**School Year: 2024 - 2025**

**FIRST TERM**

**REMEDIAL PLAN**

****

# GRADE 12

## (الخطة العلاجية للفصل الأول ـ صف 12)

*****

## CONTENTS:

**VOCABULARY**
**GRAMMAR**
**FUNCTIONS**
**SET BOOK**
**WRITING**
**READING COMPREHENSION**
**SUMMARY MAKING**
**TRANSLATION**

STUDENT'S NAME: ……..……..

CLASS: ……..……..……

**ملاحظة: لا تغني هذه الخطة العلاجية عن كتاب الطالب و لا عن كتاب التمارين بل تعمل على مزيد دعم و تقوية قدرات الطالب في مختلف مجالات اللغة الإنجليزية.**

**Mr. SAMI BIN YOUNES**

☺

صفوة معلمي الكويت

| S. B. |
|---|
| 12 - 13 |

GRADE: 12 - FIRST TERM - MODULE 1: World Issues

# UNIT 1: The Law

| UNIT 1 |
|---|
| LESSONS: |
| 1 & 2 |

Date: .....

## VOCABULARY:

| | Expression | P.S. | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **adoption** | n | the action or fact of legally taking another's child and bring it up as one's own | |
| 2 | **civil** | adj. | relating to private relations between members of a community; noncriminal | |
| 3 | **code of law** | n | a set of rules and standards adhered to by a society | |
| 4 | **consultation** | n | the action or process of formally consulting or discussing | |
| 5 | **define** | v | to state or describe exactly the nature, scope, or meaning of | |
| 6 | **enforce** | v | to put into practice; to carry out | |
| 7 | **govern** | v | to control | |
| 8 | **guilty** | adj. | responsible for a crime | |
| 9 | **impose** | v | to require (a duty, charge, or penalty) to be undertaken or paid | |
| 10 | **innocent** | adj. | not guilty of a crime or offense | |
| 11 | **judiciary** | n | the judicial authorities of a country; judges collectively | |
| 12 | **jury** | n | group of people in court who decide whether someone is guilty | |
| 13 | **legal** | adj. | appointed or required by the law | |
| 14 | **penalty** | n | a punishment imposed for breaking a law | |
| 15 | **persuasion** | n | a belief or set of beliefs | |
| 16 | **principle** | n | rule; belief | |
| 17 | **property** | n | something valuable which belongs to someone | |
| 18 | **prove** | v | to show that something is true by providing facts, information, etc. | |
| 19 | **tolerant** | adj. | showing willingness to allow the existence of opinions or behavior that one does not necessarily agree with | |
| 20 | **violence** | n | the unlawful exercise of physical force or intimidation by the exhibition of such force | |
| 21 | **welfare** | n | the health, happiness, and fortunes of a person or group | |

SAMI BIN YOUNES

## VOCABULARY EXERCISES

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

**(prove - guilty - persuasions - tolerant - property - judiciary)**

**1.** People are equal regardless of their origins, races or …….

**2.** Teachers must be …….. with young learners.

**3.** The judge asked the lawyer to …….. that the defendant was innocent.

**4.** The ……. system is working very well in my country.

**5.** The lawyer couldn't present any proof that his client wasn't ……..

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

**1.** The …….. must be very severe for those who exceed the speed limit.

**a. property** **b. welfare** **c. violence** **d. penalty**

**2.** The police forces must do serious efforts to stop …….

**a. consultation** **b. violence** **c. principle** **d. property**

**3.** Before launching your project, you should have a …….. from an expert.

**a. consultation** **b. jury** **c. penalty** **d. welfare**

**4.** Our company has some …… problems with the land owners.

**a. guilty** **b. legal** **c. innocent** **d. tolerant**

**5.** The ……..…….. of a child is a serious responsibility.

**a. persuasion** **b. judiciary** **c. code of law** **d. adoption**

**SET BOOK QUESTIONS**

**Answer the following questions:**

**1. What would happen if there were no legal systems in society?**

...……..……

……..……..

**2. What basic principles do all laws share?**

...……..……

……..……..



| S. B. |
|---|
| 14 - 15 |

GRADE: 12 - FIRST TERM - MODULE 1: World Issues

# UNIT 1: The Law

| UNIT 1 |
|---|
| LESSONS: |
| 4 & 5 |

Date: .....

## VOCABULARY:

| | Expression | P.S. | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **bench** | n | **1** a long seat for several people, typically made of wood or stone. **2** a seat in Parliament for politicians of a specified party or position. **3** (the bench) the office of judge or magistrate | |
| 2 | **brief** | n | **1** a digest or synopsis of a larger document or group of documents. **2** an outline or summary, for example, of a book. **3** an outline of how a legal case will be argued, together with evidence and supporting statements, submitted by an attorney to a court prior to a trial | |
| 3 | **brief** | adj. | of a short duration | |
| 4 | **case** | n | 1 a legal action, esp. one to be decided in a court of law. **2** a flat, rectangular container, typically made of leather, for putting your things in it | |
| 5 | **defence** | n | **1** the action of defending from or resisting attack. **2** (usu. the defence) the counsel for the defendant in a lawsuit | |
| 6 | **handcuffs** | n | a pair of lockable linked metal rings for securing a prisoner's wrists | |
| 7 | **note** | n | **1** a brief record of facts, topics, or thoughts, written down as an aid to memory. **2** an official letter sent from the representative of one government to another. **3** Brit. a banknote: a ten-pound note. **4** a single tone of definite pitch made by a musical instrument or the human voice | |
| 8 | **note** | v | **1** to notice or pay particular attention to (something). **2** to record (something) in writing | |
| 9 | **prosecute** | v | to institute legal proceedings against (a person or organization) | |
| 10 | **row** | v | to propel (a boat) with oars | |
| 11 | **row** | n | **1** things or people that are arranged in a line that is usually straight, or the line itself **2** a line of seats in a theater, lecture hall, or similar public place | |
| 12 | **spring** | v | **1** to move or jump suddenly or rapidly upward or forward. **2** to originate or arise from | |
| 13 | **spring** | n | **1** a resilient metal coil used especially for cushioning and in clockwork **2** the season of the year between winter and summer during which many plants bring forth leaves and flowers | |

SAMI BIN YOUNES

## VOCABULARY EXERCISES

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

**1.** The bank will …… the customers who haven't paid back their loans.
**a. spring** **b. note** **c. prosecute** **d. row**

**2.** The criminal was brought to the court with his hands in ……..
**a. handcuffs** **b. benches** **c. springs** **d. cases**

**3.** Most trees blossom at the end of…… and beginning of summer.
**a. defence** **b. spring** **c. brief** **d. bench**

**4.** It is wonderful to …… in the calm water of this lake.
**a. note** **b. prosecute** **c. spring** **d. row**

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

**(defence - notes - brief - prosecute - case - bench)**

**1.** While the lecturer was explaining, the students were taking ……

**2.** I enjoy sitting on a …… in this public garden early in the morning.

**3.** My grandfather puts his old photos in a …….

**4.** The ……. must present a strong evidence to win the case.

**5.** Our teacher wanted us to read a book and write a …… summary about it.

## GRAMMAR

**1. The present perfect simple** ***(a finished action in the past)***

This tense refers to a completed action in the past (with no time reference being used), or an action that has just stopped in the present.

| **have / has + Verb 3** |
|---|

- I *have worked* in this factory.
- She *has just finished* her homework.

**2. The present perfect continuous** ***(a continuous activity over a period of time)***

This tense describes an action that started in the past and is still continuing up to the present over a period of time.

| **have / has + been + Verb(-ing)** |
|---|

- He *has been living* in Canada **for** two years.
- The children *have been watching* TV **since** 9 o'clock.

## GRAMMAR EXERCISES

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

**1.** I ……..….. this film for more than two hours.

**a. am watching** **b. have been watching** **c. has watched** **d. watch**

**2.** He …….. many financial problems recently.

**a. had faced** **b. has been faced** **c. has faced** **d. will face**

**3.** My friend …… for a cheap camera for two days.

**a. looked** **b. had been looking** **c. has been looking** **d. looks**

**4.** This player …… for our football club since last year.

**a. has been playing** **b. had played** **c. has played** **d. will play**

**5.** I ……. more than fifty famous novels so far.

**a. am collecting** **b. have been collecting** **c. had collected** **d. have collected**

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

**1.** …… playing video games, why don't you revise your lessons?

**a. Instead of** **b. In comparison with** **c. On the other hand** **d. Whereas**

**2.** Everybody received an invitation, ……. only few workers attended the meeting.

**a. in comparison with** **b. instead of** **c. but** **d. on the other hand**

**3.** …… Arabic, Chinese language is very difficult to learn.

**a. Whereas** **b. In comparison with** **c. On the other hand** **d. Instead of**

**4.** Adults are usually interested in the news, …… children like cartoons.

**a. instead of** **b. in comparison with** **c. on the other hand** **d. whereas**

**5.** People usually resort to courts to solve their problems**. .....**, they spend a lot of money.

**a. Whereas** **b. In comparison with** **c. On the other hand** **d. Instead of**

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

**1.** He **(work)** ..... as a teacher for twenty years now. **(Correct the verb)**

**a.** He works as a teacher for twenty years now.
**b.** He has been working as a teacher for twenty years now.
**c.** He is working as a teacher for twenty years now.

**2.** In summer, the weather is hot. In winter, the weather is cold. **(Join with: whereas)**

**a.** In summer, the weather is hot, whereas in winter, it is cold.
**b.** In summer, the weather is hot in winter, the weather is cold whereas.
**c.** In summer, the weather is hot in winter, whereas the weather is cold.

**3.** Ali **(do)** ..... his homework for two hours. **(Correct the verb)**

**a.** Ali has being done his homework for two hours.
**b.** Ali will be done his homework for two hours.
**c.** Ali has been doing his homework for two hours.

**4.** Hamad likes swimming. Fahad hates swimming. **(Join with: in comparison with)**

**a.** Hamad likes swimming in comparison with Fahad hates swimming.
**b.** In comparison with Hamad, Fahad likes swimming.
**c.** In comparison with Fahad, Hamad likes swimming.

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| S. B. |
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| 16 - 17 |

GRADE: 12 - FIRST TERM - MODULE 1: World Issues

# UNIT 1: The Law

| UNIT 1 |
|---|
| LESSON: 7 & 8 |

Date: .....

## VOCABULARY:

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **claim** | v | to state or assert that something is the case, typically without providing evidence or proof | |
| 2 | **clog up** | ph. v | to prevent things from being dealt with as quickly as usual | |
| 3 | **contend** | v | to assert something as a position in an argument | |
| 4 | **grievance** | n | an official statement of complaint over something believed to wrong or unfair | |
| 5 | **in favour of** | exp. | to the advantage of | |
| 6 | **intend** | v | to have (a course of action) as one's purpose or objective; plan | |
| 7 | **litigation** | n | the process of taking claims to a court law | |
| 8 | **petty** | adj. | of little importance; trivial | |
| 9 | **regardless** | adv. | without being affected by something | |
| 10 | **residential area** | n | a part of a town that consists of private houses, with no offices or factories | |
| 11 | **speed limit** | n | the fastest speed allowed by law on a particular piece of road | |
| 12 | **sue** | v | to make legal claim against someone, especially for money, because they have harmed you in some way | |
| 13 | **supporter** | n | someone who agrees with a particular person, group, or plan | |
| 14 | **ultimately** | adv. | finally, after everything else has been done or considered | |

SAMI BIN YOUNES

## VOCABULARY EXERCISES

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

**(petty - speed limit - litigation - claimed - regardless - sue)**

**1.** All the drivers must respect the …….. on the highway.

**2.** He …… that he had won the lottery last week.

**3.** All mobile phones share certain features ……..…..…….. of their prices.

**4.** I believe most problems between people can be solved without …..…….

**5.** Most students who come late give …….. and unconvincing excuses.

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

**1.** The bus driver …… that the accident was not his fault.

**a. sued** **b. contended** **c. clogged up** **d. intended**

**2.** This …… needs more schools and a new hospital.

**a. speed limit** **b. supporter** **c. grievance** **d. residential area**

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. Why do people resort to litigation?**

……

**2. What effects do petty grievances have on courts?**

...……

……..……..

**MODULE 1 - UNIT 1 - LESSON 9**

# WRITING AN EXPOSITORY ESSAY

Date: .....

**Using work computers for personal purposes may result in many problems to companies and have bad effects on workers.** Plan and write an essay of not less than fourteen sentences (14 sentences) in which you present the risks of using work computers for personal purposes and you explain how this action may affect workers negatively.

OUTLINE

**Introduction:** ……..……..
……
……
……

**Body:**

**Paragraph 1:**
……
……
……
……

**Paragraph 2:**
……
……
……
……

**Conclusion:** ……
……
……
……

**Write your essay here:**

# GRADE 12 *** MODULE 1: World Issues *** UNIT 1: The Law

| L | Expression | P.S. | Meaning | Arabic Meaning |
|---|---|---|---|---|
| 1 & 2 | adoption | n | the action or fact of legally taking another's child and bring it up as one's own | التبنّي |
| | civil | adj. | relating to private relations between members of a community; noncriminal | مدني |
| | code of law | n | a set of rules and standards adhered to by a society | مُجمل القوانين و النُظم |
| | consultation | n | the action or process of formally consulting or discussing | استشارة |
| | define | v | to state or describe exactly the nature, scope, or meaning of | يُحدّد, يُعرّف |
| | enforce | v | to put into practice; to carry out | يُنفذ,يضعُ موضع التنفيذ |
| | govern | v | to control | يحكمُ |
| | guilty | adj. | responsible for a crime | مُذنبٌ |
| | impose | v | to require (a duty, charge, or penalty) to be undertaken or paid | يفرِضُ, يُلزِمُ |
| | innocent | adj. | not guilty of a crime or offense | بريءٌ |
| | judiciary | n | the judicial authorities of a country; judges collectively | السلطة القضائية |
| | jury | n | group of people in court who decide whether someone is guilty | هيأة المُحلّفين |
| | legal | adj. | appointed or required by the law | قانوني |
| | penalty | n | a punishment imposed for breaking a law | عُقوبـــةٌ |
| | persuasion | n | a belief or set of beliefs | مُعتقدٌ , مذهب ديني |
| | principle | n | rule; belief | مبدأ, قاعدةٌ |
| | property | n | something valuable which belongs to someone | ملكية خاصة |
| | prove | v | to show that something is true by providing facts, information, etc. | يثبتُ , يُبرهنُ |
| | tolerant | adj. | showing willingness to allow the existence of opinions or behavior that one does not necessarily agree with | مُتسامحٌ |
| | violence | n | the unlawful exercise of physical force or intimidation by the exhibition of such force | عنفٌ |
| | welfare | n | the health, happiness, and fortunes of a person or group | الرّفاه اللاجتماعي |
| 4 & 5 | bench | n | **1** a long seat for several people, typically made of wood or stone. **2** a seat in Parliament for politicians of a specified party or position. **3** (the bench) the office of judge or magistrate | 1 مقعد خشبي لأكثر من شخص. 2 مقعد في البرلمان. 3 مكتب القاضي أو الهيأة القضائية |
| | brief | n | **1** a digest or synopsis of a larger document or group of documents. **2** an outline or summary, for example, of a book. **3** an outline of how a legal case will be argued, together with evidence and supporting statements, submitted by an attorney to a court prior to a trial | 1 خلاصة لمجموعة من الوثائق. 2 ملخصٌ لكتاب. 3 مخطط لكيفية سير جلسة محاكمة |
| | brief | adj. | of a short duration | مُوجزٌ \ مُختصرٌ |
| | case | n | **1** a legal action, esp. one to be decided in a court of law. **2** a flat, rectangular container, typically made of leather, for putting your things in it | 1 قضية<br>2 علبةٌ مصنوعة من الجلد |
| | defence | n | **1** the action of defending from or resisting attack. **2** (usu. the defence) the counsel for the defendant in a lawsuit | 1 دفاعٌ 2 هيأة الدفاع |
| | handcuffs | n | a pair of lockable linked metal rings for securing a prisoner's wrists | الأصفاد – القيود - الأغلال |
| | note | n | **1** a brief record of facts, topics, or thoughts, written down as an aid to memory. **2** an official letter sent from the representative of one government to another. **3** Brit. a banknote: a ten-pound note. **4** a single tone of definite pitch made by a musical instrument or the human voice | 1 مذكّرة<br>2 رسالة رسمية<br>3 ورقة نقدية<br>4 نوتة موسيقية |
| | note | v | **1** to notice or pay particular attention to (something). **2** to record (something) in writing | 1 يلاحظ<br>2 يدوّن كتابياً |
| | prosecute | v | to institute legal proceedings against (a person or organization) | يتتبّع قضائياً - يُقاضي |
| | row | v | to propel (a boat) with oars | يُجدّف |
| | row | n | **1** things or people that are arranged in a line that is usually straight, or the line itself **2** a line of seats in a theater, lecture hall, or similar public place | 1. صفّ<br>2. صفّ (مقاعد) |
| | spring | v | **1** to move or jump suddenly or rapidly upward or forward. **2** to originate or arise from | 1 يقفزُ<br>2 ينبعُ من \ ينبثق عن |

| | | | | |
|---|---|---|---|---|
| | **spring** | n | **1** a resilient metal coil used especially for cushioning and in clockwork **2** the season of the year between winter and summer during which many plants bring forth leaves and flowers | **1. النابض**<br>**2. فصل الربيع** |
| **7 & 8** | **claim** | v | to state or assert that something is the case, typically without providing evidence or proof | **يدَّعي - يَزعُمُ** |
| | **clog up** | ph. v | to prevent things from being dealt with as quickly as usual | **يُعرقِلُ** |
| | **contend** | v | to assert something as a position in an argument | **يُجادل \ يؤكد أنّ ...** |
| | **grievance** | n | an official statement of complaint over something believed to wrong or unfair | **شَكوى - تَظَلّمٌ** |
| | **in favour of** | exp. | to the advantage of | **لمصلحة ... \ لفائدة ...** |
| | **intend** | v | to have (a course of action) as one's purpose or objective; plan | **ينوي – يعزم** |
| | **litigation** | n | the process of taking claims to a court law | **التقاضي** |
| | **petty** | adj. | of little importance; trivial | **غير مُهمَّ - تافهٌ** |
| | **regardless** | adv. | without being affected by something | **بغضّ النَّظر عن** |
| | **residential area** | n | a part of a town that consists of private houses, with no offices or factories | **منطقة سكنية** |
| | **speed limit** | n | the fastest speed allowed by law on a particular piece of road | **السرعة القصوى المسموح بها** |
| | **sue** | v | to make legal claim against someone, especially for money, because they have harmed you in some way | **يقاضي – يرفع دعوة قضائية ضد** |
| | **supporter** | n | someone who agrees with a particular person, group, or plan | **مُؤيّدٌ - مُشجّعٌ** |
| | **ultimately** | adv. | finally, after everything else has been done or considered | **أخيرًا – في نهاية الأمر** |

SAMI BIN YOUNES

صفوة معلمي الكويت

| S. B. |
|---|
| 18 - 19 |

GRADE: 12 - FIRST TERM - MODULE 1: World Issues

# UNIT 2: Migration

| UNIT 2 |
|---|
| LESSONS: |
| 1 & 2 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **afford** | v | to provide something or allow something to happen | |
| 2 | **boom** | n | increase in business | |
| 3 | **decimate** | v | to destroy a large part of something | |
| 4 | **deteriorate** | v | to become worse | |
| 5 | **emigrate** | v | to leave your own country in order to live in another country | |
| 6 | **famine** | n | a situation in which a large number of people have little or no food for a long time and many people die | |
| 7 | **foreign** | adj. | from or relating to a country that is not your own | |
| 8 | **hard-pressed** | adj. | having a lot of problems and not enough money or time | |
| 9 | **high-tech** | adj. | using advanced technology | |
| 10 | **necessitate** | v | to make it necessary for you to do something | |
| 11 | **seek** | v | to try to achieve or get something | |
| 12 | **unfortunately** | adv. | used when you are mentioning a fact that you wish were not true | |

## VOCABULARY EXERCISES

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

**(unfortunately - famine - high-tech - decimated - seek - foreign)**

**1.** …… mobile phones are usually the most expensive ones.

**2.** Nowadays, it has become very useful to learn ……..…… languages.

**3.** ……., no medicine has been discovered to fight cancer so far.

**4.** Huge wildfires have ……. large parts of the Amazon forest recently.

**5.** In some African countries, people are dying because of …….

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

**1.** Parents' main responsibility is to ……. their children food, shelter and safety.

**a. deteriorate** **b. necessitate** **c. afford** **d. decimate**

**2.** Because of war, many people will …… to Europe.

**a. emigrate** **b. necessitate** **c. seek** **d. deteriorate**

**3.** Most migrants leave their countries to …… good jobs and better lives.

**a. seek** **b. emigrate** **c. deteriorate** **d. decimate**

صفوة معلمي الكويت

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. What factors may push people to migrate?**

……

……

……

**2. What are the advantages and disadvantages of migration?**

**Advantages:**

……

……

……

**Disadvantages:**

……

……

……

صفوة معلمي الكويت

| S. B. |
|---|
| 20 - 21 |

GRADE: 12 - FIRST TERM - MODULE 1: World Issues

# UNIT 2: Migration

| UNIT 2 |
|---|
| LESSONS: 4 & 5 |

Date: .....

## VOCABULARY:

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| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **disgruntled** | adj. | annoyed or disappointed, especially because things have not happened in the way that you wanted | |
| 2 | **displace** | v | to make a group of people or animals have to leave the place where they normally live | |
| 3 | **mass** | adj. | involving or intended for a very large number of people | |
| 4 | **meticulous** | adj. | very careful about small details, and always making sure that everything is done correctly | |
| 5 | **migrant** | n | someone who goes to live in another area or country, especially in order to find work | |
| 6 | **obliterate** | v | to destroy something completely so that nothing remains | |
| 7 | **perturbed** | adj. | worried about something that has happened or will happen | |
| 8 | **resort** | n | a place where a lot of people go for holidays | |
| 9 | **rift** | n | a crack or narrow opening in a large mass of rock | |

## VOCABULARY EXERCISE

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

**(obliterate - resort - disgruntled - mass - migrant - displace)**

**1.** I spent my summer holidays in a famous ……..……. in Tunisia.

**2.** The famous physicist Einstein was a ……..… from Germany to America.

**3.** A tornado can …….. a whole city in few minutes.

**4.** I was very …….. when I realised that I had missed my flight.

**5.** Thousands of industrial products are ……..…….-produced in China.

## GRAMMAR

## THE PAST PERFECT TENSE

- The Past Perfect tense in English is composed of two parts:

| **had** + Verb3 |
|---|

e.g.: We ***had locked*** the door before we left.

e.g.: They ***had prepared*** everything for the party when the guests arrived.

- It is used to make it clear that one event happened before another in the past.

e.g.: Hamad had gone out when I arrived in the office.

e.g.: I had saved my document before the computer crashed.

e.g.: I had already finished the exam when the teacher told us to stop writing.

## GRAMMAR EXERCISES

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

**1.** After the robbers **(leave)** …..…. the bank, the police arrived. **(Correct the verb)**

**a.** After the robbers have left the bank, the police arrived.

**b.** After the robbers are leaving the bank, the police arrived.

**c.** After the robbers had left the bank, the police arrived.

**2.** He did his homework. He went to bed. **(Join with "After")**

**a.** After he will do his homework, he went to bed.

**b.** After he had done his homework, he went to bed.

**c.** After he is doing his homework, he went to bed.

**3.** By the time I left my office, the rain **(stop)** …… **(Correct the verb)**

**a.** By the time I left my office, the rain has stopped.

**b.** By the time I left my office, the rain will stop.

**c.** By the time I left my office, the rain had stopped.

**4.** The humanitarian aids arrived. The refugees suffered so much. **(Join with "Before")**

**a.** Before the humanitarian aids arrived, the refugees had suffered so much.

**b.** Before the humanitarian aids arrived, the refugees will suffer so much.

**c.** The refugees have suffered so much before the humanitarian aids arrived.

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

**1.** By the time my father came home, my brother ……..

**a. have slept** **b. had slept** **c. has slept** **d. has been sleeping**

**2.** Before the teacher …….. the board, the students had copied the lesson.

**a. had erased** **b. have erased** **c. erased** **d. will erase**

**3.** Many spectators …… before the match ended.

**a. had left** **b. has left** **c. have left** **d. are leaving**

**4.** After posting his letter, Fahad realized that he …… his C. V.

**a. enclose** **b. haven't enclosed** **c. hadn't enclosed** **d. doesn't enclose**

صفوة معلمي الكويت

| S. B. |
|---|
| 22 - 23 |

GRADE: 12 - FIRST TERM - MODULE 1: World Issues

# UNIT 2: Migration

| UNIT 2 |
|---|
| LESSONS: |
| 7 & 8 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **animated** | adj. | showing a lot of interest and energy | |
| 2 | **arduous** | adj. | involving a lot of strength and effort | |
| 3 | **engage in** | ph. v | to be involved in something, especially something that continues for a long time | |
| 4 | **major** | adj. | very large or important, when compared to other things or people of a similar kind | |
| 5 | **minor** | adj. | small and not very important or serious, especially when compared with other things | |
| 6 | **nervously** | adv. | anxiously | |
| 7 | **rent** | v | to regularly pay money to live in a house or room that belongs to someone else, or to use something that belongs to someone else | |
| 8 | **reside** | v | to live in a particular place | |
| 9 | **strenuous** | adj. | needing a lot of effort or strength | |
| 10 | **take a breather** | exp. | take a brief pause for rest | |

## VOCABULARY EXERCISE

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

**(reside - animated - take a breather - nervously - rent - arduous)**

**1.** It was …….. to clean the streets after the tornado had stricken the city.

**2.** The car which I ……. from you had a problem.

**3.** My children become very ……. every time we go out for shopping.

**4.** Players need to ……..…… after the first half of the match.

**5.** Most people who …… in this building agree that it is calm and clean.

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. What problems may migrants encounter?**

……

……

……

**2. What solutions do you suggest to solve the problem of migration?**

……

……

**MODULE 1 - UNIT 2 - LESSON 9**

# WRITING AN EXPOSITORY ESSAY

Date: .....

**Many people consider migration as the best way to improve one's living conditions and realise one's dreams.** Plan and write an essay of not less than fourteen sentences (14 sentences) presenting the different advantages and disadvantages of migration.

OUTLINE

**Introduction:** ……..……..
……
……
……

**Body:**
**Paragraph 1:**
……
……
……
……

**Paragraph 2:**
……
……
……
……

**Conclusion:** ……
……
……
……

صفوة معلمي الكويت

**Write your essay here:**



# GRADE 12 - MODULE 1: World Issues *** UNIT 2: Migration

| L | | Expression | P.S. | Meaning / Definition | Arabic Meaning |
|---|---|---|---|---|---|
| 1 & 2 | 1 | **afford** | v | to provide something or allow something to happen | يُوفـرُ \ يأذنُ ب... |
| | 2 | **boom** | n | increase in business | انتعاش \ ازدهار |
| | 3 | **decimate** | v | to destroy a large part of something | يُهلكُ \ يُدمّر |
| | 4 | **deteriorate** | v | to become worse | يتقهقرُ \ يزدادُ سوءاً |
| | 5 | **emigrate** | v | to leave your own country in order to live in another country | يُهاجرُ |
| | 6 | **famine** | n | a situation in which a large number of people have little or no food for a long time and many people die | مجاعةٌ |
| | 7 | **foreign** | adj. | from or relating to a country that is not your own | أجنبيّ |
| | 8 | **hard-pressed** | adj. | having a lot of problems and not enough money or time | في ضيق |
| | 9 | **high-tech** | adj. | using advanced technology | ذو تقنية عالية |
| | 10 | **necessitate** | v | to make it necessary for you to do something | يستوجبُ \ يستلزمُ |
| | 11 | **seek** | v | to try to achieve or get something | يطلبُ \ يسعى وراء ... |
| | 12 | **unfortunately** | adv. | used when you are mentioning a fact that you wish were not true | لسوء الحظّ |
| 4 & 5 | 1 | **disgruntled** | adj. | annoyed or disappointed, especially because things have not happened in the way that you wanted | مُتذمّرٌ \ مُستاءٌ |
| | 2 | **displace** | v | to make a group of people or animals have to leave the place where they normally live | يُهجّرُ \ يطرُد |
| | 3 | **mass** | adj. | involving or intended for a very large number of people | بالجملة \ للعموم |
| | 4 | **meticulous** | adj. | very careful about small details, and always making sure that everything is done correctly | شديدُ التمحيص و التحقيق |
| | 5 | **migrant** | n | someone who goes to live in another area or country, especially in order to find work | مُهــاجرٌ |
| | 6 | **obliterate** | v | to destroy something completely so that nothing remains | يُهدّم \ يمحقُ |
| | 7 | **perturbed** | adj. | worried about something that has happened or will happen | مُنزعجٌ \ قلقٌ |
| | 8 | **resort** | n | a place where a lot of people go for holidays | مُنتجعٌ سياحي |
| | 9 | **rift** | n | a crack or narrow opening in a large mass of rock | صدعٌ في الصخر |
| 7 & 8 | 1 | **animated** | adj. | showing a lot of interest and energy | مُتحمّس |
| | 2 | **arduous** | adj. | involving a lot of strength and effort | مُتعِب \ مُرهِقٌ |
| | 3 | **engage in** | ph. v | to be involved in something, especially something that continues for a long time | ينشغل بـ... \ يلتزمُ بـ... |
| | 4 | **major** | adj. | very large or important, when compared to other things or people of a similar kind | مُهمّ \ أساسيٌ |
| | 5 | **minor** | adj. | small and not very important or serious, especially when compared with other things | ثانويٌ \ قليل الأهميّة |
| | 6 | **nervously** | adv. | anxiously | بعصبية \ بقلق |
| | 7 | **rent** | v | to regularly pay money to live in a house or room that belongs to someone else, or to use something that belongs to someone else | يستأجرُ |
| | 8 | **reside** | v | to live in a particular place | يُقيمُ \ يسكُنُ |
| | 9 | **strenuous** | adj. | needing a lot of effort or strength | مُجهِدٌ \ مُرهق |
| | 10 | **take a breather** | exp. | take a brief pause for rest | يأخذ قسطا من الراحة |

SAMI BIN YOUNES

صفوة معلمي الكويت

| S. B. |
|---|
| 24 - 25 |

GRADE: 12 - FIRST TERM - MODULE 1: World Issues

# UNIT 3: Human Values

| UNIT 3 |
|---|
| LESSONS: |
| 1 & 2 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **abuse** | n | cruel and violent treatment of a person | |
| 2 | **anthropologist** | n | a person who studies people, their societies, culture, etc. | |
| 3 | **apparent** | adj. | clearly visible or understood | |
| 4 | **attribute** | n | a quality or feature regarded as a characteristic or inherent part of someone or something | |
| 5 | **charitable** | adj. | of or relating to the assistance of those in need | |
| 6 | **compassion** | n | sympathetic pity and concern for the sufferings or misfortunes of others | |
| 7 | **discrimination** | n | the unjust or prejudicial treatment of different categories of people esp. on the grounds of race, age, or gender | |
| 8 | **diversity** | n | the state of being diverse; variety; a range of different things | |
| 9 | **empathy** | n | the ability to understand and share the feelings of another | |
| 10 | **ethnographer** | n | a person whose job is to describe the customs of individual peoples and cultures | |
| 11 | **impulse** | n | a sudden strong and unreflective urge to act | |
| 12 | **incapable** | adj. | not able to do something | |
| 13 | **inevitable** | adj. | certain to happen; unavoidable | |
| 14 | **legislation** | n | laws, considered collectively | |
| 15 | **liberty** | n | the state of being free within society from oppressive restrictions imposed by authority on one's way of life, behaviour or political views | |
| 16 | **minority** | n | the smaller number or part, especially a number that is less than half the whole number | |
| 17 | **overview** | n | a general review or summary of a subject | |
| 18 | **tolerance** | n | the ability or willingness to accept something, in particular the existence of opinions or behaviour that one does not necessarily agree with | |
| 19 | **universal** | adj. | applicable to all cases | |
| 20 | **value** | v | consider (someone or something) to be important or beneficial; have a high opinion of | |

## VOCABULARY EXERCISES

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

**(value - tolerance - universal - incapable - diversity - legislations)**

**1.** She is respected by her students due to her gentleness and ……...….

**2.** The government is going to pass new …… to control immigration.

**3.** Students should …… the efforts that their teachers do for them.

**4.** There is a huge …… of marine life in oceans.

**5.** Old people are usually …… of caring for themselves.

صفوة تعليمي الكويت

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

**1.** In some countries, immigrants may be subject to ……..…… and abuse.

**a. liberty** **b. discrimination** **c. overview** **d. impulse**

**2.** The accident was the ..... consequence of carelessness.

**a. universal** **b. incapable** **c. inevitable** **d. charitable**

**3.** Many people showed ..... with the victim during the prosecution.

**a. minority** **b. empathy** **c. overview** **d. ethnographer**

**4.** Then, for no ..... reason, the train suddenly stopped.

**a. incapable** **b. charitable** **c. universal** **d. apparent**

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. What universal human values do most societies share?**

…….

…….…

**2. What role do human values play in society?**

…….

…….…

**3. What values does Islam mainly emphasise?**

…….

…….…

صفوة معلمي الكويت

| Wb. 16 - 17 | GRADE: 12 - FIRST TERM - MODULE 1: World Issues<br>UNIT 3: Human Values | UNIT 3<br>LESSON: 3 |
|---|---|---|

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **aftermath** | n | the consequences of an event, especially a disastrous one, or the period of time during which these consequences are felt | |
| 2 | **deploy** | v | to put something to use | |
| 3 | **ethnicity** | n | ethnic affiliation or distinctiveness | |
| 4 | **hardship** | n | difficulty or suffering caused by a lack of something, especially money | |
| 5 | **voluntary** | adj. | done or given freely with no promise of money or other recompense strongly | |
| 6 | **vulnerable** | adj. | susceptible to physical or emotional attack or harm | |

## VOCABULARY EXERCISE

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

**(deployed - hardships - vulnerable - ethnicities - voluntary - aftermath)**

**1.** The American people are a combination of several .....

**2.** The volunteers were quickly …….. in the region to help people.

**3.** Participation in …… work is a proof of compassion.

**4.** After the earthquake, many people have become …… and need help.

**5.** They had gone through many ……, but they managed to overcome them.

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. What role do humanitarian organizations play?**

…….

……

**2. How do humanitarian organizations help vulnerable people?**

…….

……

صفوة معلمي الكويت

| S. B. |
|---|
| 26 - 27 |

GRADE: 12 - FIRST TERM - MODULE 1: World Issues

# UNIT 3: Human Values

| UNIT 3 |
|---|
| LESSONS: 4 & 5 |

Date: .....

## VOCABULARY:

| | Expression | P.S. | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **aggressive** | adj. | ready or likely to attack or confront; characterized by or resulting from hostile or violent behaviour | |
| 2 | **compassionately** | adv. | sympathetically | |
| 3 | **cry over spilt milk** | idiom | to regret something after it is too late | |
| 4 | **enfranchisement** | n | the act of giving a group of people the right to vote | |
| 5 | **extravagant** | adj. | exceeding what is reasonable or appropriate; absurd | |
| 6 | **frail** | adj. | weak and delicate | |
| 7 | **over a barrel** | idiom | in a helpless position | |
| 8 | **over the hill** | idiom | old and past one's prime | |
| 9 | **over the top** | idiom | to an excessive or exaggerated degree, in particular so as to go beyond reasonable or acceptable limits | |
| 10 | **suffrage** | n | the right to vote in political elections | |
| 11 | **tide someone over** | idiom | help out, assist, aid | |

SAMI BIN YOUNES

## VOCABULARY EXERCISES

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

**(compassionately - frail - suffrage - aggressive - over the hill - extravagant)**

**1.** In many countries, women are still fighting for …….

**2.** His grandfather has become ……..…… , so he has to help him regularly.

**3.** It is fundamental that nurses must treat patients …….

**4.** Most of his friends agree that he has a very …….. behaviour.

**5.** I think my car has become ……..……**.** I must buy a new one.

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

**1.** His father punished him because this time he had gone ……...

**a. over the hill** **b. over a barrel** **c. over the top** **d. cry over spilt milk**

**2.** The wedding party was really ……**.** Too much money was spent on it.

**a. extravagant** **b. frail** **c. aggressive** **d. compassionately**

**3.** There was no need to ……**.** He had lost all his money.

**a. over the hill** **b. over a barrel** **c. over the top** **d. cry over spilt milk**

صفوة معلمي الكويت

**GRAMMAR**

# Adverbs of Manner

Adverbs are words that tell us how an action is done. They are usually formed by adding ***-ly*** to the end of an adjective.

- If the adjective ends with ***–l,*** add ***-ly***; careful-carefully.
- If the adjective ends with ***–y,*** change to ***-ily***; lucky-luckily
- If the adjective ends with ***–ble,*** change to ***-bly***; responsible-responsibly

serious ⟶ serious**ly**
bad ⟶ bad**ly**
faithful ⟶ faithful**ly**
slow ⟶ slow**ly**

# Conditional Sentences

**(A Brief Revision)**

**Conditional Type 0**

**Form**: If + Simple Present, **Simple Present**

- If you throw a glass on the ground, it breaks.

**Conditional Type 1**

**Form**: If + Simple Present, **will** + Infinitive Verb

- If I find his address, I will send him an invitation.

**Conditional Type 2**

**Form:** If + Simple Past, **would** + Infinitive Verb

- If I found his address, I would send him an invitation.

**Conditional Type 3**

**Form:** If + Past Perfect, **would** + **have** + Past Participle

- If I had found his address, I would have sent him an invitation.

## GRAMMAR EXERCISES

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

**1.** If I had enough money, I …….. a new house.

**a. will buy** **b. would buy** **c. buy** **d. would have bought**

**2.** They …… if they had worked hard.

**a. would finish** **b. would have finished** **c. finished** **d. will finish**

**3.** If you had invited Ali to your party, he ……...

**a. comes** **b. would come** **c. would have come** **d. will come**

**4.** They …… if they had better jobs in their home countries.

**a. wouldn't migrate** **b. wouldn't have migrated** **c. didn't migrate** **d. migrate**

**5.** If you have a job interview, …….. early to the office.

**a. went** **b. would have gone** **c. would go** **d. go**

**6.** I would have bought those shoes if they …….. me

**a. would fit** **b. would have fitted** **c. had fitted** **d. will fit**

**7.** If there were no laws, people ……. safe and secure.

**a. wouldn't feel** **b. would have felt** **c. wouldn't have felt** **d. won't feel**

**8.** He would have done better if they ……. him a second chance.

**a. would give** **b. would have given** **c. give** **d. had given**

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

**1.** He **(succeed)** ……. if he had studied hard. **(Correct the verb)**

**a.** He would have succeeded if he had studied hard.

**b.** He will succeed if he had studied hard.

**c.** He would succeed if he had studied hard.

**2.** They would have missed their flight if they had arrived late. **(Make negative)**

**a.** They will miss their flight if they hadn't arrived late.

**b.** They would have missed their flight if they haven't arrived late.

**c.** They wouldn't have missed their flight if they hadn't arrived late.

**3.** If that watch had been cheap, I **(buy)** ..... it. **(Correct the verb)**

**a.** If that watch had been cheap, I would have bought it.

**b.** If that watch had been cheap, I would buy it.

**c.** If that watch had been cheap, I am going to buy it.

**4.** If you had gone to London, you ……..…… **(Complete the sentence)**

**a.** If you had gone to London, you would visit many museums.

**b.** If you had gone to London, you would have visited many museums.

**c.** If you had gone to London, you visited many museums.

صفوة معلمي الكويت

| S. B. |
|---|
| 28 - 29 |

GRADE: 12 - FIRST TERM - MODULE 1: World Issues

# UNIT 3: Human Values

| UNIT 3 |
|---|
| LESSONS: |
| 7 & 8 |

Date: .....

## VOCABULARY:

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **alleviate** | v | to make (suffering, deficiency, or a problem) less severe | |
| 2 | **appeal** | n | a serious or urgent request, typically one made to the public | |
| 3 | **avert** | v | to prevent or ward off (an undesirable occurrence) | |
| 4 | **campaign** | n | an organized course of action to achieve a particular goal | |
| 5 | **commitment** | n | an engagement or obligation that restricts freedom of action | |
| 6 | **dire** | adj. | (of a situation or event) extremely serious or urgent | |
| 7 | **donate** | v | to give (money or goods) for a good cause, for example to a charity | |
| 8 | **extensive** | adj. | large in size, amount or degree | |
| 9 | **humanitarian** | adj. | concerned with or seeking to promote human welfare | |
| 10 | **in leaps and bounds** | exp. | rapidly, swiftly | |
| 11 | **underprivileged** | adj. | deprived of many of the rights and privileges enjoyed by most people in society, usually as a result of poverty | |

SAMI BIN YOUNES

## VOCABULARY EXERCISE

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

**(in leaps and bounds - dire - campaign - appeal - humanitarian - donate)**

**1.** People who are in ……..…… situations need urgent help and support.

**2.** Many volunteers reacted positively in response to the urgent ……..…….

**3.** Tents and food supplies must arrive to the refugees ……..

**4.** …… aids are mostly needed after natural disasters.

**5.** The government will organize a …….. to help the needy families.

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. What role do human values play in society?**

…….

…….

…….

**2. How important is charity work for society?**

…….

…….

…….

صفوة معلمي الكويت

**MODULE 1 - UNIT 3 - LESSON 9**

# WRITING AN EXPOSITORY ESSAY

Date: .....

**Charity work has become necessary all over the world and has taken many forms.** Plan and write an essay of not less than fourteen sentences (14 sentences) in which you explain the importance of charity work and you present the different forms that it can take.

OUTLINE

**Introduction:** ……..……..

……

……

……

**Body:**

**Paragraph 1:**

……

……

……

……

**Paragraph 2:**

……

……

……

……

**Conclusion:** ……

……

……

……

صفوة معلمي الكويت

**Write your essay here:**

# GRADE 12 *** MODULE 1: World Issues *** UNIT 3: Human Values

| L | | Expression | P.S. | Meaning / Definition | Arabic Meaning |
|---|---|---|---|---|---|
| 1 & 2 | 1 | **abuse** | n | cruel and violent treatment of a person | تعسّف |
| | 2 | **anthropologist** | n | a person who studies people, their societies, culture, etc. | عالم مُختص في دراسة المجتمعات البشرية وثقافاتها |
| | 3 | **apparent** | adj. | clearly visible or understood | ظاهر – باد للعيان |
| | 4 | **attribute** | n | a quality or feature regarded as a characteristic or inherent part of someone or something | صفة - خاصيّة |
| | 5 | **charitable** | adj. | of or relating to the assistance of those in need | خيري |
| | 6 | **compassion** | n | sympathetic pity and concern for the sufferings or misfortunes of others | الشفقة – العطف |
| | 7 | **discrimination** | n | the unjust or prejudicial treatment of different categories of people esp. on the grounds of race, age, or gender | التفرقة - التمييز |
| | 8 | **diversity** | n | the state of being diverse; variety; a range of different things | التنوُع |
| | 9 | **empathy** | n | the ability to understand and share the feelings of another | التعاطف مع الآخرين |
| | 10 | **ethnographer** | n | a person whose job is to describe the customs of individual peoples and cultures | عالم مُختص في دراسة الأجناس البشرية و عاداتها وثقافاتها |
| | 11 | **impulse** | n | a sudden strong and unreflective urge to act | قوّةٌ دافعة – دافعٌ |
| | 12 | **incapable** | adj. | not able to do something | غيرُ قادرٌ - عاجزٌ |
| | 13 | **inevitable** | adj. | certain to happen; unavoidable | حتميٌّ – لا يمكن تجنّبه |
| | 14 | **legislation** | n | laws, considered collectively | التّشريعات - القوانين |
| | 15 | **liberty** | n | the state of being free within society from oppressive restrictions imposed by authority on one's way of life, behaviour or political views | الحرّية |
| | 16 | **minority** | n | the smaller number or part, especially a number that is less than half the whole number | أقلّيةٌ |
| | 17 | **overview** | n | a general review or summary of a subject | مُلخّص شاملٌ |
| | 18 | **tolerance** | n | the ability or willingness to accept something, in particular the existence of opinions or behaviour that one does not necessarily agree with | التسامُح |
| | 19 | **universal** | adj. | applicable to all cases | كوني – شاملٌ - عامّ |
| | 20 | **value** | v | consider (someone or something) to be important or beneficial; have a high opinion of | يثمّنُ – يقيّم الأشياء |
| 3 | 1 | **aftermath** | n | the consequences of an event, especially a disastrous one, or the period of time during which these consequences are felt | عواقب - تِبعات |
| | 2 | **deploy** | v | to put something to use | ينشر (الجند) |
| | 3 | **ethnicity** | n | ethnic affiliation or distinctiveness | عِرقٌ - جِنسٌ |
| | 4 | **hardship** | n | difficulty or suffering caused by a lack of something, especially money | صُعوبةٌ - مُعاناةٌ |
| | 5 | **voluntary** | adj. | done or given freely with no promise of money or other recompense strongly | طــوعِيٌ |
| | 6 | **vulnerable** | adj. | susceptible to physical or emotional attack or harm | يسهل الإضرارُ به - حسّاس |
| 4 & 5 | 1 | **aggressive** | adj. | ready or likely to attack or confront; characterized by or resulting from hostile or violent behaviour | عُــدواني - شرِسٌ |
| | 2 | **compassionately** | adv. | sympathetically | بعطفٍ و شفقةٍ |
| | 3 | **cry over spilt milk** | idiom | to regret something after it is too late | يندمُ على شيئ أضاعه |
| | 4 | **enfranchisement** | n | the act of giving a group of people the right to vote | إعطاء حقّ التصويت |
| | 5 | **extravagant** | adj. | exceeding what is reasonable or appropriate; absurd | مُفرَطٌ - مُبالَغٌ فيه |

| | | | | | |
|---|---|---|---|---|---|
| | 6 | **frail** | adj. | weak and delicate | **ضامِرٌ – هزيل - واهٍ** |
| | 7 | **over a barrel** | idiom | in a helpless position | **في وضعية حرجةٍ** |
| | 8 | **over the hill** | idiom | old and past one's prime | **عفى عنه الزمن** |
| | 9 | **over the top** | idiom | to an excessive or exaggerated degree, in particular so as to go beyond reasonable or acceptable limits | **فاق حدّهُ** |
| | 10 | **suffrage** | n | the right to vote in political elections | **حق التصويت في الانتخابات** |
| | 11 | **tide someone over** | idiom | help out, assist, aid | **يُساعدُ** |
| **7 & 8** | 1 | **alleviate** | v | to make (suffering, deficiency, or a problem) less severe | **يُخفّف الألم أو المعانة** |
| | 2 | **appeal** | n | a serious or urgent request, typically one made to the public | **نداءٌ – طلبٌ مستعجلٌ** |
| | 3 | **avert** | v | to prevent or ward off (an undesirable occurrence) | **يدرأ – يُجنّبُ** |
| | 4 | **campaign** | n | an organized course of action to achieve a particular goal | **حملةٌ** |
| | 5 | **commitment** | n | an engagement or obligation that restricts freedom of action | **إلتزامٌ** |
| | 6 | **dire** | adj. | (of a situation or event) extremely serious or urgent | **مُلحٌّ – مُستعجلٌ** |
| | 7 | **donate** | v | to give (money or goods) for a good cause, for example to a charity | **يتبرّعُ** |
| | 8 | **extensive** | adj. | large in size, amount or degree | **هائلٌ - مهولٌ** |
| | 9 | **humanitarian** | adj. | concerned with or seeking to promote human welfare | **خيري - إنساني** |
| | 10 | **in leaps and bounds** | exp. | rapidly, swiftly | **في لمح البصر** |
| | 11 | **underprivileged** | adj. | deprived of many of the rights and privileges enjoyed by most people in society, usually as a result of poverty | **محرومٌ - فقيرٌ** |

SAMI BIN YOUNES

| S. B. |
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| 30 |

## MODULE 1 - FOCUS ON

Date: .....

## SET BOOK QUESTION

**1. What are the characteristics of a successful diplomat?**

.....

.....

## COMPOUND WORDS

There are three types of compound words in English language:

**1. Open compound words:**

Examples: living room, coffee mug, dinner table, training programme, car race …

**2. Closed compound words:**

Examples: notebook, workshop, fireman, classroom, bookstore, highway …

**3. Hyphenated compound words:**

Examples: well-trained, father-in-law, up-to-date, nice-looking, second-hand …

صفوة معلمي الكويت

| S. B. |
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| 34 - 35 |

GRADE: 12 - FIRST TERM - MODULE 2: Natural World

# UNIT 4: The Earth at Risk

| UNIT 4 |
|---|
| LESSONS: |
| 1 & 2 |

Date: .....

## VOCABULARY:

| | Expression | P.S. | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **climate** | n | weather conditions in an area over a period of time | |
| 2 | **desertification** | n | the process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture | |
| 3 | **erode** | v | to destroy slowly | |
| 4 | **graze** | v | to put animals in a field so that they can eat the grass | |
| 5 | **harsh** | adj. | unpleasantly rough | |
| 6 | **increasingly** | adv. | increasing over time | |
| 7 | **kill off** | v | to destroy something utterly, or destroy the remaining members of a group of people or creatures | |
| 8 | **overcultivate** | v | to cultivate too much, more than you should | |
| 9 | **permanently** | adv. | lastingly | |
| 10 | **precipitate** | v | to cause (an event or situation, typically one that is bad or undesirable) to happen suddenly, unexpectedly, or prematurely | |
| 11 | **productive** | adj. | producing or able to produce large amounts of goods, crops or other commodities | |
| 12 | **proportion** | n | a part, share, or number considered in comparative relation to a whole | |
| 13 | **soil** | n | the top layer of the earth in which plants grow | |
| 14 | **treacherous** | adj. | hazardous because of presenting hidden or unpredictable dangers | |
| 15 | **unproductive** | adj. | not producing or able to produce large amounts of goods, crops, or other commodities | |
| 16 | **wash away** | v | if water washes something away, it carries it away, usually with great force | |
| 17 | **wildfire** | n | a large, destructive forest- or bush-fire that spreads quickly | |

SAMI BIN YOUNES

## VOCABULARY EXERCISES

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

**(soil - kill off - productive - wildfire - permanently - wash away)**

**1.** He deleted some old documents from his computer ……

**2.** This piece of land is very ……**.**You shouldn't sell it!

**3.** Chemical substances may damage the …… if they are thrown carelessly.

**4.** Rain may …….. the fertile soil when it falls on mountains.

**5.** Pesticides can …….. many insects, including bees.

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

**1.** ……. destroyed large parts of the Amazon forest last month.

**a. Climate** **b. Proportion** **c. Wildfire** **d. Soil**

**2.** Farmers should not …….. their lands.

**a. wash away** **b. precipitate** **c. erode** **d. overcultivate**

**3.** In the desert, the weather is extremely …… and usually dry.

**a. harsh** **b. productive** **c. treacherous** **d. unproductive**

**4.** Wildfires are very ……..… especially in windy weather.

**a. productive** **b. unproductive** **c. harsh** **d. treacherous**

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. What dangers may threaten life on Earth?**

……

……

……

**2. What factors may lead to desertification?**

……

……

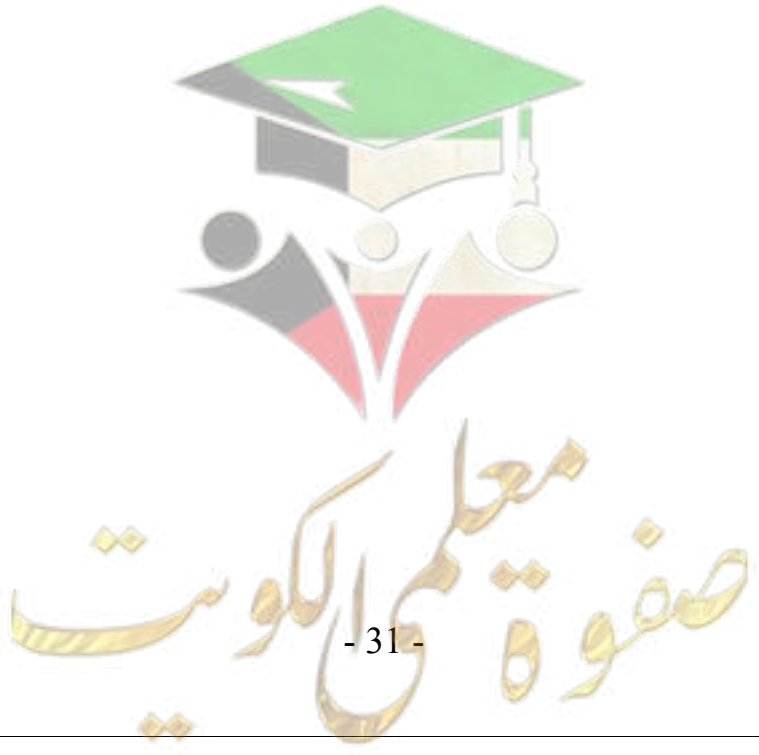
……

**3. How does desertification harm the environment?**

……

……

……



| S. B. |
|---|
| 36 - 37 |

**GRADE: 12 - FIRST TERM - MODULE 2: Natural World**

# UNIT 4: The Earth at Risk

| UNIT 4 |
|---|
| LESSONS: 4 & 5 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **arid** | adj. | (of land or a climate) having little or no rain; too dry or barren to support vegetation | |
| 2 | **atmosphere** | n | the mixture of gases that surrounds the Earth | |
| 3 | **equator** | n | an imaginary line drawn around the earth equally distant from both poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0° | |
| 4 | **flooding** | n | an overflowing of a large amount of water beyond its normal confines, esp. over what is normally dry land | |
| 5 | **forecasting** | n | a prediction or estimate of future events, esp. coming weather or a financial trend | |
| 6 | **frigid** | adj. | very cold in temperature | |
| 7 | **humid** | adj. | marked by a relatively high level of water vapor in the atmosphere | |
| 8 | **misbehave** | v | to fail to conduct oneself in a way that is acceptable to others; behave badly | |
| 9 | **planting** | v | to place (a seed, bulb, or plant) in the ground so that it can grow | |
| 10 | **prevailing** | adj. | widespread in a particular area at a particular time; current | |
| 11 | **reclaim** | v | to bring (waste land or land formerly underwater) under cultivation | |

## VOCABULARY EXERCISES

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

**(frigid - atmosphere - reclaimed - flooding - equator - arid)**

**1.** In Alaska, the weather is really …….

**2.** Japan has ……. large pieces of land from the sea.

**3.** Countries on the …… have very hot weather in summer.

**4.** Fumes and toxic gases may cause serious damage to the …….

**5.** The weather in the Sahara Desert is very hot and ……..

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

**1.** The continuous heavy rain may cause …….. in some countries.

**a. atmosphere** **b. flooding** **c. forecasting** **d. equator**

**2.** Some people find it difficult to breathe when the weather is …….

**a. arid** **b. prevailing** **c. frigid** **d. humid**

**3.** The weather …….. comes usually at the end of the News programme.

**a. forecasting** **b. equator** **c. atmosphere** **d. flooding**

**4.** In Africa, the …… weather is hot.

**a. humid** **b. arid** **c. frigid** **d. prevailing**

## GRAMMAR EXERCISES

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

**1.** ……. save our planet, governments must do their best efforts.

**a. Because** **b. In order to** **c. With the result that** **d. So that**

**2.** International collaboration is necessary …… put an end to the growing environmental problems.

**a. so that** **b. leads to** **c. is the cause of** **d. to**

**3.** Industrial activities …….. the increasing problem of pollution.

**a. are the cause of** **b. in order to** **c. because** **d. so that**

**4.** Huge parts of the forest were destroyed, …….. many animals lost their habitat.

**a. because** **b. so that** **c. with the result that** **d. in order to**

**5.** …… nobody really cares about the environment, ecological disasters are increasing gradually.

**a. Because** **b. In order to** **c. With the result that** **d. So that**

**6.** Farmers cut trees ……. they can get more lands to cultivate.

**a. leads to** **b. in order to** **c. is the cause of** **d. so that**

**7.** The increase of pollution ……. many diseases.

**a. leads to** **b. so that** **c. because** **d. in order to**

**8.** They are making great efforts …… clean this river.

**a. because** **b. in order to** **c. leads to** **d. so that**

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

**1.** I studied hard. I got excellent marks. **(Join with "with the result that")**

**a.** I studied hard, with the result that I got excellent marks.

**b.** I studied hard; I got excellent marks with the result that.

**c.** I studied with the result that hard, I got excellent marks.

**2.** He took another road. He wanted to avoid the traffic jam. **(Join with "in order to")**

**a.** He took another road to avoid the in order to traffic jam.

**b.** In order to took another road, he wanted to avoid the traffic jam.

**c.** He took another road in order to avoid the traffic jam.

**3.** Many fish died. Water was polluted. **(Join with "because")**

**a.** Many fish died water because was polluted.

**b.** Many fish because died water was polluted.

**c.** Many fish died because water was polluted.

**4.** I will travel abroad. I will pursue my academic studies. **(Join with "so that")**

**a.** I will travel abroad so that I pursue my academic studies.

**b.** I will travel abroad I will pursue my so that academic studies.

**c.** I will travel so that abroad I will pursue my academic studies.

| S. B. |
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| 38 - 39 |

**GRADE: 12 - FIRST TERM - MODULE 2: Natural World**

# UNIT 4: The Earth at Risk

| UNIT 4 |
|---|
| LESSONS: |
| 7 & 8 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **curtail** | v | to reduce in extent or quantity; to impose a restriction on | |
| 2 | **hurdle** | n | an obstacle or difficulty | |
| 3 | **implement** | v | to put into effect | |
| 4 | **intrinsic** | adj. | belonging naturally; essential | |
| 5 | **paucity** | n | the presence of something only in small or insufficient quantities or amounts; scarcity | |
| 6 | **preservation** | n | the action of maintaining something in its original or existing state | |
| 7 | **prevail over** | ph. v | to prove more powerful than opposing forces; be victorious | |
| 8 | **scarcity** | n | insufficiency; shortage | |
| 9 | **spearhead** | n | an individual or group chosen to lead an attack or movement | |
| 10 | **unwarranted** | adj. | not justified or authorized | |

## VOCABULARY EXERCISE

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

**(hurdle - curtail - implement - paucity - unwarranted - spearhead)**

**1.** The government must …… its plans to protect the environment.

**2.** Most expenditures in our company are ……

**3.** Large areas in Africa suffer from …….. of water and food.

**4.** Illiteracy is the main ……. on the way of economic growth.

**5.** Real efforts must be done to ……. the excessive consumption of water.

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. Why is water considered as the most precious natural resource?**

…….

……

**2. What should people do to prevail over the problem of water scarcity?**

…….

……

صفوة معلمي الكويت

**MODULE 2 - UNIT 4 - LESSON 9**

# WRITING AN EXPOSITORY ESSAY

Date: .....

**Water is considered as the most precious natural resource, which means that it must be preserved by all means.** Plan and write an essay of not less than fourteen sentences (14 sentences) explaining both the importance of water and the possible ways to preserve it.

OUTLINE

**Introduction:** ……..……..
……
……
……

**Body:**
**Paragraph 1:**
……
……
……
……

**Paragraph 2:**
……
……
……
……

**Conclusion:** ……
……
……
……

صفوة معلمي الكويت

**Write your essay here:**



# GRADE 12 *** MODULE 2: Natural World *** UNIT 4: The Earth at Risk

| L | | Expression | P.S. | Meaning | Arabic Meaning |
|---|---|---|---|---|---|
| 1 & 2 | 1 | climate | n | weather conditions in an area over a period of time | المناخ |
| | 2 | desertification | n | the process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture | التصحّرُ |
| | 3 | erode | v | to destroy slowly | يجرُفُ (التربة) |
| | 4 | graze | v | to put animals in a field so that they can eat the grass | يرعى (الماشية) |
| | 5 | harsh | adj. | unpleasantly rough | قاسٍ |
| | 6 | increasingly | adv. | increasing over time | بِشكلٍ متزايد |
| | 7 | kill off | v | to destroy something utterly, or destroy the remaining members of a group of people or creatures | يُبيدُ |
| | 8 | overcultivate | v | to cultivate too much, more than you should | يبالغ في إستغلال الارض |
| | 9 | permanently | adv. | lastingly | بشكلٍ دائمٍ |
| | 10 | precipitate | v | to cause (an event or situation, typically one that is bad or undesirable) to happen suddenly, unexpectedly, or prematurely | يُسبّبُ – يُعجّلُ بـ... |
| | 11 | productive | adj. | producing or able to produce large amounts of goods, crops or other commodities | مُنتجٌ - خِصبٌ |
| | 12 | proportion | n | a part, share, or number considered in comparative relation to a whole | حصّةٌ من - جُزءٌ من |
| | 13 | soil | n | the top layer of the earth in which plants grow | التّربة |
| | 14 | treacherous | adj. | hazardous because of presenting hidden or unpredictable dangers | خدّاعٌ - خطير |
| | 15 | unproductive | adj. | not producing or able to produce large amounts of goods, crops, or other commodities | غير منتج - جدبٌ |
| | 16 | wash away | v | if water washes something away, it carries it away, usually with great force | يجرُف (السيل) |
| | 17 | wildfire | n | a large, destructive forest- or bush-fire that spreads quickly | حرائق الغابات |
| 4 & 5 | 1 | arid | adj. | (of land or a climate) having little or no rain; too dry or barren to support vegetation | جافٌّ (المناخ) |
| | 2 | atmosphere | n | the mixture of gases that surrounds the Earth | الجوّ – الفضاء |
| | 3 | equator | n | an imaginary line drawn around the earth equally distant from both poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0° | خطّ الإستواء |
| | 4 | flooding | n | an overflowing of a large amount of water beyond its normal confines, esp. over what is normally dry land | فيضانٌ |
| | 5 | forecasting | n | a prediction or estimate of future events, esp. coming weather or a financial trend | توقُّعٌ |
| | 6 | frigid | adj. | very cold in temperature | باردٌ جدا (المناخ) |
| | 7 | humid | adj. | marked by a relatively high level of water vapor in the atmosphere | رطبٌ (المناخ) |
| | 8 | misbehave | v | to fail to conduct oneself in a way that is acceptable to others; behave badly | يسيء التصرُّفَ |
| | 9 | planting | v | to place (a seed, bulb, or plant) in the ground so that it can grow | يغرسُ - يزرعُ |
| | 10 | prevailing | adj. | widespread in a particular area at a particular time; current | طاغي - مهيمن |
| | 11 | reclaim | v | to bring (waste land or land formerly underwater) under cultivation | يستصلح أرضًا |
| 7 & 8 | 1 | curtail | v | to reduce in extent or quantity; to impose a restriction on | يُنقص من .. - يحدُّ من |
| | 2 | hurdle | n | an obstacle or difficulty | عقبةٌ – عائقٌ |
| | 3 | implement | v | to put into effect | يُنفّذ – يُفعّلُ |
| | 4 | intrinsic | adj. | belonging naturally; essential | جوهريٌّ – اساسي |
| | 5 | paucity | n | the presence of something only in small or insufficient quantities or amounts; scarcity | ندرةٌ – قِـلّةٌ |
| | 6 | preservation | n | the action of maintaining something in its original or existing state | الحِفاظُ على ... |
| | 7 | prevail over | ph. v | to prove more powerful than opposing forces; be victorious | يطغى – يُسيطرُ على |
| | 8 | scarcity | n | insufficiency; shortage | نقصٌ - عَوزٌ فيّ ... |
| | 9 | spearhead | n | an individual or group chosen to lead an attack or movement | رأسُ الحربة |
| | 10 | unwarranted | adj. | not justified or authorized | غيرُ مبرر أو مسموح |

SAMI BIN YOUNES

| S. B. |
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| 40 - 41 |

GRADE: 12 - FIRST TERM - MODULE 2: Natural World

# UNIT 5: Precious Resources

| UNIT 5 |
|---|
| LESSONS: |
| 1 & 2 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **collection points** | n | particular spots, places, or positions in an area where rubbish or litter is gathered | |
| 2 | **concur** | v | to be of the same opinion; to agree | |
| 3 | **crisis** | n | a time of intense difficulty, trouble or danger | |
| 4 | **machinery** | n | machines collectively | |
| 5 | **offence** | n | a breach of a law or rule; an illegal act | |
| 6 | **pass a law** | exp. | to approve or put into effect (a proposal or law) by voting on it | |
| 7 | **prohibitively** | adv. | (of a price or charge) excessively high | |
| 8 | **reprocess** | v | to process (something, esp. spent nuclear fuel) again or differently, typically in order to reuse it | |

## VOCABULARY EXERCISE

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

**(crisis - pass a law - prohibitively - concur - reprocess - offence)**

**1.** I ……... with you on the fact that we must punish illegal hunters.

**2.** The new law considers smoking in public places as a serious …….

**3.** The manager said that their company was suffering from a severe financial ……

**4.** The prices of some cars are ……. high.

**5.** The government must …… to punish hackers.

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. How can recycling help to solve the problems of waste?**

…….

……

**2. What materials can be recycled?**

…….

……

صفوة معلمي الكويت

| S. B. |
|---|
| 42 - 43 |

GRADE: 12 - FIRST TERM - MODULE 2: Natural World

# UNIT 5: Precious Resources

| UNIT 5 |
|---|
| LESSONS: 4 & 5 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **administration** | n | the process or activity of running a business, organization | |
| 2 | **annoyance** | n | the feeling or state of being annoyed; irritation | |
| 3 | **bureaucracy** | n | a system of government in which most of the important decisions are made by state officials rather than by elected representatives | |
| 4 | **come up against** | ph. v | to meet; to face | |
| 5 | **criticism** | n | the expression of disapproval of someone or something based on perceived faults or mistakes | |
| 6 | **cut down on** | ph. v | to reduce | |
| 7 | **get rid of** | ph. v | to dispose of, throw away | |
| 8 | **go along with** | ph. v | to give one's consent or agreement to a person or their views | |
| 9 | **incinerator** | n | an apparatus for burning waste material, esp. industrial waste, at high temperatures until it is reduced to ash | |
| 10 | **irritation** | n | the state of feeling annoyed, impatient, or angry | |
| 11 | **keep up with** | ph. v | to know the latest information about | |
| 12 | **packaging** | n | materials used to wrap or protect goods | |
| 13 | **paperwork** | n | routine work involving written documents such as forms, records, or letters | |
| 14 | **put up with** | ph. v | to accept, stand, tolerate (something unpleasant) | |
| 15 | **red tape** | idiom | paperwork and administration | |
| 16 | **run out of** | ph. v | (of a supply of something) to be used up | |

## VOCABULARY EXERCISES

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

**(ran out of - red tape - keep up with - irritation - incinerator - get rid of)**

**1.** Many projects are clogged up because of too much …….

**2.** The Internet enables people to ……..……. the latest news.

**3.** My car …….. petrol this morning while I was driving to school.

**4.** We must find a safe way to …….. chemical waste.

**5.** The government was subject to a lot of …….. because of its new laws.

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

**1.** …….. can be a serious hurdle on the way of economic growth.

**a. Packaging** **b. Incinerator** **c. Irritation** **d. Bureaucracy**

**2.** The doctor advised my grandfather to …… sugary and fatty foods.

**a. run out of** **b. go along with** **c. cut down on** **d. come up against**

**3.** I usually …….. the view that money doesn't guarantee happiness.

**a. put up with** **b. cut down on** **c. go along with** **d. get rid of**

## GRAMMAR
## TALKING ABOUT WISHES

**1. Wish + past simple:** expressing **dissatisfactions** with the present, and impossible conditions:

e.g.: I wish I *were* ten years younger. (This is impossible)

e.g.: I wish I *had* my camera with me. (I don't have my camera with me now.)

**2. Wish + past perfect:** expressing **regret** about something that happened or didn't happen in the past:

e.g.: I wish I *had closed* the window before I left. (I didn't close the window.)

e.g.: I wish I *hadn't sold* my old phone. (I sold my phone.)

**3. Wish + would: making complaints** about other people's behaviour:

e.g.: I *wish people would stop* throwing rubbish everywhere.

e.g.: I *wish students wouldn't come* late every day.

## GRAMMAR EXERCISE

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

**1.** I wish I …… about my neighbours before I bought this house.

**a. had inquired** **b. have inquired** **c. inquired** **d. has inquired**

**2.** I wish I ……. a new car. This one has become very old.

**a. has** **b. have** **c. had** **d. am having**

**3.** I wish you …… his face when he heard the news.

**a. would see** **b. will see** **c. have seen** **d. had seen**

**4.** I wish people ……. off their mobiles before coming into mosques

**a. have switched** **b. would switch** **c. are switching** **d. was switched**

**5.** I wish I …….. this terrible printer.

**a. had bought** **b. have bought** **c. hadn't bought** **d. haven't bought**

**6.** I wish my teacher …… me a full mark in the last exam.

**a. had given** **b. have given** **c. hadn't given** **d. gives**

**7.** I wish my friends …… sending me emails every day.

**a. have stopped** **b. would stop** **c. will stop** **d. stop**

**8.** I wish I ……. my passport in my bag before I left. I forgot it at home.

**a. am putting** **b. have put** **c. hasn't put** **d. had put**

| S. B. |
|---|
| 44 - 45 |

GRADE: 12 - FIRST TERM - MODULE 2: Natural World

# UNIT 5: Precious Resources

| UNIT 5 |
|---|
| LESSONS: |
| 7 & 8 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | P.S. | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **component** | n | a part or element of a larger whole | |
| 2 | **compost** | v | to make (vegetable matter or manure) into decayed organic material used as a plant fertilizer | |
| 3 | **constant** | adj. | occurring continuously over a period of time | |
| 4 | **constituent** | n | being a part of a whole | |
| 5 | **duration** | n | the time during which something continues | |
| 6 | **heartening** | adj. | inspiring, elevating | |
| 7 | **household waste** | n | material that is not wanted at home | |
| 8 | **incineration** | n | the process of destroying (something, esp. waste material) by burning | |
| 9 | **material** | n | the matter from which a thing is or can be made | |
| 10 | **quantity** | n | amount or number of something | |
| 11 | **trend** | n | a general direction in which something is developing or changing | |
| 12 | **upsurge** | n | an upward surge in the strength or quantity of something; an increase | |

## VOCABULARY EXERCISE

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

**(trend - compost - quantity - constant - duration - heartening)**

**1.** It is really …….... to see some children dying because of famine.

**2.** To ……. green waste is better than bury it in the ground.

**3.** Employees suffer when prices increase, and their salaries remain ……..

**4.** Spending holidays in Turkey has become a common ……. these days.

**5.** The rain had lasted only for a short …… before it stopped.

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. How can recycling help to preserve natural resources?**

…….

…….

**2. How should we use natural resources?**

…….

…….

…….

صفوة معلمي الكويت

**MODULE 2 - UNIT 5 - LESSON 9**

# WRITING AN EXPOSITORY ESSAY

Date: .....

**Recycling can be the best way to reuse many existing materials and preserve various natural resources.** Plan and write an essay of not less than fourteen sentences (14 sentences) presenting the advantages of recycling and telling about the different materials that can be recycled.

OUTLINE

**Introduction:** ……..……..

……

……

……

**Body:**

**Paragraph 1:**

……

……

……

……

**Paragraph 2:**

……

……

……

……

**Conclusion:** ……

……

……

……

**Write your essay here:**

# GRADE 12
## MODULE 2: Natural World *** UNIT 5: Precious Resources

| L | | Expression | P.S. | Meaning | Arabic Meaning |
|---|---|---|---|---|---|
| 1 & 2 | 1 | collection points | n | particular spots, places, or positions in an area where rubbish or litter is gathered | اماكن تجميع النفايات |
| | 2 | concur | v | to be of the same opinion; to agree | يتّفقُ في الرأي مع .. |
| | 3 | crisis | n | a time of intense difficulty, trouble or danger | أزمةٌ |
| | 4 | machinery | n | machines collectively | مجموعة الآلات |
| | 5 | offence | n | a breach of a law or rule; an illegal act | جُنحةٌ – مخالفة |
| | 6 | pass a law | exp. | to approve or put into effect (a proposal or law) by voting on it | يُقرُّ قانونًا |
| | 7 | prohibitively | adv. | (of a price or charge) excessively high | ( سعر) مرتفع جدا |
| | 8 | reprocess | v | to process (something, esp. spent nuclear fuel) again or differently, typically in order to reuse it | يُكرّرُ – يُعالج |
| 4 & 5 | 1 | administration | n | the process or activity of running a business, organization | الإدارةُ و التسيير |
| | 2 | annoyance | n | the feeling or state of being annoyed; irritation | قلقٌ - إزعاجٌ |
| | 3 | bureaucracy | n | a system of government in which most of the important decisions are made by state officials rather than by elected representatives | البيروقراطية |
| | 4 | come up against | ph. v | to meet; to face | يُواجهُ – يتعرّض لـ |
| | 5 | criticism | n | the expression of disapproval of someone or something based on perceived faults or mistakes | انتقاد |
| | 6 | cut down on | ph. v | to reduce | يُخفّضُ – يُنقصُ من |
| | 7 | get rid of | ph. v | to dispose of, throw away | يتخلّصُ من |
| | 8 | go along with | ph. v | to give one's consent or agreement to a person or their views | يتّفقُ مع شخص ما |
| | 9 | incinerator | n | an apparatus for burning waste material, esp. industrial waste, at high temperatures until it is reduced to ash | فُرنٌ لحرق النفايات |
| | 10 | irritation | n | the state of feeling annoyed, impatient, or angry | قلقٌ - إزعاجٌ |
| | 11 | keep up with | ph. v | to know the latest information about | يُواكب |
| | 12 | packaging | n | materials used to wrap or protect goods | المُغلّفات |
| | 13 | paperwork | n | routine work involving written documents such as forms, records, or letters | الروتين الاداري |
| | 14 | put up with | ph. v | to accept, stand, tolerate (something unpleasant) | يُسايِرُ – يُجاري |
| | 15 | red tape | idiom | paperwork and administration | العمل الاداري عامّة |
| | 16 | run out of | ph. v | (of a supply of something) to be used up | يستنفد - يستنزفُ |
| 7 & 8 | 1 | component | n | a part or element of a larger whole | جُزْءٌ – عنصر مُكوّنٌ |
| | 2 | compost | v | to make (vegetable matter or manure) into decayed organic material used as a plant fertilizer | يُحول البقايا النباتية إلى مواد مُخصّبة |
| | 3 | constant | adj. | occurring continuously over a period of time | مُستمرٌ - مُتواصلٌ |
| | 4 | constituent | n | being a part of a whole | مُكوِّنٌ |
| | 5 | duration | n | the time during which something continues | الامتداد الزّمني |
| | 6 | heartening | adj. | inspiring, elevating | مُلهمٌ |
| | 7 | household waste | n | material that is not wanted at home | الفضلات المنزلية |
| | 8 | incineration | n | the process of destroying (something, esp. waste material) by burning | عملية حرق (النفايات) |
| | 9 | material | n | the matter from which a thing is or can be made | المادّة |
| | 10 | quantity | n | amount or number of something | كميةٌ |
| | 11 | trend | n | a general direction in which something is developing or changing | توجّهٌ عامٌ |
| | 12 | upsurge | n | an upward surge in the strength or quantity of something; an increase | ازدياد - تفاقُمٌ |

SAMI BEN YOUNES

| S. B. |
|---|
| 46 - 47 |

GRADE: 12 - FIRST TERM - MODULE 2: Natural World

# UNIT 6: Under Threat

| UNIT 6 |
|---|
| LESSONS: |
| 1 & 2 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | P.S. | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **acute** | adj. | acute senses such as hearing, taste, etc. are very good and sensitive | |
| 2 | **avoid** | v | to keep away from or stop oneself from doing (something) | |
| 3 | **damp** | adj. | slightly wet | |
| 4 | **expansive** | adj. | covering a wide area in terms of space or scope; extensive or wide-ranging | |
| 5 | **extinction** | n | the state or process of a species being or becoming extinct | |
| 6 | **fascinating** | adj. | extremely interesting | |
| 7 | **hibernate** | v | to sleep during the winter | |
| 8 | **permanent** | adj. | lasting or intended to last or remain unchanged | |
| 9 | **pose** | v | to present or constitute | |
| 10 | **refuge** | n | shelter or protection from someone or something | |
| 11 | **reservation** | n | the action of reserving something | |
| 12 | **reticent** | adj. | easily frightened / timid | |
| 13 | **solitary** | adj. | done or existing alone | |
| 14 | **stem** | n | the long thin part of a plant, from which leaves, flowers or fruit grow | |
| 15 | **threatened** | v | endangered | |
| 16 | **timid** | adj. | showing a lack of courage or confidence; easily frightened | |

## VOCABULARY EXERCISES

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

**(fascinating - refuge - avoid - timid - extinction - permanent)**

**1.** It is hard for many animals to find a safe …….. especially in winter.

**2.** I usually try to …… any behaviour that can make my parents angry.

**3.** Many immigrants are looking for …….. jobs, not temporary ones.

**4.** The players' performance was really ……**.** They played very well.

**5.** Animal ……. is another serious environmental issue.

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

**1.** The weather in Kuwait becomes slightly ……. in winter.
**a. damp** **b. expansive** **c. reticent** **d. timid**

**2.** My grandfather still has a / an ……. hearing despite his old age.
**a. solitary** **b. acute** **c. reticent** **d. expansive**

**3.** …….. threatens so many animal species on Earth.
**a. Stem** **b. Refuge** **c. Reservation** **d. Extinction**

**4.** The house that I bought last month is spacious and ……..
**a. expansive** **b. timid** **c. reticent** **d. acute**

**5.** Tigers, bears and some other animals lead a ……. life in the jungle.
**a. acute** **b. expansive** **c. solitary** **d. damp**

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. Why have some animal species become threatened?**

……

……

**2. What factors may endanger some animal species?**

……

……

……

صفوة معلمي الكويت

| S. B. |
|---|
| 48 - 49 |

GRADE: 12 - FIRST TERM - MODULE 2: Natural World

# UNIT 6: Under Threat

| UNIT 6 |
|---|
| LESSONS: 4 & 5 |

Date: .....

## VOCABULARY:

SAMI BIN YOUNES

| | Expression | P.S. | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **aware** | adj. | having knowledge or perception of a situation or fact | |
| 2 | **bounty** | n | an abundance or plenty | |
| 3 | **cultivate** | v | to grow, raise, plant, sow | |
| 4 | **encroach** | v | to intrude on (a person's territory or a thing considered to be a right) | |
| 5 | **grow** | v | to become larger or greater over a period of time | |
| 6 | **illegitimate** | adj. | not authorised by the law; not in accordance with accepted standards or rules | |
| 7 | **nourishment** | n | food, or the valuable substances in food that a person, animal, or plant requires to live, grow, or remain fit and healthy | |
| 8 | **recompense** | n | compensation or reward given for effort made | |
| 9 | **reward** | n | a thing given in recognition of service, effort or achievement | |
| 10 | **trespass on** | ph. v | to make unfair claims on or take advantage of something | |
| 11 | **unsanctioned** | adj. | illegal, unofficial, unauthorized | |
| 12 | **wealth** | n | an abundance of valuable possessions or money | |

## VOCABULARY EXERCISES

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

**(reward - unsanctioned - cultivate - aware - wealth - grow)**

**1.** My grandfather always says that health is the real ……

**2.** He received a …… for his great devotion and performance.

**3.** Most plants can't …… in the desert because of the extremely hot weather.

**4.** People must be …….. that the environment must be protected.

**5.** Poaching is ……, and it must be stopped immediately.

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

**1.** Cleanliness and healthy food help us to ……. normally.

**a. encroach** **b. grow** **c. cultivate** **d. trespass on**

**2.** Babies need much care and good …… from their parents.

**a. recompense** **b. bounty** **c. nourishment** **d. wealth**

**3.** Volunteers for charity work don't receive any ……..…… for their efforts.

**a. bounty** **b. recompense** **c. wealth** **d. nourishment**

**4.** There is a …… of good books in the public library.

**a. nourishment** **b. recompense** **c. bounty** **d. reward**

## GRAMMAR

## A. Explaining possibilities:

We use modal verbs **must, can't** and **might** to explain possible truths.

**1.** We use **must + infinitive** or **must have + past participle** to talk about things we are almost sure are true:

- He *must earn* quite a lot of money to be able to afford that car.
- They *must have come* from somewhere hot like Africa.

**2.** We use **can't + infinitive** or **can't have + past participle** to talk about things we are almost sure are not true:

- It *can't be* easy designing and building bridges.
- They *can't have finished* their lunch already.

**3.** We use **might + infinitive** or **might have + past participle** when we are unsure whether something is true or not:

- She *might be* French – she has a strange accent.
- He's not usually this late – he *might have got* stuck in heavy traffic.

## B. The passive:

To form the passive, we use **the verb to be** in whatever tense we need, then add **the past participle**. The passive is mainly used to focus attention on the object rather than the subject of a sentence:

- The wedding party was organized very well.
- New discoveries are made every day by scientists.

Sometimes a passive sentence mentions the person who does the action (the agent), but sometimes it does not. If the agent is mentioned, it is preceded by the word "**by"**.

- Many plays and poems were written **by William Shakespeare**.

## GRAMMAR EXERCISE

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

**1.** The government passed new laws against computer crimes. **(Change into passive)**

**a.** New laws against computer crimes are passed by the government.
**b.** New laws against computer crimes were passed by the government.
**c.** New laws against computer crimes are passing by the government.

**2.** Khalid **(accept)** ……. for the new job yesterday. **(Correct the verb)**

**a.** Khalid was accepted for the new job yesterday.
**b.** Khalid has accepted for the new job yesterday.
**c.** Khalid is accepted for the new job yesterday.

**3.** Ali has organized a campaign to help the poor people. **(Change into passive)**

**a.** A campaign to help the poor people will organize by Ali.
**b.** A campaign to help the poor people has been organized by Ali.
**c.** A campaign to help the poor people have been organized by Ali.

| S. B. |
|---|
| 50 - 51 |

GRADE: 12 - FIRST TERM - MODULE 2: Natural World

# UNIT 6: Under Threat

| UNIT 6 |
|---|
| LESSONS: 7 & 8 |

Date: .....

## VOCABULARY:

| | Expression | P.S. | Meaning | TRANSLATION |
|---|---|---|---|---|
| 1 | **burgeoning** | adj. | growing or expanding rapidly | |
| 2 | **consensus** | n | general agreement | |
| 3 | **dearth** | n | a scarcity or lack of something | |
| 4 | **graduate** | v | to successfully complete an academic degree, course of training, or high school | |
| 5 | **housing** | n | houses and apartments considered collectively | |
| 6 | **knock-on** | adj. | of a process in which everything that happens causes something else to happen | |
| 7 | **utilise** | v | to make practical and effective use of | |
| 8 | **vociferously** | adv. | enthusiastically, loudly | |
| 9 | **wetland** | n | land consisting of marshes or swamps; saturated land | |

SAMI BIN YOUNES

## VOCABULARY EXERCISE

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

**(vociferously - burgeoning - consensus - graduate - housing - utilise)**

**1.** New farms are …….. in the Amazon forest.

**2.** Soon, the students who ……..……. from universities will start looking for jobs.

**3.** The government must …… all its forces to fight crime.

**4.** He is skilled at achieving …… on important issues in his company.

**5.** Immigrants usually face …… problems in the hosting countries.

## SET BOOK QUESTIONS

**Answer the following questions:**

**1. What can governments do to protect the endangered animal species?**

…….

…….

…….

**2. Why is it necessary to protect the environment?**

…….

…….

…….

صفوة معلمي الكويت

**MODULE 2 - UNIT 6 - LESSON 9**

# WRITING AN EXPOSITORY ESSAY

Date: .....

**More and more animal species are threatened by extinction, which poses great challenges on all humanity.** Plan and write an essay of not less than fourteen sentences (14 sentences) presenting the dangers that threaten some animal species and suggesting some possible ways to protect these species.

OUTLINE

**Introduction:** ……..……..
……
……
……

**Body:**

**Paragraph 1:**
……
……
……
……

**Paragraph 2:**
……
……
……
……

**Conclusion:** ……
……
……
……

صفوة معلمي الكويت

**Write your essay here:**



# GRADE 12 *** MODULE 2: Natural World *** UNIT 6: Under Threat

| L | Expression | P.S. | Meaning | Arabic Meaning |
|---|---|---|---|---|
| 1 & 2 | acute | adj. | acute senses such as hearing, taste, etc. are very good and sensitive | حادُّ الحواس |
| | avoid | v | to keep away from or stop oneself from doing (something) | يتجنّبُ |
| | damp | adj. | slightly wet | قليل الرطوبة |
| | expansive | adj. | covering a wide area in terms of space or scope; extensive or wide-ranging | واسعٌ \ شاسع \ ممتد |
| | extinction | n | the state or process of a species being or becoming extinct | انقراضٌ |
| | fascinating | adj. | extremely interesting | خلاّبٌ \ مُبهرٌ |
| | hibernate | v | to sleep during the winter | يدخلُ في السُّبات الشتوي |
| | permanent | adj. | lasting or intended to last or remain unchanged | دائمٌ \ مُستمرٌّ |
| | pose | v | to present or constitute | يُمثلُ \ يطرحُ (مشكلةً) |
| | refuge | n | shelter or protection from someone or something | مأوى \ ملجأ |
| | reservation | n | the action of reserving something | الحفاظ على \ محمية بيئية |
| | reticent | adj. | easily frightened / timid | جفولٌ \ خجولٌ |
| | solitary | adj. | done or existing alone | انعزالي \ مُنفردٌ |
| | stem | n | the long thin part of a plant, from which leaves, flowers or fruit grow | ساقُ النبتة |
| | threatened | v | endangered | مُهَـدَّدٌ |
| | timid | adj. | showing a lack of courage or confidence; easily frightened | خجُولٌ |
| 4 & 5 | aware | adj. | having knowledge or perception of a situation or fact | واعٍ \ مُدركٌ |
| | bounty | n | an abundance or plenty | كمية كبيرة |
| | cultivate | v | to grow, raise, plant, sow | يفلحُ (الأرض) |
| | encroach | v | to intrude on (a person's territory or a thing considered to be a right) | يتعدّى على حقّ غيره |
| | grow | v | to become larger or greater over a period of time | ينمو \ يكبرُ |
| | illegitimate | adj. | not authorised by the law; not in accordance with accepted standards or rules | غير شرعي \ غير قانوني |
| | nourishment | n | food, or the valuable substances in food that a person, animal, or plant requires to live, grow, or remain fit and healthy | غذاءٌ |
| | recompense | n | compensation or reward given for effort made | مُكافأةٌ |
| | reward | n | a thing given in recognition of service, effort or achievement | جائزةٌ \ مكافأةٌ |
| | trespass on | ph. v | to make unfair claims on or take advantage of something | يتعدّى على \ يستحوذ على |
| | unsanctioned | adj. | illegal, unofficial, unauthorized | غير قانوني \ غير مسموح |
| | wealth | n | an abundance of valuable possessions or money | ثروةٌ \ وفرة من |
| 7 & 8 | burgeoning | adj. | growing or expanding rapidly | سريعُ النّمو و الانتشار |
| | consensus | n | general agreement | مُوافقةٌ بالإجماع |
| | dearth | n | a scarcity or lack of something | نقصٌ أو نُدرةٌ في |
| | graduate | v | to successfully complete an academic degree, course of training, or high school | يتخرّجُ |
| | housing | n | houses and apartments considered collectively | مساكنٌ \ الإسكان |
| | knock-on | adj. | of a process in which everything that happens causes something else to happen | ذو تبعات \ له عواقب |
| | utilise | v | to make practical and effective use of | يستعملُ \ يستخدمُ |
| | vociferously | adv. | enthusiastically, loudly | بكل حماسٍ |
| | wetland | v | land consisting of marshes or swamps; saturated land | مُستنقعٌ |

SAMI BIN YOUNES

صفوة تعليمي الكويت

| S. B. |
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| 52 |

## MODULE 2 - FOCUS ON

Date: .....

## SET BOOK QUESTION

**1. Why has the Arfaj acquired such an important position in Kuwait?**

……

……

……

**2. What threats does the plant of Arfaj face nowadays?**

……

……

……

صفوة معلمي الكويت

## SUMMARY MAKING (1)

Forests cover nearly a third of all land on Earth and provide vital organic infrastructure for the whole planet. We tend to take them for granted, but they are still indispensable for everyone. They pump out the oxygen we need to live and absorb the carbon dioxide we exhale. By growing a canopy to reduce sunlight, trees also create vital shade on the ground. Urban trees help buildings stay cool and absorb CO2 that fuels global warming. They are like giant sponges, catching runoff rather than letting it roll across the surface, but they can't absorb all of it. A forest's root network stabilizes huge amounts of soil and fight erosion by wind or water.

**In FOUR sentences only, summarise and paraphrase the previous passage in answer to the following question:**

**- What are the benefits of forests?**

……

……

……

……

……

## SUMMARY MAKING (2)

The benefits of travelling are not just a one-time thing: traveling changes you physically and psychologically. Here are some of the main benefits of travelling. From cutting down on stress, to lowering your chances of developing a heart disease, the health benefits of traveling are huge. For some people, wandering abroad is even a cure for depression and anxiety. Travelling more is likely to have a tremendous impact on your mental well-being. Travelling can make you smarter. Travelling helps you pick up new words in different languages every time you travel and it improves your brain capacities. Even more than that travelling helps you learn about yourself.

**In FOUR sentences only, summarise and paraphrase the previous passage in answer to the following question:**

**- What are the benefits of travelling?**

……

……

……

……

……

صفوة معلمي الكويت

## TRANSLATION

**Translate the following sentences into good English:**

### UNIT 1: The Law

**1.** لو لم تكن هناك أنظمة قانونية لسادت حالة من الفوضى في المجتمع.

**1.**……
……

**2.** تعمل القوانين على حل المشاكل بين الناس و تحمي ارواحهم و حقوقهم و ممتلكاتهم.

**2.**……
……

### UNIT 2: Migration

**1.** إستوجب إزدهار النفط في الكويت اعدادا كبيرة من العُمّال المَهرة.

**1.**……
……

**2.** يساهم المهاجرون في الإزدهار الإقتصادي بشكل فعّال.

**2.**……
……

### UNIT 3: Human Values

**1.** تعتبِر أغلب الثقافات الحرية كتوازن بين الحريات الفردية و إحتياجات المجتمع.

**1.**……
……

**2.** لدى العديد من البلدان تشريعات هامّة لحماية الأقليات من التعسّف و التمييز.

**2.**……
……

### UNIT 4: The Earth at Risk

**1.** بالإضافة الى تأثيرات الزراعة فإن تدمير الغابات كذلك يجرف التربة.

**1.**……
……

**2.** يعاني كوكب الأرض من العديد من المشاكل البيئية بسبب الأنشطة البشرية المختلفة.

**2.**……
……

### UNIT 5: Precious Resources

**1.** يُعتبر الماء أثمن المصادر الطبيعية و أكثرها أهمية.

**1.**……
……

**2.** يجب على البشر أن يحافظوا على المصادر الطبيعية للأجيال القادمة.

**2.**……
……

### UNIT 6: Under Threat

**1.** تواجه العديد من الأصناف الحيوانية خطر الإنقراض.

**1.**……
……

**2.** يعتبر الإحتباس الحراري من أخطر المشاكل البيئية.

**2.**……
……

صفوة معلمي الكويت

## FUNCTIONS

**Write what you would say in the following situations:**

**1.** Your brother says that there is no need to worry about the environment.

……...

**2.** You want to go camping, but your father refuses.

……...……

**3.** Your father is sick, but he insists on going to work.

……...

**4.** You suggest organizing a cleaning campaign in your school.

……...

**5.** A friend of yours says that practicing sports has no effects on health.

……...……

**6.** You are talking to a customs officer about your lost bag at the airport.

……...……

**7.** Your father asks you why you want to join a humanitarian organization.

……...……

**8.** You want to buy a new mobile phone, so you ask a shop assistant to help you.

……...……

صفوة معلمي الكويت

## READING COMPREHENSION

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

Technology has endowed us with lots of gadgets aimed at making life easy. One innovative product is the drone. Drones have numerous uses and applications. You might be probably thinking about wedding photography, well, they are also used in the agricultural industry, real estate, sport and in security surveillance. Many things have influenced their utilization in these areas. Here are some of the main reasons drones are becoming popular by the day.

Technology and innovations are all about making life easier. As such, drones offer an easy and direct to most some challenges. This has made them very adaptable. Moreover, setting up and operating the drone is simple and direct for anyone. It only takes a couple of minutes before you can have it roaming.

Most people are obsessed with something they can easily pick up and travel with. Photographers in particular are always on the go either on **freelancing** projects or when working with a client. With a drone, you can keep the worries of carrying huge luggage when you travel because they can be easily carried around. Moreover, drones are ideal if the photographer intends to cover a large area.

With competing manufacturers trying to make a sale, no one can afford to compromise on quality. As such, most drones manufactured today are very reliable and effective. They can help you capture high definition shots from almost anywhere. Moreover, you do not expect them to fall off without passing a warning. In addition, if you are looking for a secretive way of doing some surveillance, drones can help you on that.

The benefits of drones can apply perfectly to wildlife photography. Some places are inaccessible or dangerous to a photographer. For instance, capturing a volcano or the events in a lion's den could be impossible without drones because of the dangers they may pose. Areas like these can be studied and monitored easily thanks to these innovative gadgets. Besides photography, **they** can also be employed when responding to a disaster or a natural calamity. Overall, drones have remarkably added new dimensions to the world of photography as well as many other domains.

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

**1.** This text is mainly about:

**a.** the problems faced by photographers.

**b.** the advantages of travelling abroad.

**c.** the advantages of using drones in photography.

**d.** the use of computers by photographers.

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**2.** The underlined word **"freelancing"** in the **2nd** paragraph is **closest** in meaning to:
**a.** taking photographs
**b.** recording videos
**c.** working for a company
**d.** self-employing

**3.** The underlined word "**they**" in the **5th** paragraph refers to:
**a.** places.
**b.** drones.
**c.** dangers.
**d.** dimensions.

**4.** The purpose of the writer is:
**a.** to explain the benefits of using drones in photography.
**b.** to encourage photographers to sell their cameras.
**c.** to shed the light on the high prices of drones.
**d.** to draw attention to the dangers of drones.

**5.** According to the passage, which of the following sentences is **NOT TRUE?**
**a.** Drones are ideal gadgets for photographers.
**b.** Drones are easy to carry and very efficient.
**c.** Drones are varied and reliable.
**d.** Drones can put photographers' lives at risk.

**B. Answer the following questions:**

**6.** According to the passage, in which domains are drones mainly used?

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**7.** What advantage does a drone offer to a travelling photographer?

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**8.** What are the most important features of a drone?

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**9.** Why do drones apply perfectly to wildlife photography?

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