

# Grade 12

## Module 6

### Health and Fitness

- Healthy eating habits
- physical activity
- Sleep and relaxation
- positive attitude
- stress management
- Health checks

- Equivalent يساوي - مساو - يعادل

\* Sth that has the same value, amount, meaning, etc. - as sth else.

- Exaggeration مبالغة

\* more or greater than reality.

- Strenuous شاق - مُضني

\* needing great effort and strength

- Scorching حارق - شديد الحرارة

\* extremely hot

- Self-sufficient الاكتفاء الذاتي

\* able to provide or do everything you need without the help of others.

- Accomplishment إنجاز - إتمام - إكمال

\* The act of achieving sth for which you are proud of because it was challenging and required hard work and commitment

# vocabulary

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## " Idioms "

1. No sweat

= used to say that you can do sth easily

2. Skating on thin ice

= to be in a risky situation

3. Get the ball rolling

= to make something start happening

4. Keeping her head above water

= to just be able to manage, especially when you have financial problems.

5. Go the full distance

= to finish something

6. Showed her the ropes

= to teach sb how sth should be done

7. The ball is in my court

= to be one's turn to act

8. jumped the gun

= to do sth too soon

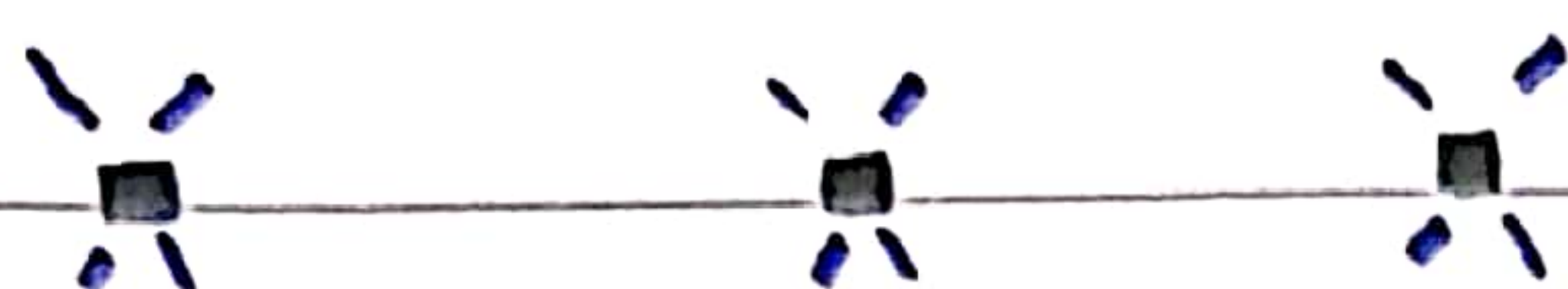
9. saved by the bell

= rescued from a tricky situation just in time.

10. gave it my best shot

= to do your best and greatest effort

= make one's hardest or most enthusiastic



1. Competition      مسابقة - منافسة      event to find the best

2. match      مباراة      organised game of any sport

3. race      سباق      event to find out the fastest people / animals

4. game      لعبة      a contest based on rules → needs skill, knowledge, strength or chance

5. audience      مشاهدون - مستمعون  
[ party - speech - play - film - performance ]  
عن

6. fan      منجج - معجب      of  
a person who admires sb / sth or enjoys watching or listening to sb / sth very much

7. viewer      T.V      مشاهد

8. spectators      جمهور - مشاهدون      "مخبر"

- site A place where sth important or interesting has happened موقع

- position the place where sb/sth is located, in relation to sth else مكان - موضع

- spot a particular area or place مكان {محدد - معين} بقعة

- Location a place where sth happens or exists موقع - مكان

- Venue a place where people meet for an organised event or conference [Concert - sports event] مكان

- Lose fail to win يخسر

- beat to defeat sb in a competition or a game يهزم

- fail not to be successful in achieving something يفشل

- win to achieve first place and gain a prize in a competition [the match - the cup - - - - -] يکسب

- defeat to win against sb in a Competition or succeed in sth يهزم

# Grammar Modal verbs

Will - would - Can - Could shall - should  
may - might - must - has to - have to -  
had to - ought to

## \* هذه الأفعال

① سميت أفعال ناقصة لأنه ليس لها تعريف ثالث.  
Will → would Can → could shall → should

② لا تأخذ أي إضافات  
s - ed - ing  
- I Can - He Can - we Can - Ali Can

③ تتبع bare infinitive المصدر المجرد  
- He Can walk. - He must study hard.

④ عند النفي تتبعهم not  
- He Can't walk.

⑤ عند السؤال تقدمهم على الفاعل  
- Can he walk?

⑥ حينما يتبعهم المصدر المجرد  
يسيروا إلى حدث غير تام  
- you should come early.

⑦ حينما يتبعهم have + p.p  
يسيروا إلى حدث أو حالة تمت  
- you should have come early.

# - Expressing ability / inability

## present

Can + inf.

am - is - are + able to + inf.

- \* The baby can walk.
- \* The baby is able to walk.

Can't + inf.

am - is - are + not able to + inf.

- \* I Can't drive a car.
- \* I amnot able to drive a car.

ماكونه تستخدم be able to في جميع الأزمنة

وخاصة حين لا نستطيع استخدام Can

- \* Ali won't be able to come with us tomorrow.  
He is working.

## past

Could + inf.

was / were able to + inf.

managed to + inf.

succeeded in + v+ing

- \* I Could / was able to swim at the age of four.

Couldn't + inf.

was / were not able to + inf.

- \* I Couldn't / wasn't able to swim at the age of three.

ملاحظة نستخدم Could / Couldn't للتعبير عن القدرة بشكل عام  
لكن to able للتعبير عن القدرة في مواقف محددة  
ويكون فيها مشقة وصعوبة خالدة.

# □ Obligation - Duty - Necessity الضرورة - الالتزام

present / future  
يجب أن

past  
كان يجب أن

must + inf.

had to + inf.

need to + inf.

has to + inf.

needed to + inf.

have to + inf.

I'm forced to + inf.

I was forced to + inf.

I'm obliged to + inf.

I was obliged to + inf.

It is necessary to + inf.

It was necessary to + inf.

It's my duty

It was my duty

ماكونا نستخدم ① must + inf. - حينا يكون القرار مطلقا  
\* We must visit Ali in hospital.

② نستخدم have to + inf. - حينا يكون حيا غير المطلق هو اني قرا  
\* Mum says we have to visit Ali in hospital.

③ نستخدم ought to & should للتعبير عن الضرورة - لكن الضرورة ليست مطلقا  
\* You should be nicer to your family.  
" زينة "

\* I am ill, I must see the doctor.

\* I was ill, I had to see the doctor.

## ② Absence of necessity

عدم الضرورة  
غياب الضرورة

| present / Future<br>ليس ضروري أن - لا يجب أن   | past<br>ما كان ضرورياً أن - ما لزم واجباً أن              |
|------------------------------------------------|-----------------------------------------------------------|
| needn't + inf.                                 | didn't need to + inf.                                     |
| don't need to + inf.<br>doesn't need to + inf. | didn't have to + inf.<br>لم يكن ضرورياً فعل شيء ولم تفعله |
| don't have to + inf.<br>doesn't have to + inf. | needn't have + p.p<br>لم يكن ضرورياً فعل شيء ولكنك فعلته  |
| I am not forced to + inf.                      | I wasn't forced                                           |
| I am not obliged to + inf.                     | I wasn't obliged                                          |
| It isn't necessary to + inf.                   | It wasn't necessary                                       |
| It isn't my duty to + inf.                     | It wasn't my duty to                                      |

\* I am not late. I needn't hurry.

\* It's Friday, I don't have to go to school.

\* It was Friday. I didn't have to get up early.  
ما كان واجباً عليّ أن أستيقظ مبكراً - وما أستيقظت

\* It was Friday. I needn't have got up early.

ما كان واجباً عليّ أن أستيقظ مبكراً ولكني استيقظت

# Prohibition

# المنع - الحظر

فاعل mustn't  
Can't } + inf.

لا يجب  
أن

- It is prohibited

- It is banned

- It is forbidden

- It is not allowed

- It's illegal

- It's against the law

- You are prohibited

- You are not allowed

+ to + inf.

- It's a military area. you mustn't / can't

- You aren't allowed to park here.

[must]  
[Can't]

\*

\*

- Eating in class is banned. [Can't]

\*

- It's prohibited to smoke here. [mustn't]

\*

## - Giving advice

## النصيحة

- Should + inf.
- ought to + inf.
- 'd better + inf.

- It's important to + inf.
- It's a good idea to + inf.
- It's advisable to + inf.
- I advise you to

\* I advise you to drive slowly. [should]

\* It's advisable to sleep early. [ought to]

\* It's a good idea to ask a doctor about it [I'd better]

- Advice - you should drive slowly.
- opinion - He should be more careful when he drives.
- Suggestion - You should go to the new restaurant. It's fantastic.
- mild obligation - you should go to work on time.

## التي

- shouldn't
- oughtn't to
- 'd better not

} + inf.

- It's important not to + inf.
- I advise you not to + inf.

\* \* \*

Should have + p.p

ought to have + p.p

- regret about something that didn't happen in the past

- We should have come home earlier.

- Criticise somebody's behavior.

- you should have called me and let me know you weren't coming.

Shouldn't + have + p.p

ought not to + have + p.p

- regret about something that happened in the past.

- I shouldn't have shouted at Ali today.

- Criticise something somebody has done.

- you shouldn't have called me late last night.

- Deduction الإستنتاج  
 verb. to be  $\rightarrow$  <sup>صفة</sup> <sub>past</sub>

1. am verb. to be  $\rightarrow$  pres.

| الدرجة                                                                               | present                                                                                        | past                                                                                                     |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>sure<br/>certain</p> <p>إثبات → is<br/>← isn't<br/>تقبي</p>                       | <p>must be</p> <p>can't be</p>                                                                 | <p>must have been</p> <p>can't have been</p>                                                             |
| <p>not sure<br/>possible<br/>be likely<br/>perhaps</p> <p>إثبات →<br/>←<br/>تقبي</p> | <p>may be</p> <p>might be</p> <p>could be</p><br><p>may</p> <p>might + not be</p> <p>could</p> | <p>may</p> <p>might + have been</p> <p>could</p><br><p>may</p> <p>might + not have been</p> <p>could</p> |

- \* He has 10 cars and 3 houses, he must be rich.
- \* -- -- -- -- -- -- -- -- -- -- , he can't be poor.
- \* This man can't be Ali, he is in London.

2. \* الاحتياج على الأفعال الأساسية

دائمًا من الماضي      تبقى      X      Can't have + p.p

possible } → may / might have + p.p  
not sure }

possibility      could have + p.p  
ولم تتم

- \* I must have left my wallet at home.
- \* I may / might have seen the film, but I'm not sure.
- \* You were Lucky. You could have been hurt.

## - Asking for permission

طلب الإذن

- Can
- Could
- May
- Might

I + inf.....?

أيمكنني.....؟

- \* Can
- \* Could
- \* May

I play in the garden?

- yes, you Can-may.

- No, you Can't.

عضالة

الطلبات

## - To offer help and make requests:

- Can
- Could
- May

I + inf.....?

- Can - Could - May I Cook something for you?
- Can - Could - May I make a phone call?

الطلبات اللطيفة

## - To make polite requests and ask for a favour,

متردد - خدمة

- Can
- Could
- Will
- Would

you + inf.....?

- Can - Could - Will - Would you lend me your Laptop?
- Can - Could - Will - Would you drive me to the bank?

← Could - would ←

متردد

← are more polite ← أكثر تأنبا

## - Expressing possibility → present - Future

can  
could  
may + Inf.  
might

\* She can be very impatient sometimes.

\* It could - may - might take us hours to hike through the forest.

## - Expressing possibility that something will not happen → Future - present.

may  
might + not + Inf.

- We may - might not go to the park tomorrow.

## - To express possibility in the past.

- I'm not sure      - may have + p.p  
                                 - might have + p.p

سَيِّ كَانِ مَاتَن      - Could have + p.p  
حَدَوَه وَلَكِنْ طَرِيدَن

- I may / might have seen the film, but I'm not sure

- You were lucky. You could have been hurt.  
- I could have got the full marks, but I didn't study hard.

89  
- deficiency

نقص

= When the human body does not have a sufficient amount of sth, such as vitamins

- innovation

ابتكار

= an invention, a new idea / method

- Stamina

القوة - القدرة على التحمل

= physical and mental strength

- recovery

الشفاء

= returning to a good or health condition

- rehabilitation

إعادة التأهيل

= the steps taken to ensure sb regains their health, level of fitness, .....

- engage in ينهل في - يشارك في - ينخرط في

= to take part in

- alleviate = relieve = lessen

خفف

= to make something less severe and less painful

# vocabulary (90)

- additives not natural **إضافات - مواد مضافة**
- fatty foods Cause much weight **أطعمة دهنية**
- Calcium milk **كالمسيوم**
- balanced diet **غذاء متوازن - وجبة متوازنة**
- fibre **ليف - ألياف**
- Carbohydrates **الكربوهيدرات [سكر - نشويات]**
- preservatives **مواد حافظة**
- nutrition **تغذية**

## „ prepositions „

|                                 |                                    |
|---------------------------------|------------------------------------|
| يعتمد على <b>depend on</b>      | يؤدي إلى <b>Lead to</b>            |
| يركز على <b>Comment on</b>      | يشير إلى <b>refer to</b>           |
| يحيي على <b>Congratulate on</b> | يتعلق بـ <b>relate to</b>          |
| يصر على <b>insist on</b>        | يساهم في <b>contribute to</b>      |
| يركز على <b>centred on</b>      |                                    |
| يؤدي إلى <b>result in</b>       | يتأقلم - يتصلى مع <b>Cope with</b> |
| يستثمر في <b>invest in</b>      | يتفاعل مع <b>interact with</b>     |
| يؤمن بـ <b>believe in</b>       | يستبدل بـ <b>replace with</b>      |
| يساهم في <b>participate in</b>  | يجمع بين <b>combine with</b>       |
| يتفوق في <b>excel in</b>        |                                    |

# الاسم Noun

## Countable Noun

الاسم القابل للعد

هو كل ما يمكن عدّه وحسابه

"فرد"

pen

Car

boy

↓

is

was

has

↓

a →

pen

an →

egg

one →

apple / pen

"جمع"

pens

Cars

boys

↓

are

were

have

///  
///  
///  
///

## Uncountable Noun

الاسم الغير معدود

هو كل ما لا يمكن عدّه وحسابه

water

juice

oil

↓

is

was

has

///  
///  
///  
///

many

a few

few

How many

much

a little

little

How much

a lot of

Lots of

plenty

a lot of

Lots of

plenty

a number of

a great deal of

no

no

Some

Some

any

any

# ملحظات هامة

① هذه الأشياء دائماً جمع

people  
clothes

goods  
police

- His clothes are dirty.

② جميع الأشياء التي تتكون من جزئين

تعامل معاملة الجمع

- glasses

-Trousers

- jeans

- sunglasses

- scissors

- His trousers are so long.

وعند الجزئية نستخدم

a pair of..... two pairs of.....

③ هذه الكلمات يمكن أن تعامل معاملة

الفرد والجمع

family team group audience

class government crew

- Ali's family is rich.

- Ali's family are on holiday.

# \* أفعال على ال Uncountable Nouns

Food → meat - sugar - cheese  
butter - chicken - chocolate

Liquids → milk - water - coffee

Materials → wood - gold - paper  
glass - iron - leather

abstract Nouns → love - help - freedom  
time - information - news - advice - Health - Communication - work  
experience - traffic business

Natural phenomena → weather, light  
rain - snow

Some concrete Nouns <sup>أشياء</sup> traffic, furniture  
money, Luggage

④ يمكن تحويل الاسم الغير محدود إلى محدود وخاصة الأظعة والسوائل

بـ استخدام "ألفاظ التجزئة" ⑤

|          |       |       |        |
|----------|-------|-------|--------|
| - bottle | cup   | glass | can    |
| - slice  | piece | loaf  | Carton |
| - box    | bag   | pound | Litre  |
| - bar    | bowl  |       |        |

x a loaf of bread.  
x 5 bottles of water.

→ ⑥ of

\* بعض الكلمات الغير معدودة يمكن تستخدم

معدودة ولكن بمعنى مختلف

- Hair الشعر في الرأس لا يمكن عدّه

- Hairs الشعر إذا سقط ،، طاح ،، يمكن عدّه

- Ali's hair is dark.

- There are dog hairs on the sofa.

Light ضوء - نور Lights أنوار

glass زجاج glasses نظارة

wood خشب wood غابة

experience خبرة experiences تجارب

Time وقت times مرات

chicken لحم دجاج a chicken دجاجة

Iron حديد Iron مكواه بالمصري  
لؤلؤتي بالقطري

- Did you enjoy your time at the party.

- I've read this book three times. It's very good.

وفقكم الله لا يحب ويرضى

نسألكم الدعاء يظفر الغيب

Mr

# Quantifiers

Some - any - no

Some  $\begin{cases} \rightarrow \text{uncountable noun} \\ \rightarrow \text{plural countable noun} \end{cases}$

تستخدم في الإثباتات      والسؤال [عرض - طلب]

- I have some books. milk, sugar

- Would you like some cake?

عرض

- Could I have some juice, please?

طلب

any  $\begin{cases} \rightarrow \text{uncountable noun} \\ \rightarrow \text{plural countable noun} \end{cases}$

تستخدم في السؤال والتفي

- Have you got any friends?

- We don't have any butter.

no = not any  $\begin{cases} \rightarrow \text{uncountable noun} \\ \rightarrow \text{plural countable noun} \end{cases}$

تستخدم في الجملة المبنية على النفي

- There is no time left.

- There isn't any time left.

ملحوظة: - Any  $\rightarrow$  Can be used in affirmative sentences to refer to sb / sth of a particular kind when it doesn't matter which.

- You can visit us any day next week.

many / much / a lot (of) / Lots (of) / plenty (of)

many + plural Countable noun

- تستخدم في السؤال - النفي
- How many books do you have?
  - There weren't many students in the class.

much + uncountable noun

- تستخدم في السؤال - النفي
- How much money do you need?
  - There wasn't much traffic. So we arrived early.

- ملحوظة / ① Many and much are used in affirmative sentences with too, so, how, as
- You're making too much noise.

- ② Much is used with very as an adverb or on its own in negative sentences.

- I like chocolate very much.

- Ali didn't eat "very" much today.

- |             |   |   |                   |   |               |
|-------------|---|---|-------------------|---|---------------|
| - a lot of  | } | + | plural nouns      | → | plural verb   |
| - Lots of   |   |   | uncountable nouns |   | singular verb |
| - plenty of |   |   |                   |   |               |

↓  
are always with of when they are followed with a noun

- There are a lot of things you can do.

- Have some more food. There's lots left.

- There's s lots of pasta left, so let's not order.

- Do you have enough money? - Yes, plenty.

a lot of - Lots of / plenty of ① / مكوّنة

→ are quite informal, so in formal writing

نستعمل

<sup>many</sup>  
a «large» number of } + Countable nouns

<sup>much</sup>  
a great deal of } uncountable nouns

\* Many / a large number of people have complained about the bad condition of roads in the town centre.

\* The job requires a great deal of attention.

a lot of / lots of / plenty of ②

Time / distance نستعمل لقياس

- They have lived in the village for many years.

- I was sick for many weeks.

a few | a little | few | Little

- a few + plural nouns - a plural verb  
= not many but enough قليل يكفي

- There are a few more biscuits left. Does anyone want one?

- few + plural nouns - a plural verb.  
= not many and not enough قليل لا يكفي

- Very few people attended the seminar.

- a little + uncountable nouns - a singular verb  
= not much but enough قليل يكفي

- I speak a little Spanish so I don't think I'll have a problem when I visit Spain.

- Little + uncountable nouns - a singular verb  
= not much and not enough قليل لا يكفي

- I've got very little money, so I can't go on holiday with my friends.

\* \* \* \*

- hardly any → plural countable noun  
→ uncountable nouns

very little & very few وتعني  
almost not

\* There's hardly any food left!  
What am I going to eat?

① ماحوظہ /  
- For emphasis we can use  
للتا کید یکتاے اکتے نستندرم

very  
so  
too } little / few

\* There's very little milk in the coffee.

only } a little / a few

- He has only a few friends.

- I've got only a few minutes to spare.

② some - any - much - many - a little  
a few - a lot - Lots - plenty

Can also be used as pronouns  
without nouns

نستندرم کفائثر بدوئے رستای .

- Do you have any money?

- No, I don't have any.

- We didn't buy any bread. We have plenty.

- If you like, I can lend you some crime novels. I've got Lots.

# writing

## A discursive essay

## 6b A discursive essay

### Plan

#### INTRODUCTION

- Introduce the issue / topic of discussion by making a general statement or providing an interesting fact about it.
- Make a brief general statement outlining your opinion on the topic. Don't make any specific references.

#### MAIN PART

##### PARAGRAPH 1

- Introduce the first idea/argument and provide supporting information to prove its validity.

##### PARAGRAPH 2

- Introduce the second idea/argument and provide supporting information to prove its validity.

##### PARAGRAPH 3

- Introduce the third idea/argument and provide supporting information to prove its validity.

#### CONCLUSION

- Briefly restate the issue / topic of discussion.
- Summarise the ideas/arguments you have put forward.

## Writing Plan: A discursive essay

Complete the writing plan below and write your essay on the next page.

#### Before you write:

- Brainstorm the topic of discussion to identify the ideas you wish to develop.

#### Introduction

- What is the issue / topic of discussion?  
.....
- Make a brief, general statement outlining your opinion on the topic.  
.....

#### Main part

##### Paragraph 1

- First idea/argument .....
- supporting information that justifies the recommended course of action  
.....  
.....

##### Paragraph 2

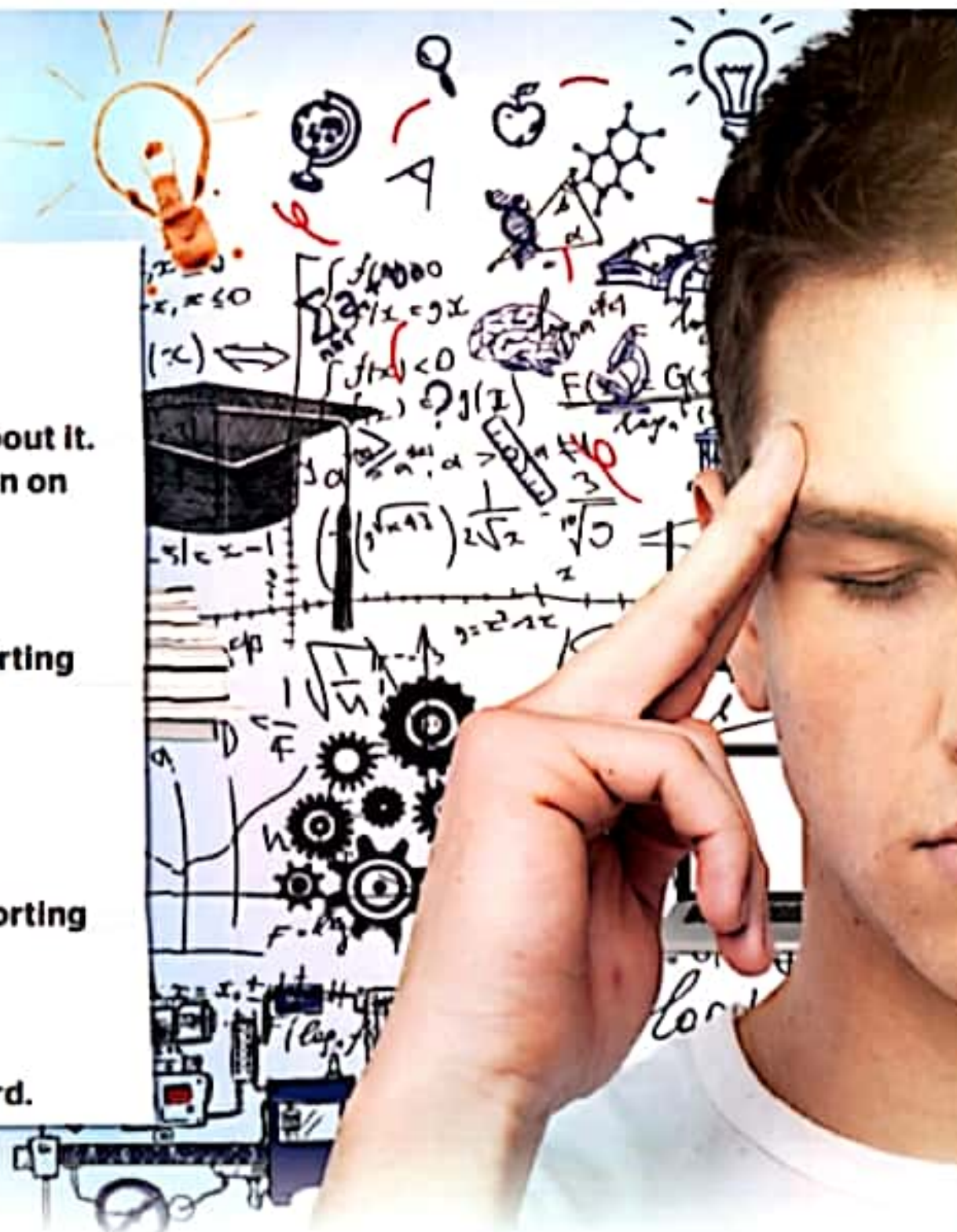
- Second idea/argument .....
- supporting information that justifies the recommended course of action  
.....  
.....

##### Paragraph 3

- Third idea/argument .....
- supporting information that justifies the recommended course of action  
.....  
.....

#### Conclusion

- Briefly restate the issue / topic of discussion.
- Summarise the ideas/arguments you have put forward.



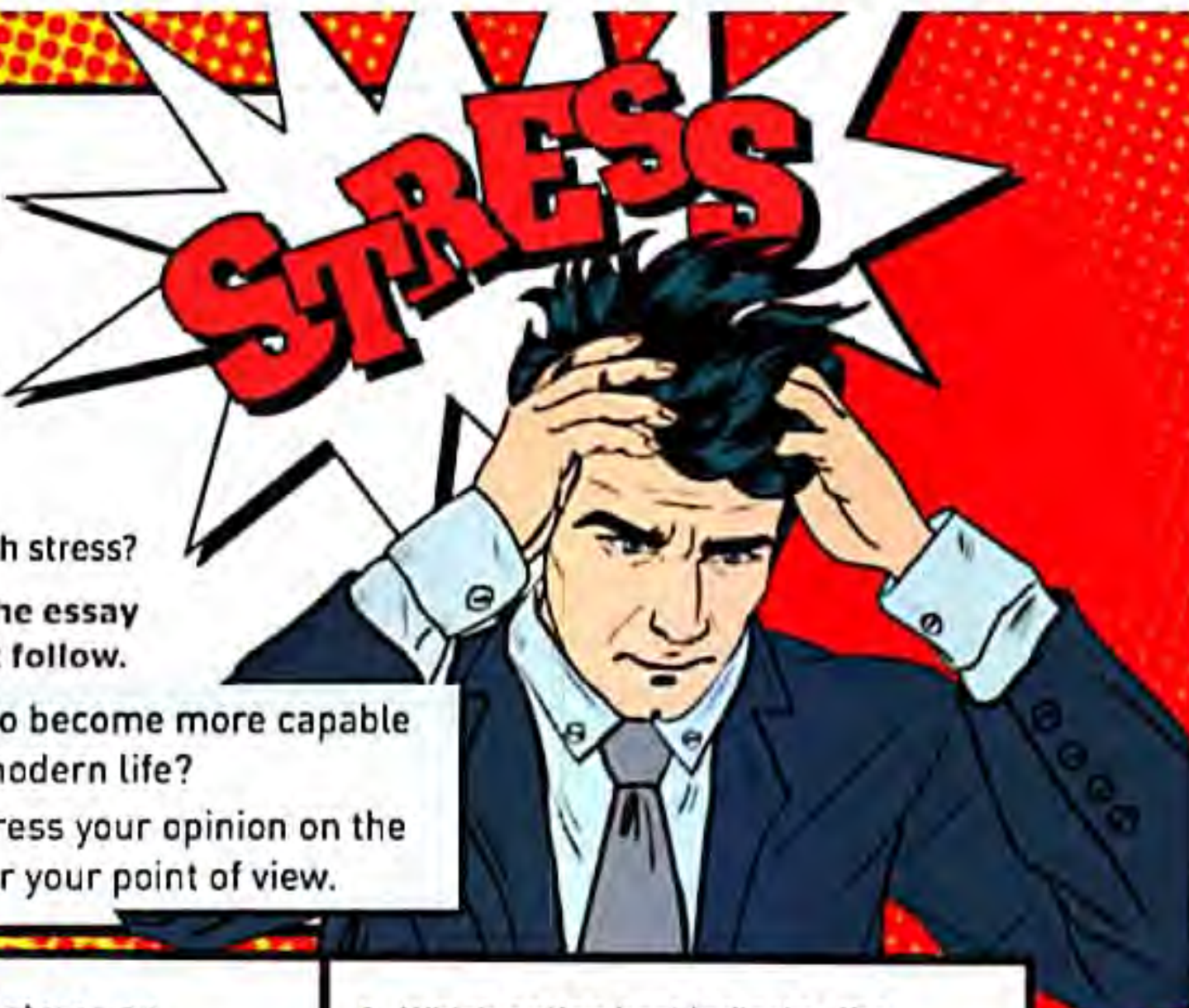
**Writing** A discursive essayA.  Discuss in pairs/groups.

- What kind of situations make you feel anxious or stressed out?
- How does stress affect you?
- Can experiencing a bit of stress be good for you? In what ways?
- What do you usually do to cope with stress?

B.  Read the writing task and the essay below. Then do the activities that follow.

How can we help young people to become more capable of dealing with the stresses of modern life?

Write an essay in which you express your opinion on the issue and provide justification for your point of view.



- 1 The demands of the modern world have made stress an unavoidable part of our lives. Stress, when not dealt with, can have extremely harmful effects on our mental, emotional, physical and social well-being and our ability to cope with the basic challenges of life. To adequately prepare young people for the uncertainties of the modern world, we must, thus, strengthen them as individuals by equipping them with powerful tools to cope with the challenges of the world.
- 2 Teaching children the importance of upholding the Five Pillars of Islam is of primary importance. Acts of faith, such as daily prayers, fasting and charity, help to strengthen religious beliefs, foster spiritual values and build a positive, proactive mindset. These make a person more capable of dealing with difficult or unpleasant situations.
- 3 Another effective course of action involves helping young people develop what are often referred to as 21st century skills. These skills include critical and creative thinking, problem-solving, time management, collaboration, communication and organisational skills. Developing these skills will give young people both the confidence and the tools they need to better navigate the stressful and unpredictable environment in which we live.
- 4 Last but not least, to help young people effectively manage stress, we must help them develop self-awareness. Self-awareness refers to the ability to recognise and reflect on your thoughts, emotions, feelings and needs and on your desire to react in specific ways. It also refers to your awareness of the body-mind connection – in other words, how your body responds to your thoughts and feelings. This kind of insight gives you choice and control over how best to manage a stressful situation and enables you to take action before things get out of hand.
- 5 Clearly, society has an obligation to prepare young people to face an environment that is fast-paced, unpredictable and stressful. It seems to me that the key to enabling young people to cope with the demands of modern life lies in equipping them with the necessary tools to do so. These are an active faith, a strong sense of self, and the skills and abilities that when mastered can help them confidently tackle the problems they face.

1. Which option best indicates the purpose of the text?
  - a. to compare and contrast different solutions to a problem
  - b. to express the writer's opinion and discuss ways to deal with a problem
  - c. to discuss the advantages and disadvantages of a specific course of action
  - d. to analyse the different causes of a phenomenon
2. Each of the following statements corresponds to a paragraph in the essay. Write the numbers 1-5 in the boxes provided.

**In this paragraph the writer:**

- a. briefly summarises the specific points raised in the main part. ☐
  - b. provides a definition of a concept. ☐
  - c. makes a general statement to introduce the topic and provide his/her general opinion on the topic. ☐
  - d. lists some examples to explain a point. ☐
3. Has the writer done what he/she was requested to do?
  4. What is the function of the first sentence in each of the paragraphs of the main part, and what role do the sentences that follow play?
  5. What phrases does the writer use to introduce the points he/she is making?
  6. What style is this text? What are the characteristics of this style?

### Discursive essay

The demands of our modern lifestyles have made الموضوع an essential part of our life. I believe that we should equip people with the right ways and tools to cope with such challenges of our world.

The first and most important way to achieve this is to ..... النقطة الاولى  
.....This way can make a person more capable of dealing with such situations.

The second effective way to make this happen is to .....  
..... النقطة الثانية . Actually, developing this way and skill gives people the tools they need to face such changes.

Finally, it can certainly be effective to ..... النقطة الثالثة  
..... In fact, this kind of ways enables you to take the right action.

All in all, الموضوع is very important in our life. I think following the above mentioned ways would be fruitful and helpful to make this الموضوع less challenging.