meeting
9. When I (walk) into the room it was messed up! The dog (run) around the room and the children (write) on the walls.
 a- walked / ran / wrote b- was walking / were running / were writing
 c- walked / was running / were writing

10. Excuse me sir. Can you tell us what you (do) at 11 o'clock last night?
a- did b- were doing c- do
11. When I (see) the accident, I (call) the police.
a- saw / called b- was seeing / was calling c- see / call
12. I (hear) the news while I (study) for my exams.
a- heard / studied b- heard / was studying c- was hearing / studied
13. The children (play) in the park when it started to rain.
a- played b- were playing c- had played
14. I was watching a movie when I (notice) him standing outside.
a- noticed b- was noticing c- notice
15. She arrived while I (have) a bath, so I couldn't answer the door!
a- had b- was having c- have
16. I (see) a famous celebrity while I was shopping on Oxford Street yesterday.
a- saw b- was seeing c- see
17. Sawsan (hide) in my wardrobe when Lola found him. She screamed!
a- hid b- was hiding c- hides
18. The computer (break) while I was checking my bank balance.
a- broke b- was breaking c- breaks
19. She was smiling when the singer (come) on stage.
a- came b- was coming c- comes
20. I (live) in Irbid when my American friend visited me.
a- lived b- was living c- had lived

Extra Worksheet: 3. The Past Perfect Simple

Q1: Choose the correct answer (A, B, or C) to complete each sentence.

1. **By the time** we arrived, the movie
a. started b. had started c. was starting
2. She her homework **before** dinner.
a. has finished b. had finished c. finishes
3. **When** I got to the station, the train
a. had already left b. leaves c. will leave
4. They all the cake **before** I arrived at the party.
a. eat b. had eaten c. were eating
5. I my keys, so I couldn't open the door.
a. have lost b. lost c. had lost
6. She all the work before the deadline.
a. had completed b. completes c. was completing
7. **Before** I moved here, I in London.
a. had lived b. live c. was living

8. **By the time** we reached the restaurant, they serving lunch.
a. finish b. had finished c. were finishing
9. **After** he his homework, he watched TV.
a. had done b. does c. was doing
10. **When** I woke up, the sun
a. was rising b. had risen c. rises
11. She the letter **before** she left the house.
a. writes b. had written c. was writing
12. We all the questions **before** the teacher collected the test papers.
a. answer b. were answering c. had answered
13. They the room **before** the guests arrived.
a. clean b. were cleaning c. had cleaned
14. I my homework **before** I went to bed.
a. do b. had done c. was doing
15. **By the time** she called, he asleep.
a. fell b. had fallen c. falls
16. The storm **before** we left the house.
a. had passed b. passes c. was passing
17. She her speech **before** she went on stage.
a. had prepared b. was preparing c. prepares
18. They their passports **before** reaching the airport.
a. had forgotten b. forget c. were forgetting
19. **When** he arrived, we dinner.
a. had already eaten b. eat c. were eating
20. **Before** she got home, she many emails.
a. had read b. reads c. was reading

Extra Worksheet: 4. Used to and Would

Q2: Complete the sentences with the correct forms of the verbs in brackets: (USED TO)

1. I..... (play) in the park when I was a child.
a) plays b) playing c) used to play
2. She (be) a dancer before she became a teacher.
a) used to be b) used to being c) used to been
3. They (visit) their grandparents every summer.
a) used to visited b) used to visit c) used to visiting
4. He (ride) his bike to school every day.
a) used to rides b) used to riding c) used to ride
5. We (go) to the beach every weekend.
a) used to goes b) used to gone c) used to go

6. The store (be) open on Sundays, but now it's closed.
a) used to been b) used to be c) used to being
7. My father..... (work) at a bank.
a) used to worked b) used to works c) used to work
8. They (eat) out every Friday night.
a) used to eats b) used to eating c) used to eat
9. I (listen) to that radio show every morning.
a) used to listening b) used to listens c) used to listen
10. She (like) playing soccer with her friends.
a) used to like b) used to liking c) used to liked
11. I (read) books every evening before bed.
a) doesn't use to read b) didn't use to read c) don't use to read
12. She (swim) in the lake every summer.
a) didn't use to swim b) doesn't use to swimming c) don't use to swim
13. My brother (play) video games all the time.
a) didn't use to playing b) didn't use to play c) doesn't use to play
14. We (visit) the museum often.
a) didn't use to visiting b) doesn't use to visit c) didn't use to visit
15. He (take) piano lessons as a child.
a) didn't use to take b) doesn't use to taking c) didn't use to taking
16. (live) in Paris for a few years?
a) Did you use to live b) Do you use to lived c) Did you used to live
17. (travel) to Italy every year?
a) Do they use to travel b) Did they use to travel c) Does they use to travels
18. (have) a dog?
a) Did she use to have b) Does she use to had c) Did she used to have
19. (watch) cartoons after school?
a) Does he use to watched b) Did he used to watch c) Did he use to watch
20. (drink) milk every day when we were young?
a) Did we use to drink b) Do we use to drank c) Did we used to drink

Student Book Exercises تمارين القواعد الهامة والواردة في كتاب القراءة

Ex. 3, S.B Page 27: Identify the tenses of the verbs in bold: Past Simple, Past Continuous or Past Perfect. Then match sentences 1–5 with a–e in the Grammar box.

- | | |
|--|---|
| <p>1 () While he was performing in Brazil in 2012, he successfully jumped a fifteen-metre gap.</p> <p>2 () ... he fell, but he was determined to succeed, so he tried again.</p> <p>3 () The boys had just arrived at the local skate park when Brian had an idea.</p> <p>4 () At the time, he was working on a new trick ...</p> <p>5 () ... the Brazilians were cheering him on ...</p> | <p>We use the Past Simple:</p> <p>a) to describe finished actions and tell the main events of a story in order.</p> <p>We use the Past Continuous:</p> <p>b) for longer actions interrupted by shorter ones (use Past Simple for shorter ones).</p> <p>c) for temporary situations/habits.</p> <p>d) to describe things which were in progress at a precise time in the past.</p> <p>We use the Past Perfect:</p> <p>e) to talk about an action in the past that was completed before another action. We often contrast an action in the Past Simple with an earlier one in the Past Perfect.</p> |
|--|---|

Ex. 5, S.B Page 27: Choose the correct tense.

- 1 When Aaron arrived at the skate park, his friends **already left / had already left**.
- 2 Aaron broke his wheelchair while he **had practised / was practising** a new trick.
- 3 The crowds in Brazil were amazed when they **saw / were seeing** how far Aaron jumped.

Ex. 6, S.B Page 27: Complete the text with the most suitable tense of the verbs. Use the: Past Simple, Past Continuous or Past Perfect.

When Maha was a teenager, she qualified for a taekwondo competition. She **1** (train) really hard and she was in great shape. When she was a child, she **2** (injure) her back, but she **3** (recover) from that by the time she was 13. Since then, she **4** (not hurt) herself again.

When the time came, Maha **5** (arrive) at the stadium and started practising. She **6** (do) difficult exercises when she **7** (fall) and hurt her ankle. The next day, she **8** (have) a lot of pain in her foot – it turned out she **9** (break) her ankle! Sadly, Maha had to say goodbye to her dream of taking home a medal on that occasion.

Ex. 3, S.B Page 30: Complete extracts 1–7 with phrases/sentences a–g.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. I used to come here a lot. 2. They didn't use to have many plant-based options! 3. I used to be into team sports. whenever I could. 4. But one day, someone knocked me over on the basketball court and 5. After the gym that offered lots of plant-based dishes and that's how I got started. 6. I used to love my leather shoes. 7. I used to have a pair just the same. | <ol style="list-style-type: none"> a) but now they have a lot b) I got a serious back injury c) I'd play basketball and volleyball d) I'd wear them almost every day e) It's different now f) we'd often go to a café nearby g) Your canvas shoes are very nice |
|---|---|

Workbook Exercises تمارين القواعد الهامة والواردة في كتاب التمارين

Ex. 1, W.B Page 20: Complete the sentences with the correct Past Simple forms of the verbs in brackets.

1. The viewers (not see) the accident because it happened off camera.
2. Where (you/learn) to do those back flips?
3. Khawla (not compete) that year because of an injury.
4. The team (take) home seven medals from the championship.
5. How (she/injure) her shoulder?
6. The athlete (try) three times to set a new world record.
7. Majeda (start) out as an amateur swimmer, but she turned professional at the age of 18.
8. Omar was so tired after the race that he (not celebrate) winning the silver medal.

Ex. 2, W.B Page 20: Complete the sentences with the correct Past Continuous forms of the verbs.

do - go - not concentrate - not train - sleep - stay

1. At six o'clock this morning I
2. Where (you) yesterday morning when I saw you?
3. She hard enough, so her coach gave her more exercises.
4. He with a friend at that time.
5. The athlete during the race so she missed the jump.
6. What (the athletes) when you got to the stadium?

Ex. 3, W.B Page 20: Choose the correct verb forms to complete the sentences.

1. Samar **fell / was falling** while she **was running / ran** in the 100-metre race.
2. Their coach **stopped / was stopping** them because they **made / were making** so many mistakes.
3. I **worked / was working** in a sports centre when I **met / was meeting** the Paralympic team.
4. Talal **used / was using** crutches until his doctor **suggested / was suggesting** a wheelchair.
5. Salah suddenly **did / was doing** an amazing double back flip as we **watched / were watching** him!

Ex. 4, W.B Page 20: Use the prompts to complete the sentences. Use the Past Perfect.

1. At the medical examination Saeed discovered ... that he / break / his wrist
.....
2. He got into the team because ... he / not lose / a single match
.....
3. he / learn / to do back flips ... before he went to Brazil?
.....
4. The competitor was sure ... she / beat / the world record
.....
5. the judges / ever / see ... such a brilliant performance before?
.....
6. She could compete in the Paralympics because ... she / not / become / a professional
.....

Ex. 5, W.B Page 21: Complete the sentences with one word in each gap.

at - between - by - soon - ago - last - This - already

1. Dad had made dinner the time we arrived.
2. We arrived here two days
3. I offered to help, but she had solved the problem.
4. time last week I was running in the park.
5. We called home as as we had heard the news.
6. I went to the cinema Wednesday.
7. I was playing tennis two and three.
8. The match started noon, but all the players had come much earlier.

Ex. 6, W.B Page 21: Complete the sentences with the correct Past Simple or Past Perfect forms of the verbs in brackets.

1. Sami (spend) six months in hospital after the injury. He (never/spent) so much time in a hospital before.
2. I (not realise) that the Paralympics (be) so spectacular until I (see) the games on TV.
3. Salwa (be) an amateur for five years before she (decide) to turn professional.
4. No one (leave) the stadium until the last athlete (complete) the competition.
5. The team (win) easily because they (practise) more than any of their opponents.

Ex. 7, W.B Page 21: Complete the sentences with the correct forms of the verbs from the box. Use the Past Simple, the Past Continuous or the Past Perfect.

be - break - celebrate - feel - leave - not see - run - sleep - win

1. The children a Paralympic sport before so they very curious.
2. Osama in a marathon when he suddenly unwell.
3. I can't believe you at 11 o'clock this morning. Why were you still in bed?
4. Zeina the team because she her arm.
5. We with a big cheer when we heard that she the medal.

Ex. 8, W.B Page 21: Use the prompts to write the interview.

A 1 You / become / a paralympic athlete / when / you / be / 20 **2** Why / be / that?

1

2

B 3 I / lose / the use of my legs / after / I / suffer / a serious injury **4** I / be / always / keen on sport / before that

3

4

A 5 why / you / choose / basketball?

5

B 6 I / watch / TV / one day / when / I / see / a Paralympic match **7** I / not see / one / before **8** it / inspire / me

6

7

Ex. 1, W.B Page 24: Complete the sentences with the correct forms of used to and the verbs in brackets. Then, tick the sentences where you can replace used to with would.

1. () We (go) skiing every day during the winter holidays.
2. () They (train) regularly.
3. () (you / eat) a lot of junk food when you were younger?
4. () As children we (not like) getting up early.
5. () People (believe) that eating a lot of fat isn't bad for you.
6. () (your parents / exercise) more than you when they were children?
7. () I (drink) lots of fizzy drinks when I was younger, but I prefer juice now.
8. () We (love) meeting at the café.

Ex. 3, W.B Page 24: Complete the conversation with one word in each gap.

A: Hey! Do you remember this cartoon?

B: Of course, I do!

A: Did you **1** to watch it when you were little?

B: Yes, I **2** to watch it every day after school!

A: **3** you have a snack while you were watching it?

B: Yes, I **4** always make myself a sandwich.

A: Me too. Well, I used **5** have a snack. I didn't **6** to have a sandwich though. I **7** always eat crisps while I was watching TV.

B: My mum **8** let me eat crisps!

Ex. 4, W.B Page 24: Choose the correct verb forms to complete the sentences.

1. We **never would / never used** to eat meat because my parents are vegetarian.
2. **Did the children use to / Would the children** be well-behaved when they were younger?
3. Did he **use to twist / twist** his ankle while he was skiing?
4. Did Faten **used / use** to go to that café when she lived near here?
5. The sports club **would / used** have a competition every year.
6. Hamzah **pulled / would pull** a muscle in his leg while he was exercising.

Ex. 5, W.B Page 24: Complete the text with the correct forms of would or used to and the verbs from the box.

eat - fry - love - not think - order - watch

Mr and Mrs Alnahhas and their children **1** fried food every day. They **2** there was anything wrong with this. Mr and Mrs Alnahhas **3** TV every evening, and one evening they saw a documentary about nutrition. They were shocked. Before, they **4** vegetables most evenings. Now they've changed their habits. At restaurants they **5** french fries with everything. They **6** french fries more than any other food! Now they prefer salad.

Ex. 2, W.B Page 26: Complete the sentences with the Past Simple, Past Continuous or Past Perfect forms of the verbs in brackets.

1. By the time they (arrive) at the stadium, the game (already/start).
2. While she (travel) round South America, she (visit) Rio de Janeiro.
3. I (rock climb) yesterday evening between six and seven o'clock, which is why I (not hear) your call.
4. What (you/learn) to do by the time you (be) five years old?
5. I (run) after the ball when suddenly, I (pull) a muscle. It (feel) as if lightning (strike) me!
6. It (be) a lovely day when I woke up. The sun (shine) and the birds (sing), but then, all of a sudden, it (start) to pour with rain.
7. I (ask) for freshly squeezed orange juice so I was upset when I (see) the waiter pouring me an orange drink from a bottle.
8. They (decide) to follow a healthier diet after they (see) a documentary about the effects of processed foods.

Ex. 3, W.B Page 26: Tick the correct verb forms 1–10 and correct the incorrect ones.

When I was at school I **1 would love** () to love sports. I **2 used to play** () for the school netball and hockey teams, which **3 was** () fun. However, our head teacher **4 would believe** () that academic subjects were more important than sports, so she didn't spend much money on sports facilities. The PE teachers **5 used to organise** () a sports day every year, but it **6 wouldn't be** () very good. Luckily for me, though, when I was eleven, my family **7 used to move** () to a new house, which was next door to the local tennis club. I **8 would spend** () hours there in the summer playing with my friends. I wasn't very good, but I **9 used to enter** () the club tournament every July and once I even **10 would win** () the junior championship! I don't play tennis these days, but I still love sports.

Ex. 4, W.B Page 26: Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

1. I'd like to know what time the restaurant opens. **MIND**
..... me what time the restaurant opens?
2. When I was a child, I would spend hours in this park. **TO**
When I was a child, I in this park.
3. Thanks for the offer, but I don't need any help. **KIND**
you, but I don't need any help.
4. He wanted to get fit, so he went running every day. **INTO**
He went running every day because he wanted
5. Could you help me, please? **IF**
I help me?

C. Vocabulary Summary

ج. ملخص مفردات الوحدة

Word الكلمة	Type نوع الكلمة	المعنى بالعربية	Word الكلمة	Type نوع الكلمة	المعنى بالعربية
LESSON 1A VOCABULARY AND GRAMMAR					
amateur	<i>adjective</i>	هاوٍ / غير محترف	gymnastics	<i>noun</i>	ألعاب بدنية/جمباز
athlete	<i>noun</i>	رياضي	injure	<i>verb</i>	يؤذي / يجرح
challenge	<i>noun</i>	تحدي	inspire	<i>verb</i>	يلهم
crutches	<i>noun</i>	عكازات	ramp	<i>noun</i>	منحدر
disabled	<i>adj</i>	عاجز/ مصاب بعجز	succeed	<i>verb</i>	نجح / فاز
disease	<i>noun</i>	مرض			
LESSON 2A VOCABULARY					
chill	<i>verb</i>	برد	muscles	<i>noun</i>	عضلات
exhausted	<i>adjective</i>	منهك/ متعب	unfit	<i>adjective</i>	غير لائق
leisure centre	<i>noun</i>	مركز ترفيهي	weightlifting	<i>noun</i>	رفع الأثقال
membership	<i>noun</i>	عضوية / اشتراك			
LESSON 3A LISTENING AND VOCABULARY					
ambulance	<i>noun</i>	سيارة إسعاف	in shock	<i>phrase</i>	في حالة صدمة
bleeding	<i>verb</i>	ينزف	knock down	<i>phr. verb</i>	تغلب على / صرع
burn down	<i>phr. verb</i>	احترق	painful	<i>adjective</i>	مؤلم
concussion	<i>noun</i>	ارتجاج في المخ	relieved	<i>adjective</i>	مرتاح
bruises	<i>noun</i>	كدمات	see double	<i>phrase</i>	رؤية مزدوجة
emergency	<i>noun</i>	طوارئ	unconscious	<i>adjective</i>	فاقد للوعي
fainted	<i>verb</i>	أغمي عليه			
LESSON 5A SPEAKING AND VOCABULARY					
free-range	<i>adjective</i>	نطاق حر	locally grown	<i>adjective</i>	مزرعة محلياً
freshly-squeezed	<i>adjective</i>	معصور حديثاً	organic	<i>adjective</i>	عضوي
gluten	<i>noun</i>	غلوتين	wholemeal	<i>noun</i>	دقيق القمح الكامل
LESSON 6A READING AND VOCABULARY					
balanced	<i>adjective</i>	متوازن	immune system	<i>noun</i>	الجهاز المناعي
boost	<i>verb</i>	يعزز / يدعم / يرفع	cloth napkin	<i>noun</i>	منديل قماش
consume	<i>verb</i>	يستهلك	nutrition	<i>noun</i>	تغذية
diet	<i>noun</i>	حمية	processed food	<i>noun</i>	الأطعمة المصنعة
fermented	<i>adjective</i>	خمرة	raw ingredients	<i>noun</i>	المكونات الخام
fresh produce	<i>noun</i>	المنتجات الطازجة	wheat	<i>noun</i>	قمح
herbs	<i>noun</i>	أعشاب			

D. Vocabulary Worksheet د. ورقة عمل المفردات والمعاني (من الكتابين)

Ex. 7, S.B Page 27: Complete the questions with the correct form of the highlighted words in the texts about Aaron and Maha. (They are provided in the box below)

competition - amateur - record - injury - qualified - professional

1. Have you ever suffered an while doing a sport at school? What happened?
2. Do you know anyone who started out as an athlete then turned?
3. Has a team from your school ever won a?
4. Has a team from your country ever for the finals of a major competition?
5. Can you name someone from your country who has set a world? What was it?

Ex. 3, S.B Page 28: Use the words and phrases highlighted in the leaflet to complete the questions.

programme - rooms - machine - track - centre - court - ring - wall - pool weights

1. Has your school got: a football; a tennis; a swimming; an athletics; a boxing; a rowing; a rock climbing
2. Should students get a personalized training in their PE class?
3. What are the changing in your school gym like?
4. Have you ever joined a leisure?
5. Have you ever tried lifting?

Ex. 4, S.B Page 28: Complete the dialogue with the words from the box.

build - get (x 2) - good - keep - lift - shape - unfit

- Sami** I'm really out of **1** My grandma is fitter than I am! I'm so **2** that I **3** out of breath when I run for the bus!
- Raed** You really need to **4** into shape. Why don't you come to the leisure centre? You can **5** up your muscles, do exercises and **6** weights – that really helps me **7** fit.
- Sami** No, thanks.
- Raed** Come on! It's done me the world of **8** They've got great fitness coaches and a ...

Ex. 6, S.B Page 29: Complete the sentences with the words and phrases from the box.

blood - concussion - cuts and bruises - fainted - heart
hurt - painful - shock - sprained - twisted

1. The bus driver his wrist. It was really He didn't know if the car driver was badly
2. Khaled got some, broke his leg, his ankle, and suffered a
3. Issa's mum banged her head and lost a little She was in but she's better now.
4. His dad didn't have a attack, he because of stress.

Ex. 3, S.B Page 31: Complete the polite requests and refusals. (SPEAKING / BEING POLITE)

1. Would you mind me where the organic kale is?
2. That's very of you, dear, but I think I'll manage.
3. I'd like to whether your fruit and veg is locally grown.
4. Have you got any whether it's local?
5. I'm sure they look lovely but I'm it's local or nothing for me.
6. I if you have any free-range eggs.
7. you tell me where I can find those eggs?
8. No, that's, thanks, I'll be fine.
9. Do you to know if you've got any wholemeal bread in there?

Ex. 3, S.B Page 32: Use these prompts to write questions about the school lunch in Italy.

1. Why / Mediterranean diet / publicity?
.....
2. How much / red meat / people / eat?
.....
3. Why / olive oil / good?
.....
4. Who / design / national plan / for school lunches?
.....
5. What / children / drink?
.....
6. What / children / usually eat / end of a meal?
.....

Ex. 5, S.B Page 32: Complete the questions with the words from the box.

calories - diet - fizzy - foods - fresh - ingredients - junk - processed

1. Which foods are high in
2. In your family, do you cook meals with rawor do you buy ready-madefoods that are high in fat, sugar and salt?
3. Do you think you have a healthier or unhealthierthan your parents?
4. What are your favourite comfort
5. Do you preferdrinks, freshly squeezed orange juice or still water?
6. Do you eatfood like pizza and chips?
7. Is it hard to buyproduce like fruit and vegetables where you live?

Ex. 1, W.B Page 22: The words in bold are in the wrong sentences. Write the correct words.

1. Our coach made us run ten times around the football **room**!
2. It's too hot to go to the tennis **pitch** today.
3. Vicky is taking part in a competition at the swimming **machine**.
4. The girls do all kinds of different sports at the leisure **court**.
5. Can I train on the rowing **track** this evening?
6. Let's go and put on our swimsuits in the changing **pool**.
7. Training for this year's event will take place at the athletics **centre**.

Ex. 2, W.B Page 22: Complete the sentences with words from the box.

fit - get - shape - unfit - weights - world

1. I haven't done any exercise for months and I'm really!
2. I need to get into for the marathon.
3. You can get stronger by lifting, but take care not to injure yourself.
4. I can't believe you out of breath just walking to school! Don't you ever exercise?
5. I want to keep so I can join the volleyball team.
6. This fitness programme is great – it's done me the of good.

Ex. 3, W.B Page 22: Choose the correct words.

1. Poor Sara has broken **an / her** arm.
2. Has Habib hurt **the / his** back?
3. I think I've pulled **a / my** muscle.
4. The doctor thinks Mustafa has dislocated **his / one** shoulder.
5. Have you banged **the / your** head?
6. Where did she hurt **her / the** leg?

Ex. 4, W.B Page 22: Complete the sentences with one word in each gap.

1. It was very painful when I **d**..... my shoulder.
2. Ibrahim can't walk because he's twisted his **a**.....
3. Suha **b**..... her head against the door – I think she should take a rest.
4. Your wrist isn't broken, but you have **s**..... it, which is why it's so painful.
5. He's holding his leg – I think he's pulled a **m**.....

Ex. 5, W.B Page 22: Complete the second text with one word in each gap so that it has the same meaning as the original.

The other day I was at that place where the kids play football and I was watching a game. Unfortunately, one of the players fell over and didn't get up. I thought he had injured his leg muscle, but after some time they took him to the room where players get changed. The poor boy had broken the part of his body between his leg and his foot. That's worse than twisting it because it takes longer to heal. He'll have to work hard to reach the same level of fitness.

The other day I was at the football **1**..... and I was watching a game. Unfortunately, one of the players fell over and didn't get up. I thought he had **2**..... a leg muscle, but after some time they took him back to the **3**..... room. The poor boy had broken his **4**..... . That's worse than **5**..... it because it takes longer to heal. He'll have to work hard to get into **6**..... again.

Ex. 1, W.B Page 23: Complete the sentences with the words from the box.

banged - better - competition - performance - plan - sprain

1. I my hand and arm in the changing room a couple of days ago.
2. I didn't want to complain if it wasn't serious or if it was just a
3. And, I wanted to compete in the city next month.
4. Allowing your wrist to heal properly is part of upgrading your overall
5. Meanwhile, let's some exercises that won't put pressure on your wrist.
6. And, please don't try to enter a boxing ring until you're

Ex. 1, W.B Page 26: Complete the collocations.

amateur - ankle - challenge - competition - medal - record - professional

1. accept / overcome a(n)
2. start out as a(n)
3. enter / do well in a(n)
4. become a / turn
5. set a(n)
6. take home a(n)
7. twist / sprain / break your

Teacher Hussein Ghunaim

هـ. ورقة عمل قطع القراءة والاستيعاب E. Reading Comprehension Worksheet

يحتوي المنهاج الجديد على قطعة قراءة واستيعاب واحدة فقط في كل وحدة،
وباقى القطع التي قد تجدها لها أهداف أخرى مثل التطبيق على القواعد ومعاني المفردات والكتابة.

Lesson 6A (SB, page 32-33): SAY 'YUM' TO HEALTHY EATING!

استمتع بتناول الطعام الصحي!

The Mediterranean diet has had a lot of publicity as one of the healthiest eating plans there is. People who live around the Mediterranean Sea are famous for eating plenty of fruits and vegetables, nuts and herbs – which are packed with vitamins and minerals – as well as wheat, rice and plant protein like beans. They also eat medium amounts of fish, chicken and eggs, and dairy products such as butter, cheese and yoghurt, with only a limited amount of red meat. Olive oil, which is a big part of Mediterranean cooking, adds delicious flavour to these dishes. On top of that, it is rich in the type of fats that are good for the body rather than processed fats, which can be harmful.

حظي نظام البحر الأبيض المتوسط الغذائي بشهرة واسعة كواحد من أصح الأنظمة الغذائية على الإطلاق. يشتهر سكان منطقة البحر الأبيض المتوسط بتناولهم كميات كبيرة من الفواكه والخضروات والمكسرات والأعشاب - الغنية بالفيتامينات والمعادن - بالإضافة إلى القمح والأرز والبروتينات النباتية مثل الفول. كما يتناولون كميات متوسطة من الأسماك والدجاج والبيض ومنتجات الألبان مثل الزبدة والجبن والزبادي، مع كمية محدودة فقط من اللحوم الحمراء. يضيف زيت الزيتون، الذي يُعد جزءاً أساسياً من المطبخ المتوسطي، نكهة لذيذة لهذه الأطباق. علاوة على ذلك، فهو غني بالدهون المفيدة للجسم بدلاً من الدهون المصنعة التي قد تكون ضارة.

Italy offers a good example of a place where youngsters are being encouraged to follow this healthy diet. The Italian Ministry of Health works closely with schools on a national plan for school lunches. They provide rules that make sure school meals follow the Mediterranean diet. The aim is to promote health and wellbeing by giving students a healthy, nutritious meal every day.

تُعد إيطاليا مثالاً جيداً على بلد يتم فيه تشجيع الشباب على اتباع هذا النظام الغذائي الصحي. تعمل وزارة الصحة الإيطالية بشكل وثيق مع المدارس على خطة وطنية لوجبات الغذاء المدرسية. وتضع الوزارة قواعد تضمن اتباع وجبات الطعام المدرسية لنظام البحر الأبيض المتوسط الغذائي. والهدف هو تعزيز الصحة والرفاهية من خلال تزويد الطلاب بوجبة صحية ومغذية كل يوم.

At the same time, Italian schools don't just care about nutrition. Like all school pupils, Italian children spend time in the school canteen filling up on much-needed calories and chatting with their friends. But the school lunch hour is also an educational experience with the aim of teaching children about food in general. They learn about where different types of foods actually come from and how to prepare fresh, local ingredients to create traditional, regional dishes. Through this, children can learn to develop healthy eating choices for the rest of their lives. In addition, young people spend quality time eating together, which plays a significant role in Italian culture.

في الوقت نفسه، لا تهتم المدارس الإيطالية بالتغذية فقط. فمثل جميع تلاميذ المدارس، يقضي الأطفال الإيطاليون وقتاً في مقصف المدرسة لتناول السعرات الحرارية التي يحتاجونها بشدة والدرشة مع أصدقائهم. لكن ساعة الغذاء المدرسية هي أيضاً تجربة تعليمية تهدف إلى تعليم الأطفال عن الطعام بشكل عام. يتعلمون من أين تأتي أنواع الأطعمة المختلفة وكيفية تحضير المكونات الطازجة والمحلية لإعداد الأطباق الإقليمية التقليدية. من خلال ذلك، يمكن للأطفال تعلم كيفية اختيار خيارات غذائية صحية لبقية حياتهم. بالإضافة إلى ذلك، يقضي الشباب وقتاً ممتعاً في تناول الطعام معاً، وهو ما يلعب دوراً مهماً في الثقافة الإيطالية.

The school canteen tries to create a family eating experience. Baskets of bread on the shared tables, real plates and glasses as well as cloth napkins all help pupils to focus on community and good table manners. The setting encourages eating respectfully and carefully, and promotes the idea of 'slow food'. Slow food, as opposed to fast food, connects the world of eating with the world of farming. It also means respecting the environment and trying to make sure that producing food for millions of people does not have a bad effect on the planet.

يسعى مقصف المدرسة إلى خلق تجربة تناول طعام عائليّة. تساعد سلال الخبز على الطاولات المشتركة، والأطباق والحقائب الحقيقية، بالإضافة إلى مناديل المائدة القماشية، جميعها على تركيز التلاميذ على روح الجماعة وآداب المائدة الجيدة. يشجع هذا الإعداد على تناول الطعام باحترام وعناية، ويعزز فكرة "الطعام البطيء". الطعام البطيء، على عكس الوجبات السريعة، يربط عالم الطعام بعالم الزراعة. كما يعني احترام البيئة ومحاولة ضمان ألا يكون لإنتاج الغذاء لملايين الأشخاص تأثير سيء على الكوكب.

So, what's a typical school lunch? The programme follows a carefully planned daily menu that offers a balanced meal for each child. A main course could be pasta with tomato sauce and vegetables or sometimes meat. It could also be a pizza, lasagne or rice dish that is traditional in many parts of the country. As a side dish there might be cooked vegetables or fresh salad leaves, with tomato, cucumber and olive oil. Everyone at the table drinks water rather than fizzy drinks that are high in sugar. A common way to end a meal is often with fresh fruit that is in season or a simple dessert.

إذن، ما هي وجبة الغذاء المدرسية النموذجية؟ يتبع البرنامج قائمة طعام يومية مخططة بعناية توفر وجبة متوازنة لكل طفل. قد تتكون الوجبة الرئيسية من المعكرونة مع صلصة الطماطم والخضروات أو اللحم أحياناً. قد تكون الوجبة أيضاً بيتزا أو لازانيا أو طبق أرز تقليدي شائع في أجزاء كثيرة من البلاد. وكطبق جانبي، قد تُقدم خضراوات مطبوخة أو سلطة خضراء طازجة مع الطماطم والخيار وزيت الزيتون. يشرب الجميع على المائدة الماء بدلاً من المشروبات الغازية الغنية بالسكر. ومن الشائع إنهاء الوجبة بتناول فواكه طازجة موسمية أو حلوى بسيطة.

By introducing children to their cooking traditions and amazing food culture, Italians hope to set up healthy eating habits for life in the next generation.

من خلال تعريف الأطفال بتقاليد الطهي وثقافة الطعام الرائعة، يأمل الإيطاليون في ترسيخ عادات غذائية صحية مدى الحياة لدى الجيل القادم.

After reading the text, answer the following questions:

❖ General WH-Questions:

1. What types of food are common in the Mediterranean diet?

.....

2. Why is olive oil considered healthy in this diet?

.....

3. Where do the people who follow this diet mostly live?

.....

4. What country is used as an example of promoting the Mediterranean diet?

.....

5. Who works with schools to implement the lunch plan?

.....

6. What is the aim of the school lunch plan?

.....

7. What do Italian children do during lunch besides eating?

.....

8. What do children learn about food during lunch?

.....

9. Why is eating together important in Italian schools?

.....

10. What items are used to create a family-like eating experience?

.....

11. What is the idea behind 'slow food'?

.....

12. How does slow food relate to the environment?

.....

13. What are some examples of main courses in school lunches?

.....

14. What drinks are served with the meal?

.....

15. What is a common way to end the meal?

.....

16. What is the long-term goal of introducing children to traditional food?

.....

17. Who hopes to establish lifelong healthy eating habits?

.....

❖ Yes or No Questions:

18. Is olive oil a major part of Mediterranean cooking?
19. Does the Italian Ministry of Health provide rules for school meals?
20. Is the goal of the plan to reduce school hours?
21. Do Italian schools use lunch as an educational opportunity?
22. Do children learn how to prepare traditional dishes?
23. Are cloth napkins used in the school canteen?
24. Does slow food encourage fast eating?
25. Are fizzy drinks served with school lunches?
26. Can pizza be part of the main course?
27. Do Italians want children to develop lifelong healthy eating habits?
28. Is the food culture considered important in Italy?

❖ Pronouns' reference:

29. What does "**they**" refer to in "They also eat medium amounts of fish..."?
30. What does "**it**" refer to in "On top of that, it is rich in the type of fats..."?
31. What does "**they**" refer to in "They provide rules..."?
32. What does "**this**" refer to in "Through this, children can learn..."?
33. What does "**it**" refer to in "It also means respecting the environment..."?
34. What does "**it**" refer to in "It could also be a pizza..."?
35. What does "**they**" refer to in "Italians hope to set up healthy eating habits..."?

❖ True or False:

- | | | |
|---|---------------------------------------|----------------------------|
| 36. The Mediterranean diet includes large amounts of processed fats. | ☒ T | ☐ F |
| 37. Beans are a source of plant protein in the Mediterranean diet. | ☒ T | ☐ F |
| 38. Italian schools ignore the Mediterranean diet in their lunch plans. | ☒ T | ☐ F |
| 39. The plan aims to give students nutritious meals daily. | ☒ T | ☐ F |
| 40. Italian children only eat during lunch and do not learn anything. | ☒ T | ☐ F |

- | | | |
|--|---------------------------------------|----------------------------|
| 41. Learning about food sources is part of the lunch experience. | ☒ T | ☐ F |
| 42. The canteen promotes fast food culture. | ☒ T | ☐ F |
| 43. Slow food connects eating with farming. | ☒ T | ☐ F |
| 44. School lunches always include meat. | ☒ T | ☐ F |
| 45. Fresh fruit is often served as dessert. | ☒ T | ☐ F |
| 46. The goal is only to teach cooking skills. | ☒ T | ☐ F |
| 47. Italians' value passing on food traditions. | ☒ T | ☐ F |

❖ **Extract from the text:**

48. From the text, give one example on the following:

- | | |
|---------------------------------|-----------------------------|
| a. Noun: | e. Pronoun (subject): |
| b. Verb (past simple): | f. Pronoun (object): |
| c. Verb (past cont.): | g. Adjective: |
| d. Verb (pres. perfect.): | |

ملحق الاجابات Answers Key

إجابات ورقة العمل الإضافية على القواعد Extra Grammar Worksheet

Q1: Past Simple

- | | | | |
|---------------|----------------|--------------------|---------------|
| 1. b) lived | 6. b) happened | 11. a) played | 16. b) wasn't |
| 2. a) watched | 7. b) wanted | 12. a) died | 17. c) Were |
| 3. a) was | 8. a) enjoyed | 13. b) didn't see | 18. c) agree |
| 4. a) brushed | 9. b) wasn't | 14. c) didn't talk | 19. a) Was |
| 5. b) bought | 10. b) opened | 15. b) didn't use | 20. a) play |

Q2: Past Continuous

- | | | |
|------------------|--|--------------------------|
| 1. arrived – saw | 7. was running | 12. heard – was studying |
| 2. were visiting | 8. were working – met | 13. were playing |
| 3. saw | 9. walked – was running – were writing | 14. noticed |
| 4. was washing | 10. were doing | 15. was having |
| 5. fell | 11. saw - called | 16. saw |
| 6. were walking | | 17. was hiding |

Q3: Past Perfect Simple

1	b	2	b	3	a	4	b	5	c	6	a	7	a	8	b	9	a	10	b
11	b	12	c	13	c	14	b	15	b	16	a	17	a	18	a	19	a	20	a

Q3: Used to & would

- | | | |
|----------------------|----------------------------|-------------------------------|
| 18. c) used to play | 25. c) used to eat | 32. a) didn't use to take |
| 19. a) used to be | 26. c) used to listen | 33. a) Did you use to live |
| 20. b) used to visit | 27. a) used to like | 34. b) Did they use to travel |
| 21. c) used to ride | 28. b) didn't use to read | 35. a) Did she use to have |
| 22. c) used to go | 29. a) didn't use to swim | 36. c) Did he use to watch |
| 23. b) used to be | 30. b) didn't use to play | 37. a) Did we use to drink |
| 24. c) used to work | 31. c) didn't use to visit | |

إجابات تمارين القواعد في الكتابين S.B and W.B Grammar Exercises

Student Book Exercises

Ex. 3, S.B Page 27:	1 b, Past Continuous, Past Simple				2 a, Past Simple (x3)			
	3 e, Past Perfect, Past Simple				4 d, Past Continuous			
Ex. 5, S.B Page 27:	1 had already left				2 was practising			
Ex. 6, S.B Page 27:	1 trained		2 injured		3 had recovered		4 hadn't hurt	
	6 was doing		7 fell		8 had		9 had broken	
Ex. 3, S.B Page 30:	1 e	2 a	3 c	4 b	5 f	6 d	7 g	

Workbook Exercises

Ex. 1, W.B Page 20:	1 didn't see		2 did you learn		3 didn't compete		4 took		
	5 did she injure		6 tried		7 started		8 didn't celebrate		
Ex. 2, W.B Page 20:	1 was sleeping			2 were you going			3 wasn't training		
	4 was staying			5 wasn't concentrating			6 were the athletes doing		
Ex. 3, W.B Page 20:	1 fell, was running			2 stopped, were making			3 was working, met		
	4 was using, suggested			5 did, were watching					
Ex. 4, W.B Page 20:	1 that he had broken his wrist				2 he hadn't lost a single match				
	3 Had he learned/learnt to do back flips				4 she had beaten the world record				
	5 Had the judges ever seen				6 she hadn't become a professional				
Ex. 5, W.B Page 21:	1 by	2 ago	3 already	4 This	5 soon	6 last	7 between	8 at	
Ex. 6, W.B Page 21:	1 had never spent			2 hadn't realised, were, saw			3 had been, decided		
	4 left, had completed			5 won, had practised					
Ex. 7, W.B Page 21:	1 were			2 was running, felt			3 were sleeping		
	4 left, had broken			5 celebrated, had won					

Ex. 8, W.B Page 21:	1 You became a paralympic athlete when you were 20.											
	2 Why was that?											
	3 I lost the use of my legs after I had suffered a serious injury.											
	4 I had always been keen on sport before that.											
	5 Why did you choose basketball?											
	6 I was watching TV one day when I saw a Paralympic match.											
	7 I hadn't seen one before.											
	8 It inspired me.											
Ex. 1, W.B Page 24:	1 used to go		2 used to train		3 Did you use to eat		4 didn't use to like					
	5 used to believe		6 Did your parents use to		7 used to drink		8 used to love					
Ex. 3, W.B Page 24:	1 use		2 used		3 Would		4 would		5 to			
	6 use		7 would		8 wouldn't							
Ex. 4, W.B Page 24:	1 never used to		2 Did the children use to		3 Did he twist		4 use		5 would		6 pulled	
Ex. 5, W.B Page 24:	1 would eat		2 didn't use to think		3 would watch				4 would fry			
	5 would order		6 used to love									
Ex. 2, W.B Page 26:	1 had already started				2 was travelling, visited							
	3 was rock climbing, didn't hear				4 had you learnt, were							
	5 was running, pulled, felt, had struck				6 was, was shining, were singing, started							
	7 had asked, saw				8 decided, had seen							
Ex. 3, W.B Page 26:	1 loved/used		2 correct		3 correct		4 believed/used to believe			5 correct		
	6 wasn't/didn't use to be		7 moved		8 correct		9 correct			10 won		
Ex. 4, W.B Page 26:	1 Would you mind telling me			2 used to spend hours			3 That's (very) kind of					
	4 to get into shape			5 wonder/was wondering if you could								

S.B & W.B Vocabulary Exercises إجابات تمارين المعاني الهامة من الكتابين

Ex. 7, S.B Page 27:	1 injury	2 amateur, professional	3 competition	4 qualified	5 record
Ex. 3, S.B Page 28:	1 court, pool, track, ring, machine, wall		2 programme	3 rooms	4 centre
Ex. 4, S.B Page 28:	1 shape	2 unfit	3 get	4 get	5 build
Ex. 6, S.B Page 29:	1 painful, hurt	2 cuts and bruises, twisted, concussion		3 blood, shock	4 heart, fainted
Ex. 3, S.B Page 31:	1 telling	2 kind	3 know	4 idea	5 afraid
	7 Could	8 alright	9 happen		6 wonder
Ex. 3, S.B Page 32:	1 Why has the Mediterranean diet had a lot of publicity? because it is one the healthiest eating plans there is; it contains plenty of fruits and vegetables, nuts and herbs				
	2 How much red meat do people eat? only a limited amount of red meat				
	3 Why is olive oil good for you? it is rich in the type of fats that are good for the body rather than processed fats which can be harmful				
	4 Who designed the national plan for school lunches? the Italian Ministry of Health and the schools				
	5 What do children drink? water				
	6 What do children usually eat at the end of a meal? fresh fruit that is in season or a simple dessert				
Ex. 5, S.B Page 32:	1 calories	2 ingredients, processed	3 diet	4 foods	5 fizzy
Ex. 1, W.B Page 22:	1 pitch	2 court	3 pool	4 centre	5 machine
Ex. 2, W.B Page 22:	1 unfit	2 shape	3 weights	4 get	5 fit
Ex. 3, W.B Page 22:	1 her	2 his	3 a	4 his	5 your
Ex. 4, W.B Page 22:	1 dislocated	2 ankle	3 banged	4 sprained	5 muscle
Ex. 5, W.B Page 22:	1 pitch	2 pulled	3 changing	4 ankle	5 spraining
Ex. 1, W.B Page 23:	1 banged	2 sprain	3 competition	4 performance	5 plan
Ex. 1, W.B Page 26:	1 challenge	2 amateur	3 competition	4 professional	5 record
				6 medal	7 ankle

Reading Comprehension Worksheet's Answers إجابات أسئلة قطع القراءة والاستيعاب

Lesson 6A (SB, page 32): SAY 'YUM' TO HEALTHY EATING!

❖ Wh- Answers

- | | |
|---|--|
| 1. Fruits, vegetables, nuts, herbs, wheat, rice, beans, fish, chicken, eggs, dairy, olive oil | 10. Bread baskets, real plates, glasses, cloth napkins |
| 2. Because it contains healthy fats and adds flavor | 11. Eating respectfully, connecting food with farming |
| 3. Around the Mediterranean Sea | 12. It promotes sustainability and environmental respect |
| 4. Italy | 13. Pasta with tomato sauce, meat, pizza, lasagne, rice dishes |
| 5. The Italian Ministry of Health | 14. Water |
| 6. To promote health and wellbeing through nutritious meals | 15. With fresh seasonal fruit or a simple dessert |
| 7. They chat with friends and learn about food | 16. To build lifelong healthy eating habits |
| 8. Where food comes from and how to prepare it | 17. Italians |
| 9. Because it reflects Italian cultural values | |

❖ Yes/No Answers

- | | | |
|-------------------|----------------------|-------------------|
| 18. Yes, it is. | 22. Yes, they do. | 26. Yes, it can. |
| 19. Yes, it does. | 23. Yes, they are. | 27. Yes, they do. |
| 20. No, it isn't. | 24. No, it doesn't. | 28. Yes, it is. |
| 21. Yes, they do. | 25. No, they aren't. | |

❖ True/False Answers

- | | | | |
|-----------|-----------|-----------|-----------|
| 29. False | 32. True | 35. False | 38. True |
| 30. True | 33. False | 36. True | 39. False |
| 31. False | 34. True | 37. False | 40. True |

❖ Pronoun Reference Answers

- | | |
|--|-------------------|
| 41. People who live around the Mediterranean Sea | 45. Slow food |
| 42. Olive oil | 46. A main course |
| 43. The Italian Ministry of Health | 47. Italians |
| 44. Learning about food origins and preparation | |

❖ Extract from the text:

48. From the text, give more than one example of the following:
- Noun: vegetables, vitamins, minerals, fish, chicken, eggs, dairy, olive oil, schools, pupils
 - Verb (past simple): offered, worked, spent, learned, provided, followed
 - Verb (past continuous): were being encouraged, were chatting, were filling up
 - Verb (present perfect): has had, have developed
 - Pronoun (subject): they, it, we, you
 - Pronoun (object): them, it, us
 - Adjective: healthy, traditional, fresh, local, nutritious, harmful, famous



تم بحمد الله

لا تنسَ زيارة صفحتي على فيسبوك

ليصلك كل جديد