**Unit 1 Family, friends and colleagues**

**Meaning of the words**

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress** | **تقدم** | **festival** | **مهرجان** |
| **Orville and Wilbur**  **اسم اخوي رايت** | Orville and Wilbur **Wright were aviation trail blazers** | **Colleague :**  **noun** | **one of a group of people who work together** |
| **Blazer : ستره رياضيه** | **a type of jacket, often with the symbol of a school or organization sewn on the front pocket and worn as part of a uniform:**  **my new/old school blazer** | **consider (care about** | **to care about or respect other people or their**  **feelings and wishes:** |
| **reliable** adjective  **موثوق** | **Something or someone that is reliable can be trusted or believed because they work or behave well in the way you expect:**  **Is your watch reliable?**  **reliable information**  **Gideon is very reliable - if he says he'll do something, he'll do it.**  **NOTE: The opposite is unreliable.** | **attract verb** | **people, things, places, etc.) to pull or draw someone or something towards them, by the qualities they have, especially positive and admirable ones**  **These flowers are brightly coloured in order to attract butterflies.**  **The circus is attracting huge crowds/audiences.**  **Magnets attract iron filings.**  **The government is trying to attract industry to the area** |
| **chore**  **loyal**  adjective | **عمل روتيني**  **مخلص** | **Critical :**  **Critical**  **Adjective**  **حرج** | (**not pleased ) saying that someone or something is bad or wrong**  **: The report is highly critical of safety standards at the factory.** |
| **node (lump)** | **a lump or swelling on or in a living object** | **responsible** | **blame** |
| **pick-up noun** | **the act of picking someone or something up, or the place where it happens:**  **The pick-up point for the long-distance coaches is now in the new bus station** | **argue (disagree) verb** | **to speak angrily to someone, telling them that you disagree with them:**  **The children are always arguing.**  **Kids, will you stop arguing with each other?**  **They were arguing over/about which film to go and see.** |
| **gesture (movement) noun** | **a movement of the hands, arms or head, etc. to express an idea or feeling:**  **The prisoner raised his fist in a gesture of defiance as he was led out of the courtroom.**  **She made a rude gesture at the other driver.** | **fist noun [C]** | **a hand with the fingers and thumb held tightly in:**  **She clenched her fists.**  **Protestors were shaking their fists at the soldiers.** |
| **glare (look) noun [C]** **verb** | **A long angry look:**  **She gave me a fierce glare.**  **She glared angrily at everyone and stormed out of the room** | **clench verb [T]** | **to close or hold something very tightly, often in a determined or angry way:**  **The old man clenched his fist and waved it angrily at us.**  **With a knife clenched in/between his teeth, he climbed up the tree to cut some coconuts.**  **"Get out of here, " she said through clenched teeth.** |
| **admire : verb [T]** | **to respect and approve of someone or their behaviour, or to find someone or something attractive and pleasant to look at:**  **I admired him for his determination.**  **I really admire people who can work in such difficult conditions.**  **We stood for a few moments, admiring the view.**  **I was just admiring your jacket, Delia.** | **lymph** | **a colourless liquid which takes useful substances around the body, and takes waste matter, such as unwanted bacteria, away from body tissue in order to prevent infection** |
| **frown verb [I]** | **To bring your eyebrows together so that there are lines on your face above your eyes to show that you are annoyed or worried:**  **She frowned at me, clearly annoyed.**  **He frowned as he read the instructions, as if puzzled.** | **slouch verb [I]** | **To stand, sit or walk with the shoulders hanging forward and the head bent slightly over so that you look tired and bored:**  **Straighten your back try not to slouch.** |
| **significant (important ) adjective** | **There has been a significant increase in the number of women students in recent years.**  **The talks between the USA and the USSR were very significant for the relationship between the two countries** | **heritage noun [U** تراث | **Features belonging to the culture of a particular society, such as traditions, languages or buildings, which still exist from the past and which have a historical importance:**  **These monuments are a vital part of the cultural heritage of South America.**  **Important or noticeable** |
| **vehicle (MACHINE** | **عربه** | **ancient (very old )**  **couch** | **He's got an ancient computer.**  سعاال |
| **frustrate (discourage ) verb**  **ممل** | **to make someone feel annoyed or discouraged because they cannot achieve want they want:**  **It frustrates me that I'm not able to put any of my ideas into practice** | **Hesitancy noun** | **تردد** |
| **justifiably adverb** | **He was justifiably proud of his achievements** | **glider noun** | **an aircraft without an engine and with long fixed wings, which flies by gliding** |
| **Guess** | **يخمن** | **sponsorship.** | رعاية / كفالة |
| **A friend in need *is a friend indeed*).** | **الصديق عند الحاجة هو فعلا صديق** | **renown noun** | شهرة |
| **justifiable adjective** | **Her actions were quite justifiable (= there was a good reason for them) in the circumstances**  **ممكن تبريره** | **justification noun [C or U]** | **a good reason or explanation for something:**  **There is no justification for treating people so badly..** |
|  |  | **justify verb يبرر**    **justify verb**  **يسوغ /** | **to give or to be a good reason for**  **I can't really justify taking another day off work**  **Are you sure that these measures are justified?**  **If you justify yourself, you give a good reason for what you have done:** |
| **consider (possibility)** | **to spend time thinking about a possibility or making a decision:** | **immoral adjectiveاخلاقي** | **not within society's standards of acceptable,:**  **an immoral act**  **It's an immoral tax, because the poor will pay relatively more.**  **Compare amoral; moral.**  **the state of being famous:** |
| **mischievous adjectiveمؤذ**  **chief person in charge noun**  **mis- prefix added to the beginning of a verb or word formed from a verb, to show that the action referred to by the verb has been done wrongly or badly:** | **behaving in a way, or describing behavior, which is slightly bad but is not intended to cause serious harm or damage:**  **She has a mischievous sense of humour.**  **A book about the mischievous anticsسلوك of his ten-year-old daughter** | **comprehensible adjective**  **واضح** | **Able to be understood:**  **It's written in clear, comprehensible English.**  **Her writing is barely comprehensible to me.**  **NOTE: The opposite is incomprehensible.** |
| **responsible (BLAME) / adjective** | **Be responsible for sth/doing sth to be the person who caused something to happen, especially something bad:**  **Who is responsible for this terrible mess?**  **Last month's bad weather was responsible for the** | Competitive  adj  Competition  منافسه  noun | **منافسة** |
| **inconvenient adjective** | **An inconvenient time/place**  **It will be very inconvenient for me to have no car.**  **غير ملأئم** | **comprehensible adjective** | **Able to be understood:**  **It's written in clear, comprehensible English.**  **Her writing is barely comprehensible to me.**  **NOTE: The opposite is incomprehensible.** |
| **typically** | **نموذجياً** | **Pretty ( pleasant )** | **adjective**  **pleasant to look at, or (especially of girls or women** |
| **irrational adjective**  **غير منطقي** | **irrational behavior.**  **Not within society's standards of acceptable, honest and moral behavior; morally wrong**  **an immoral act**  **immoral behavior**  **It's an immoral tax, because the poor will pay relatively more.** | **invent verb [T]** | * **to design and/or create something which has never been made before:**   **The first safety razor was invented by company founder King C. Gillette in 1903.**  **2 to create a reason, excuse, story etc. which is not true, usually to deceive someone:**  **But I didn't invent the story – everything I told you is true.** |
| **associate (adj verb )**  **مساعد / يساعد** | **To connect someone or something in your mind with someone or something else:**  **Most people associate this brand with good quality** | **gather (collect ) verb**  **يجمع** | **1 [T] to collect or obtain several things, often from different places or people:**  **She gathered up the newspapers that were scattered around the floor.**  **We gathered our things together and left quickly.**  **Not using reason or clear thinking:**  **ly** |
| **essential / adjective** | **أساسي**  **necessary; needed:**  **Government support will be essential if the project is to succeed.**  **There is essential work to be done before the building can be re-occupied.**  **Water is essential for/to living things.**  **It is essential (that) our prices remain competitive.**  **For the experiment to be valid, it is essential to record the data accurately.** | **yearn verb [I] (يشتاق** | **To desire very strongly, especially something that you cannot have or something that is very difficult to have:**  **Despite his great commercial success he still yearns for critical approval.**  **Sometimes I just yearn to be alone.** |
| **feast (food) / noun**  **وليمة** | 1. **[C] a special meal with very good food or a large meal for many people:**   **"What a feast!" she said, surveying all the dishes on the table.**  **A wedding feast** | **obsess verb**  **يقلق** | **If something or someone obsesses you, or if you obsess about something or someone, you think about** them **all the time**  **The whole relationship obsessed me for years**  **She used to obsess about her weight.** |
| **conservative (against change ) / adjective**  محافظ على القديم | **1 tending not to like or trust change, especially sudden change:**  **a conservative society/outlook**  **Older people tend to be quite conservative and a bit suspicious of any supposed advances.** |  |  |
| **airtight adjective**  **محكم السد** | **completely closed so that no air can get in or out**  **Biscuits will stay crisp if you keep them in an airtight container** | **Admirable: adjective** | **deserving respect or approval:**  **I think you showed admirable tact/restraint/self-control in your answer.**  **The police did an admirable job in keeping the fans calm.** |
| Entertainment **: noun** | **ترفيه** | jargon | (( **اعتراض** |
| **outcomes** | **نتيجة** | **resemble verb]**  **يشابه** | **to look like or be like someone or something:**  **You resemble your mother very closely.**  **After the earthquake, the city resembled a battlefield.** |
| **Issue ( subject ) noun**  **مسألة** | **a subject or problem which people are thinking and talking about:** | **belief / noun []** | **the feeling of certainty that something exists or is true:**  **أيمان** |
| **biosphere noun** | **The part of the Earth's environment where life exists** | **hoop noun [C** | **A ring of wood, metal or plastic, or sometimes a half ring:**  **The dogs had been trained to jump through hoops** |
| **exploration noun [C or U]** | **استكشاف**  **Livingstone was the first European to make an exploration of the Zambezi river (= to travel to it in order to discover more about it).**  **We need to carry out a full exploration (= examination) of all the alternatives.**  **The exploration (= search) for new sources of energy is vital for the future of our planet.** | **explore verb [I or T]** | **to search and discover (about something):**  **to explore space**  **The best way to explore the countryside is on foot.**  **Let's explore this issue/idea more fully (= examine it carefully in order to discover more about it).**  **The children have gone exploring in the woods** |
| **Resolution** | * **when something separates or is separated into clearly different parts:**   **the resolution of oil into bitumen and tar**  **2 the ability of a microscope, or a television or computer screen, to show things clearly and with a lot of detail:** | **causative adjective** | **acting as the cause of something:**  **Smoking is a causative factor in the development of several serious diseases, including lung cancer.** |
| **salary noun [C or U]** | **a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month:**  **an annual salary of £20 000**  **His net monthly salary is £1500.**  **She's on quite a good/decent salary in her present job.** | **Nerves noun [U** | **اعصاب** |
| **labour (WORK) noun [U]** | **1 practical work, especially that which involves physical effort:**  **The car parts themselves are not expensive, it's the labour that costs the money.**  **Manual labour (= hard work using the hands)**  **2 workers, especially people who do practical work with their hands:**  **skilled/unskilled labour.** | **spartan adjective** | **Simple and severe with no comfort:**  **a behavio diet/meal**  **Spartan living conditions**  **They lead a rather ehavio life, with very few comforts and no luxuries.** |
| **attitude (opinion) noun** | **[C or U] a feeling or opinion about something or someone, or a way of behaving that is caused by this:**  **It's often very difficult to change people's attitudes.**  **Describes words that show that the person who does the action is also the person who is affected by it:**  **In the sentence, "She prides herself on doing a good job", "prides" is a reflexive verb and "herself" is a reflexive pronoun** | **accessible** | **متقبل** |
| **respectively adverb** | **بالترتيب** | **oblige (force)** | **يجبر**  **to force someone to do something, or to make it necessary for someone to do something:**  **The law obliges companies to pay decent wages to their employees.** |
| **probably adverb** | **Used to mean that something is very likely:**  **I'll probably be home by midnight.**  **I'm probably going – it depends on the weather.**  **He probably didn't even notice.**  **Probably the best thing to do is to call them before you go.** | **hurt verb hurt, hurt** | **1 to feel pain in a part of your body, or to injure someone or cause them pain:**  **Tell me where it hurts.**  **My head hurts.**  **She says that her ear hurts her.**  **Emma hurt her back when she fell off her horse.** |
|  |  | armchair (CHAIR)  ***adjective* [before noun]**  armchair (no experience ) | **a comfortable chair with sides that support your arms:  She sat in an armchair by the fire, reading a newspaper***.*  **Describes a person who knows, or claims to know, a lot about a subject without having direct experience of it:** |
| **reflexive adjective**  مرتد على نفسه | **Herself ,Itself , Myself ,Ourselves ,Thyself**  **Themselves ,Oneself** | **stative** | **خبري( افعال خبرية ):**  **than actions. thoughts, and feelings rather**    **think, know, believe, feel, sense, love, hate, like,**  **taste, see, hear, imagine).**  ‘**stative’ verbs are usually connected to senses** |
| **profession group noun [C]**  **profession** | **1 any type of work which needs special training or a particular skill, often one which is respected because it involves a high level of education:**  **He left the teaching profession in 1965 to set up his own business.**  **The report notes that forty per cent of lawyers entering the profession are women.**  **Teaching as a profession is very underpaid.**  **He's a doctor by profession.**  **2 the people who do a type of work, considered as a group:**  **There's a feeling among the nursing profession that their work is undervalued.**  **3 the professions jobs which need special training and skill, such as being a doctor or lawyer, but not work in business or industry** |  |  |
| **nervous / adjective** | **worried and anxious**  **Do you feel/get nervous during exams.?**  **I was too nervous to speak**  **She's always been nervous around dogs.**  **I was very nervous about driving again after the accident** | **league (sport) noun [C]**  **Liverpool were top of the Football League that year.**  **They are currently bottom of the league** | **A group of teams playing a sport who take part in competitions between each other:**  **Who do you think will win the league championship this year?** |
| **Bottom (lowest part) noun [C usually singular]** | **1 the lowest part of something:**  **He stood at the bottom of the stairs and called up to me.**  **Extra information will be found at the bottom of the page.**  **The ship had sunk to the bottom of the sea/the sea bottom.** |  |  |
|  |  | **Preserve (keep) verb [T]**  **Preserve (keep) verb**  **2 to treat food in a particular way so that it can be kept for a long time without going bad:**  **preserved fruit** | **1 to keep something as it is, especially in order to prevent it from decaying or being damaged or destroyed; to conserve:**  **to preserve the environment**  **We want to preserve the character of the town while improving the facilities.**  **The agreement preserved our right to limit trade in endangered species.**  **Putting varnish on wood is a way of preserving it.**  **I need to get out of the house from time to time just to preserve (= prevent me from losing) my sanity. ( الصحة العقليه** |

**Unit 1 Family, friends and colleagues**

**1c** **P 6**

1. **First brother to be born : Wilbur**
2. **Year of opening bicycle repair shop : 1892**
3. **Difference between the Wrights and other early would-be fliers : They saw the importance of piloting skills**
4. **Brother who made the longest flight : Wilbur**
5. **Less well-behaved brother as a child : Orville**
6. **Brother who started printing business : Orville**
7. **Brother who made the first flight: Orville**
8. **Longest living brother : Orville**

**2 Word builder: suffixes لاحقة تضاف اخر الكلمة p7**

**2a** **( -able , -ate , -ful , -ible)**

**هذه الاحقة تضاف للكلمه لتصبح الكلمة صفه لاسم adjective**

**Language help**

**Remind students about the changes in spelling when adding the suffixes**

***-able* and *-ible*.**

**When the noun / verb ends in *-y*, it changes to *i* before the suffix, e.g. *reliable, identifiable*.**

**When the noun / verb ends in *-e*, sometimes the *-e* is dropped, e.g. *sensible, lovable*, and sometimes it isn’t, e.g. *likeable*.**

**ANSWERS:**

**-able:**

**likeable, agreeable, dependable, reliable, sociable, knowledgeable (*considerable* is possible, but cannot be used for people)**

**-ate:**

**considerate, affectionate**

**-ful:**

**careful, thoughtful, playful**

**-ible:**

**Sensible , responsible (blame) , comprehensible ( واضح ) ,**

**comprehensible ( واضح ) ,**

**able to be understood:**

**It's written in clear, comprehensible English.**

**Her writing is barely comprehensible to me.**

**NOTE: The opposite is incomprehensible.**

**Sensible (good Judgment)**   
**the characteristic of having good judgment, especially when it is based on practical ideas or understanding**:

* **It would be sensible to take an umbrella.**

**Considerateمحترم لرغبات الاخرين adjective**

**kind and helpful:**

* **It wasn't very considerate of you to drink all the milk.**

**attract verb**

1. **[T] (of people, things, places, etc.) to pull or draw someone or something towards them, by the qualities they have, especially positive and admirable ones:**
2. **These flowers are brightly coloured in order to attract butterflies.**
3. **The circus is attracting huge crowds/audiences.**
4. **Magnets attract iron filings.**
5. **The government is trying to attract industry to the area (= to persuade people to place their industry there).**
6. **Her ideas have attracted a lot of attention/criticism in the scientific community.**
7. **[T usually passive] If you are attracted by or to someone, you like them, often finding them sexually desirable:**
8. **I'm not physically/sexu**

**attraction noun**

1. **[C or U] something which makes people want to go to a place or do a particular thing:**
2. **Life in London has so many attractions - nightclubs, good restaurants and so on.**
3. **tourist attractions**
4. **The opportunity to travel is one of the main attractions of this job.**
5. **Skiing holds no attraction for me.**
6. **[U] when you like someone, especially sexually, because of the way they look or behave:**
7. **She felt an immediate physical attraction to him**

**attractive adjective**

1. **very pleasing in appearance or sound, or causing interest or pleasure:**
2. **a very attractive young woman**
3. **I find him very attractive (= He attracts me sexually).**
4. **attractive countryside**
5. **an attractive colour scheme**
6. **Spending 12 hours on a plane isn't a very attractive (= pleasant) prospect.**
7. **an attractive offer (= an offer with benefits for me)**
8. **We need to make the club attractive to (= interesting to) a wider range of people.**

**attractiveness noun**

1. **Her attractiveness to men**
2. **High mortgage rates have decreased the attractiveness of house-owning.**

**attractively adverb**

* **She always dresses very attractively.**
* **Their house is attractively decorated.**

1. **unattractive adjective unpleasant to look at:**

* **This is modern architecture at its most unattractive.**
* **He was short and overweight and generally fairly unattractive.**

1. **having no good or positive features:**
   * **The options were decidedly unattractive.**

**unattractively adverb**

**practice (action ) noun**

* 1. **action rather than thought or ideas:**
  2. **It seemed like a good idea before we started, but in practice it was a disaster.**
  3. **Officially, Robert's in charge, but in practice Hannah runs the office.**
  4. **I can't see how your plan is going to work in practice.**
  5. **How do you intend to put these proposals into practice, Mohamed?**

**practical (experience ) adjective**

**relating to experience, reality or action rather than ideas or imagination**

1. **Qualifications are important but practical experience is always an advantage.**
2. **The service offers young people practical advice on finding a job.**
3. **What's the use of theoretical knowledge that has no practical application?**

**.**

**impractical adjective**

* 1. **Impractical people are not naturally good at doing useful jobs such as making or repairing things.**
  2. **Impractical arrangements, ideas or methods cannot be done or used easily or effectively:**

**It's impractical to have so many people all trying to use this equipment at the same time.**

* 1. **Impractical clothes, devices, etc. cause problems when used in normal situations:**

**I love high heels but they're rather impractical.**

**practicality noun**

1. **I bought these shoes for their practicality not their appearance.**

**practicable adjective**

**able to be done or put into action**

1. **The troops will be brought home as soon as practicable.**
2. **It is not practicable to complete the tunnel before the end of the year**

**NOTE: The opposite is impracticable.**

**practicability noun**

1. **Many people have expressed serious doubts about the practicability of the proposed schedule for next year.**

**practitioner noun**

**someone involved in a skilled job or activity:**

**Elizabeth Quan is a London-based practitioner of traditional Chinese medicine.**

**She was a medical practitioner (= a doctor) before she entered politics.**

**Audio script 2**

**Brad Carver: Today, I’m interviewing Dr Alan Wong about the importance of birth order.**

**اليوم اجري مقابلة مع د . ونج عن أهمية تسلسل الولادة .**

**Dr Wong, you believe birth order is a key factor in our lives, don’t you?**

**أنت تعتقد تسلسل الولادة عامل رئيسي في حياتنا . أليس كذلك .**

**Dr Wong: Yes, I think birth order has a powerful influence(تأثير) on the kind**

**of person you will be, the kind of people you spend time with, and the type of occupation you would consider taking up.**

**نعم . أنا أعتقد تسلسل الولادة لها تأثير قوي على نوعية الشخص الذي سوف تكونه , و أيضا نوعية الناس الذين ستكون معهم و نوعية الوضع الاجتماعي .**

**Brad: OK. I’m the first-born in my family. What are the typical characteristics of first-born children?**

**حسنا . أنا المولود الاول في عائلتي . ما هي الشخصية العامة للطفل المولود الاول .**

**Dr Wong: OK. First-born people are typically (عادة ) perfectionist ( كامل ), reliable, and conscientious(ضميري ). They are usually serious, critical, loyal, conservative (محافظ ), and independent. And they dislike confrontation(مواجهة ) – they will always try to avoid arguing, instead preferring to work out problems through discussion. Leadership is a common quality: fifty-two percent of American presidents were first-borns. It’s very similar for only children.**

**حسنا , الاشخاص المولودين أولا عادة كاملين و متفهمين و ذو ضمير . هم عادة جادين و ذو ولاء و محافظين ومعتمدين على أنفسهم .و هم لا يحبون المواجهه . هم دائما يحاولوا تجنب الجدل و بدلا من ذلك يفضلون حل المشاكل خلال النقاش .القيادة وصف شائع . 52% من الرؤساء الامركيين كانوا المولودين الاوائل .و هذا يماثل للاطفال .**

**Brad: But why are first-borns like this?**

**و لكن لماذا المولود يكون هكذا ؟**

**Dr Wong: Well, the first baby is a big thing for parents, and they overdo things. As adults are the only role models, first-borns and only children often become ‘little adults ’ as children.**

**حسنا . المولود الاول شئ عظيم للوالدين و يعملوا أشياء كثيرة .**

**Brad: What about middle children?**

**ماذا عن الطفل الاوسط ؟**

**Dr Wong: Second-born children use the first-born as a role model. They may try and compete with the older brother or sister or want explanations of their parents’ decisions and expectations . But the reference is always the first-born. Parents are more experienced and knowledgeable with their second-born, so these children may often feel ‘not special’ or ‘not respected’.**

**الطفل الثاني يأخذ الطفل الاول كنموذج . هم ممكن يحاولون التنافس مع الاخ أو الاخت الكبرى أو يطالبون بتفسير قرارات والديهم و توقعاتهم .**

**Brad: And finally, youngest children.**

**Dr Wong: Yes, youngest children tend to be affectionate (حنون ), uncomplicated , and a bit absent-minded. But that doesn’t mean that people stop seeing them as outgoing (ودي ) or charming ( جذاب). The baby of the family is also the one who wants attention, who makes people laugh. They are also more sociable and agreeable, more open to innovation((ابتكار. They’re also more rebellious ( متمرد ) – perhaps even more so than the middle child. Leon Trotsky and Thomas Jeffersonwere both last-borns.**

**Brad: Fascinating. But surely there are other factors involved in addition to this.**

**Dr Wong: Yes, there are. A child’s order of birth is only an influence. Each child is unique and may or may not show the characteristics we’ve described.**

**3c P7**

**Answer : 2 reliable 5 critical 6 loyal 8 independent**

**10 special 11 respected 13 uncomplicated 16 sociable**

**17 agreeable**

**2b**

**Answer**

**For: friends help you through bad times; you can have fun with them.**

**Against: friends sometimes let you down; you owe things to friends.**

**2** **A friend in need p8**

**Audio script Track 3**

**Sami: Well, thanks, Jasim . This is a great restaurant. I’m really enjoying my meal.**

**Jasim: No problem. I thought it would be nice to see you before I go on vacation.**

**Sami: You’re going with Saeed, aren’t you? You two are really**

**close.**

**Jasim: Yes. He’s been a really good friend to me over the years.I don’t know what I would have done without him. He’s helped me through bad times, and we’ve had a lot of laughs together. You don’t have any really close friends, do you Sami?**

**Sami: No, I don’t. I find it really difficult to get close to people. I suppose I don’t trust them very much.**

**Jasim: Don’t say that, Sami. I remember when you were a kid you had loads of good friends at school.**

**Sami: Well, that was then and this is now. I guess I’ve been let down too many times.**

**Jasim: Perhaps you expect too much of people?**

**Sami: I don’t think so. I suppose I’m a bit selfish. I prefer my own company, and I don’t want to feel that I owe people things. Except for you of course! I owe you for this meal! When you get back I’m going to buy you the best meal in town.**

**Jasim: Oh, Sami! It was my pleasure and honour. What I think is … that underneath that hard exterior, you’re a very caring guy! And thanks again for the book.**

**owe ( have debts ) verb**

**to need to pay or give something to someone because they have lent money to you, or in exchange for something they have done for you**:

**We still owe $1000 on our car (= We still need to pay $1000 before we own our car**

**I owe you a drink for helping me move**

**3 Grammar builder: P8**

**present tenses and time – general uses and special cases**

**1 Jasim lives in Jeddah with his wife and two children (permanent situation )**

1. **I play both football and basketball pretty well . (general ability , or talents)**
2. **Water boils at 100 degrees centigrade . ( general ( scientific truths and facts)**
3. **Take your umbrella - it's raining . ( actions in progress at time of speaking )**
4. **Our flight leaves early Tuesday morning . (the future in regard to schedules )**
5. **Why are you two always arguing ? it really gets on my nerves . ( annoying habits with always ) .**
6. **She 's seeing her doctor tomorrow for a check up . ( planned future events )**
7. **I take the kids to school in the morning and pick them up again at three . ( habits and routines )**
8. **We're staying at the Grand Central Hotel in Riyadh until Saturday . (temporary actions or situations )**

**ألقاعدة الاولى p8**

**ألأفعال الخبرية ( verb stative ( مثل**

***Think , know , believe , feel , sense , love , hate , like , taste , see , hear, imagine*, smell**

**لها عده شروط**

**1 غالبا ما تكون في الجمل التي تشير للحواس .**

* **I feel uncomfortable. (= a sense of being uncomfortable)**
* **I think you're wrong . == an opinion**

**2 بعض افعال الحواس يمكن ان تكون بصيغة الاستمرار ING ولكن يتغير المعنى لها . بالنظر للمثالين السابقين**

* 1. **I am feeling this material to see what it is. (= touching with**

**my hands)**

* 1. **I am thinking of someone . === guess who !**

**3 افعال الحواس see , hear and smell غالبا نستخدم can**

* 1. **I can see a light**

**4 افعال الحواس التالية ( know , believe , love , hate , like *,*) لا تاخذ الاحرف ING أي لا يمكن ان تكون بصيغة الاستمرار**

**ANSWERS: 3b p9**

**1 I can smell something burning. Is the oven on?**

**(*Smell* is a sense and is often used with *can* to describe**

**something that is happening now.)**

1. **We like rally racing, but it’s a little bit loud.**

**(*Like* is a ‘stative’ verb and isn’t normally used in the continuous form.)**

1. **I thought he’d left the country! I must be seeing things.**

**(The continuous form is used here and changes the meaning of the verb *see*. Here it means ‘imagining’, rather than seeing with my eyes.)**

**4 That man looks just like my father, the one over there who is looking at his watch.**

**(*To look like* means ‘to resemble’ and can’t be used in the continuous form, whereas *to look* isn’t a ‘stative’ verb and so it can be used in the continuous form to describe something happening now.)**

**5 Can you turn the light on? I can’t see.**

**(*See* is a sense and is often used with *can* to describe something that is happening now.)**

**4 Reading and speaking p9**

**4a**

**According to research ,similarity increases happiness in almost all important areas of friendship . these areas are the following :**

**1 ) taking about beliefs :**

**these include beliefs about the need for privacy and philosophy of life as well as social issues .**

## 2) Decision-making :

## in general , the most important issues in a friendship is that both friends feel that the decisions being made are in their best interests and lead to their overall happiness ( win – win outcomes ) . A situation in which both people feel they get their way in conflicts about half the time contributes to both people's happiness .

## 3) Communication :

**research shows that similar communication beliefs and styles tend to cause people to make firmer friendships . some people are better communicators and listeners than others . Honest , open , positive expression of feelings and thoughts on a regular basis creates a trust between friends that is very important .**

**4)** **Interests** :

**Generally , the more similar the interests ( especially those directly related to the friendship ) the happier people are . These may be recreation interests and achievements , skills ,and abilities , shared likes and dislikes and so on .**

**4b p9**

ANSWERS:

## 1) What do you think 'win – win outcomes' mean ?

When both friends feel that they are getting something out of a decision.

( عندما يشعر ال

**2) How might a friend feel if he or she always loses arguments ?**

They might feel unhappy because the friendship isn’t equal or balanced.

**3) What's the best way of creating trust within a friendship ?**

By honestly and openly expressing feelings and thoughts.

**4) what types of shared interests strengthen friendship ?**

Those which directly relate to the friendship such as recreational interests or career interests.

**5) What is the main point of the article?**

The main point of the article is to show that similarity between two people

increases happiness in all the important areas of a friendship.

**Unit 1**

**Lesson 3 Family, friends and colleagues**

**3 Working relations**

**Aims**

|  |  |  |  |
| --- | --- | --- | --- |
| **frown** | **يقطب حاجبيه** | **laugh** | **يضحك** |
| **wave** | **يلوح بيديه** | **slouch** | **منحني الى الامام** |
| **stare** | **يحدق** | **nod** | **يهز راسه** |
| **shout** | **يصرخ** | **smile** | **يبتسم** |
| **affectionate** | **حنون ,** | **perfectionist** | **كامل** |
| **point** | **يؤشر باصبعه** | **Grin** | **ابتسامة عريضة** |
| **yawn** | **يتثأئب** | **lean** | **يتكئ** |
| **glare** | **نظرة غاضبة** | **shake** | **يهز ، يخفق ، يحرك بقوة** |
| **phenomenon** | **ظاهرة** | **perceptions** | **ملاحظة** |
| A**ffection noun**  **.** | **حنان**  **a feeling of liking for a person or place:**  **He had a deep affection for his aunt.**  **She felt no affection for the child** |  |  |
| **rebellious** | **متمرد** | **charming** | **جذاب** |
| **confrontation** | **مواجهة** | **conscientious** | **ضميري.** |
| **conservative** | **محافظ,** | **outgoing** | **ودي** |
| **tend** | **يميل** | **barriers** | **عوائق** |
| **Whisper** | **يهمس** | **credibility** | **مصداقيه** |

**1 Word builder: words for gesture, posture, and voice**

**1a**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Body** | **voice** | **face** | **hands** | **hand** |
| **slouch** | **shout** | **frown** | **wave** | **nod** |
| **lean** | **shake** | **smile** | **point** | **shake** |
| **shake** | **Whisper , laugh** | **Grin, stare , glare, yawn , laugh** | **shake** |  |

**1b p10**

1. **The committee members** *nodded / shook* **their heads in agreement : nodded**
2. **My boss** *glared /grinned* **at me when I accidentally spilled coffee all over his new suit . glared**
3. **Stop** *leaning / slouching* **and sit up straight ! Everyone will think you're really bored ! slouching**
4. **The team members didn't seem to understand the proposal since most of them were** *staring / frowning* **. frowning**
5. **During the manger's speech , Jamal** *shouted / whispered* **to me that he was hungry . whispered**

**Audio script Track 4 p10**

Consultant: Now, as you know, we are currently looking at ways **to improve** communications within the organization.

**الأن . كما تعلمون نحن حاليا نتطلع لطرق تحسين الاتصالات ضمن المنظمة**

Today we’re going to examine the main barriers (عوائق ) **to effective** communication.

**اليوم نحن سوف نفحص العوائق االرئسية للاتصالات االعملية**

What are the most common barriers **to effective** communication? **(a)** First, there are differing perceptions (ملاحظة /وجهة نظر )**.**

**ما هي العوائق الشائعة في للاتصالات االعملية ؟ اولا ، هناك ملاحظة / وجهة نظر مختلفة** .

People with different backgrounds of knowledge and experience often perceiveيلاحظ) ( the same phenomenon ( ظاهرة ( from different perspectives ( منظور )**.**

**الناس ذو خلفية مختلفه من الخبرة و المعرفة غالبا ما يلاحظوا نفس الظاهرة من منظور مختلف** .

In other words, financial people will tend(يميل) **to look** at something from a financial point of view ,salespeople from a sales point of view**.**

**بمعنى اخر الناس الماليين سوف يميلون للنظر للشي من و جهة نظر مالية ‘ و البائعين من وجهة نظر البيع .**

What other things might threaten **to interfere** with communication?

**ما هي الاشياء الاخرى التي يحتمل ان تهدد التشويش على الاتصالات .**

Man 1: **(e)** Well, language itself can be a problem. I mean, you might not understand the language that is being used.

**حسنا ’ اللغة بذاتها يمكن ان تكون مشكلة . انا اقصد , احتمال ان لا تفهم اللغة التي المستخدمة**

Consultant: Yes, language differences are often related to differences in individual perceptions.

**نعم ’ اختلافات اللغة غالبا متعلقة باختلاف**ا **ملاحظة /وجهة النظر الفردية .**

Many different meanings can be assigned to some words – many common words in English can have up to 28 definitions each.

**عدة معاني مختلفة يمكن ان يكون لها عدد من الكلمات – العديد من الكلمات الشائعة في الانجليزية يمكن ان يكون لها 28 تعريف لكل واحدة**

**(f)**Another barrier to communication is jargon (( اعتراض specialized terms associated with different areas of work. What else?

**عائق اخر للاتصال التعاريف التخصصية لكل لغة ’ ماذا غبر ذلك ؟**

Man 2: I think noise is a problem. In the production area, the noise really interferes with communication, and we often **avoid talking** altogether or, when we do talk, we have to repeat things several times.

**انا اعتقد ان الضوضاء مشكلة . في مناطق الانتاج الضوضاء تشوش على الاتصال و نحن غالبا نتجنب الكلام مع بعض ’ او عندما نتحدث يجب علبنا التكرار مرات عدة**

**Consultant:** Yes, that’s a good point. Noise frequently interferes with communication, and it’s difficult to totally eliminate noise.

**هذه نقطة جيدة . الضوضاء غالبا تشوش بالاتصال , من الصعوبة تماما التخلص من الضوضاء**

You could **try moving** to a quiet area, or **if possible, turning** off the noisiest machines.

**يمكنك الانتقال الي منطقة هادئة , او اذا ممكن , اغلاق الالة الاكثر ضجيج**

Man 1: A bad telephone line is the same sort of thing

**وخط التليفون السي نفس الشي**

**Consultant:** **(d)** That’s right. Another factor for us to consider is emotional reactions. If we are angry, defensive, jealous, or afraid, this can influence how we understand messages and how we respond.

**هذا صحيح . عامل اخر نضعه في الحسبان هو التفاعل العاطفي . اذا كنا غاضبين , او في حالة دفاع عن النفس او خائفين , هذا يمكن ان يؤثر في فهمنا للرسالة و كيف نستجيب**

Man 2: So, we need to start being aware of how people are feeling emotionally.

**اذا نحن نحتاج ان نبدا نعي كيف يشعر الناس عاطفيا**

Consultant: Yes, **and get them to begin to talk** about how they’re feeling if it’s a problem**.**

**نعم , و نحملهم على ان يتحدثوا عن كيف يشعروا اذا كانت مشكلة**

**(b)** Another factor is nonverbal communication.

**عامل اخر وهو الاتصال الغير لغوي**

We’re used to thinking of communication as verbal, but the messages we send and receive are strongly influenced by nonverbal factors. I’m thinking of gestures, body movements, posture, and facial expressions.

**نحن معتادون على ان الاتصال يكون شفهيا , و لكن الرسائل التي نرسلها و نستقبلها تتاثر بشدة بالعامل اللغوي . انا افكر في الايماءات و الحركات الجسدية و الوضع الجسدي و حركات الوجه**

**Man 1**: So we send messages in a lot of different ways.

**اذا نحن نرسل رسائل في جهات مختلفة كثير**ة

Consultant: That’s right. Finally**,( c )** distrust is a key factor in the effectiveness of communication.

**هذا صحيح . اخيرا عدم الثقة عامل مهم في الاتصال المؤثر**

This is directly related to the credibility (مصداقيه) of the sender of the message

ي **هذه مباشرة** **متعلقه بمصداقيه مرسل الرس**الة

**2b p10**

**ANSWERS: a1 b5 c6 d4 e2 f3**

**2c p10**

|  |  |
| --- | --- |
| **Why can people interpret the same**  **Information in different ways ?** | **Because they see it from different perspectives.** |
| **Why can language be a problem in effective communication ?** | **Because many words in English have different meanings**  **which may be understood differently, and because of the use**  **of jargon.** |
| **Which solution are suggested for the problems of noise ?** | **Move to a quiet area. Turn off noisy machines.** |
| **How can emotional reactions affect communication ?** | **The way we feel can affect how we understand the**  **message.** |
| **Which four non-verbal types of communication are mentioned by the speaker ?** | **Gestures, body movements, posture, and facial**  **expressions.** |

**ألقاعدة الثانية P 11**

**Grammar builder: verb complementation (تكامل )**

**– verb + infinitive / gerund**

**الافعال ممكن ان تصبح مصدرية اما ان يسبقها to (infinitive ) مثال**

**Jenny offered to help wash the dishes**

**او ان يضاف له ing****( gerund****) مثال**

**Greg suggested taking an umbrella.**

1. **كثير من الافعال تتقبل ان ياتي بعدها الفعل المصدري باي صيغه (infinitive) او gerund دون ان يتغير المعنى مثال:**

**( start , love, like, begin, prefer, (can’t) bear*,* continue )**

***Something* and *start doing something* mean the same thing start  *to do***

1. **ولكن البعض الافعال يتغير المعنى مثال stop , open try ,**

**We stopped to listen to the boss when he started talking = = =**

**(We stopped what we were doing to listen to the boss.)**

**We stopped listing to the boss when he started talking ===**

**(We were bored by what the boss was saying so we stopped listening.)**

* + **try to open the window . = = = (It might not be possible to open the , window but he wants to try.)**
  + **try opening the window. = == (he suggests opening the window as a solution.)**

**3) بعض الافعال لا ياتي بعدها ألا الفعل المصدري صيغه (infinitive مثل :**

**Threaten , tend ,**

1. **بعض الافعال لا ياتي بعدها ألا الفعل المصدري صيغه (gerund مثل :**

**Consider , mind**

**السؤال الاهم كيف نحدد نوعية الفعل المصدري الذي ياتي بعد فعل من الافعال غير التي سبق التي ذكرنها ما .**

**الجواب :**

**You might want to point out that the difference in meaning**

**is usually about the actual and the potential. ( امكانيه )**

**اولا : الحدث اولا ثم التفكير**

**Verb + -ing= something happens and then there is mental**

**activity, e.g.**

**شي ما يحدث أو حدث ولكن وبعد ذللك يكون هناك تفكير عقلي للموضوع .**

***Peter remembered locking the door*. (Peter locked the door**

**and then remembered having done it.)**

* **During the meeting I started feeling really tired and almost fell asleep .**
* **Do you mind typing these proposals for me ? I'm rather busy at the moment**

1. we often **avoid talking** altogether**.**
2. You could **try moving** to a quiet area.
3. **if possible, turning** off the noisiest machines.

**ثانيا : التفكير اولا ثم العمل**

**Verb + infinitive = mental activity before a future event, e.g.**

***Peter remembered to lock the door .* (Peter remembered he**

**had to lock the door BEFORE he did it.)**

**هناك تفكير عقلي لشي ما قبل ان يحدوث .**

* **Fouad threatened to resign unless he received an apology from his supervisor**
* **During the meeting I started to feel really tired and almost fell asleep .**
* **My colleagues and I tend to agree that we are underpaid for the work we do**

1. , we are currently looking at ways **to improve** communications within the organization.
2. financial people will tend(يميل) **to look** at something from a financial point of view .
3. What other things might threaten **to interfere** with communication?

**4) get them to begin to talk** about how they’re feeling if it’s a problem**.**

**3a p11**

1. **Fouad threatened to resign unless he received an apology from his supervisor .**
2. **Would you consider working in the private sector if it meant a higher salary ?**
3. **During the meeting I started feeling / to feel really tired and almost fell asleep .**
4. **My colleagues and I tend to agree that we are underpaid for the work we do**
5. **Do you mind typing these proposals for me ? I'm rather busy at the moment .**

**3b p11**

**1)**

**We stopped to listen to the boss when he Started talking about sales figures .**

**=== We suddenly become interested in what the boss was saying .**

**We stopped listening to the boss when he Started talking about sales figures .**

**===== We ended up not listening to what the boss was saying .**

**2)**

**'Shall we try to open the window ? suggested Karim .====**

**===Karim thought that the window might be difficult to open .**

**'Shall we try opening the window ? suggested Karim .===**

**==== Karim thought that the window was a good idea .**

**ANSWERS:**

**1 stopped to listen, a (We stopped what we were**

**doing to listen to the boss.) stopped listening, b (We were**

**bored by what the boss was saying so we stopped listening.)**

**2**

**try to open, == = = (It might not be possible to open the window, but Karim wants to try.)**

**try opening, = = = = (Karim suggests opening the window as a solution.)**

**Unit 1**

**4 Saudi Arabia and the World: Family relations**

**Audio script Track 5**

**I grew up with my family in an apartment in Makkah in the1950s.**

**انا نشات مع عائلتي في شقة في مكة عام 1950**

**I was one of three children and we lived with my parents and my grandmother and grandfather.**

**انا كنت واحدة من ثلاثة اطفال عشنا مع والدينا و جدنا و جدتنا**

**The apartment had two floors and there was a balcony on the women’s floor with an intricate (معقد) grille (شبك and a curtain .**

**الشقة كانت مكونة فيها طابقين و فيها شرفة في دور النساء مع شبك معقد و ستارة**

**I remember we used to sit there and look out onto the street without being seen .**

**اذكر كنا معتادي الجلوس هناك و ننظر من خلالها الى الشارع من دون ان نرى**

**Our apartment had electricity which was unusual at the time.**

**شقتنا كان فيها كهرباء و هذا غير معتاد في ذلك الوقت**

**So we had light and there were ceiling fans, but no AC of course.**

**وهكذا كان لدينا انارة و مراوح سقفية و لكن لم يكن لدينا مكيفات طبعا**

**The apartment used to get intensely hot in the summer so my sister and I used to play tag in the garden of the apartment block under the shade of the palm trees.**

**الشقة تكون شديدة الحرارة في الصيف فكنا اناو اختي نلعب في حديقة المربع السكني في ظلال اشجار النخيل**

**We also had a bathroom and running water but there were power cuts and also the taps used to stop running frequently.**

**كان هناك حمامات و مياه في المواسير و لكن هناك انقطاع في الكهرباء و كذلك المياه تنقطع بشكل متكرر في الصنابير**

**No water was a big problem especially on washing days when we had to wash every sheet and sock and headscarf by hand.**

**عدم وجود المياه كانت مشكلة كبيرة خصوصا في ايام الغسيل عندما كان يجب علينا غسيل كل مفرش و جورب و غطاء للراس باليد**

**There was no TV that wouldn’t come for another twenty years or so in our house but we would pass the time by reading and playing clapping games with other little girls in the neighbourhood.**

**لم يكن هناك تلفاز الذي لم يوجد الا بعد عشرين سنة اخرى تقريبا في بيتنا ولكن كنا نقضي الوقت بالقراءة و لعبت مع بنات الجيران الصغيرات**

**3b p12**

**Where and when did she grow up ? Answer : She grew up in Makkah in the 1950s.**

**3c p12**

.

**Ans wers** : Family: lived with parents and grandparents

House: apartment with two floors, women’s floor had a

balcony – very hot in summer Electricity / water: had

electricity and water, ceiling fans but no AC, many power cuts

and taps stopped running frequently Household chores:

washing by hand Entertainment: clapping games, reading,

playing tag in the garden

**3c p12**

|  |  |  |  |
| --- | --- | --- | --- |
| **Family** | **House** | | **Electricity / water** |
| **Lived in parents and grandparents** | **apartment with two floors, women’s floor had a balcony , very hot in summer** | | **Had electricity and water, ceiling fans but no AC, many power cuts**  **and taps stopped running frequently** |
| **Household chores** | | **Entertainment** | |
| **washing by hand** | | **clapping games, reading,**  **playing tag in the garden** | |

**4 Reading p13**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Transport** | | **Shopping** | | **Entertainment** | **Days out** | |
| **No car / used to walk, not many roads** | **went to the market for everything, looked beautiful** | | **invited neighbours to house for cakes and**  **pastries, played hopscotch** | | | **Fridays went to Grand Mosque, got ice cream afterwards** |

**القاعدة الثالثة**

**5 Grammar builder Language assistant**

**used to: shows that someone did something regularly or that something happened repeatedly in the past but no longer happens.**

* **We used to walk to school.**
* **my grandfather used to walk us to school .**
* **we used to go to the Grand Mosque.**
* **we used to get ice cream afterwards.**

**would + infinitive**. Similar way to ***used to* + infinitive**

* **we would take the bus;**
* **we would go to the market; the neighbours used to often come to ask if we were doing well.**

**5a p13**

**Students match the beginning to the end of each sentence.**

**Elicit feedback and write the full sentences on the board.**

**Answers : 1f 2d 3a 4b 5c 6e**

1. **We used to have power cuts but luckily we don't have them anymore .**
2. **We didn't use to travel much but now we travel regularly because the roads were bad.**
3. **My father used to bring many colleagues home to dinner but he is retired now**
4. **We used to play clamping game but now children like playing on computer games .**
5. **We used to invite our neighbours for cakes and pastries and we still do so .**
6. **We used to buy everything from the market but now we go to the supermarket .**

**6 Speaking and writing**

**6a**

**6 Speaking and writing**

**6a**

Tell students that they are going to write a report on what life

was like for their grandparents, using the same headings as in

the reading and listening.

1. Where did you live?
2. What did you do for entertainment?
3. What about electricity and water?
4. What people did you see regularly?
5. How did you do the washing?
6. Where did you live?
7. How did you get to school / to the doctors / to the market? etc.

**Unit 2 The best of the past**

|  |  |
| --- | --- |
| **a house or place to live in:**  **There is an estimated shortfall of some**  **five million dwellings across the country**. | **dweller noun**  **dweller a person who lives in a city, town, cave, etc.**  **dwelling noun [C] FORMAL** |
| **almost not:**  **I was scarcely able to move my arm after the accident.**  **I could scarcely believe it when she said she wanted to marry me.**  **2 used to say that something happened immediately after something else happened:**  **I had scarcely sat down/Scarcely had I sat down to eat when the phone rang**. | **scarcely** |
| **There's such rivalry among/between my three sons.**  **There's fierce rivalry for the job/to get the job** | **rivalry noun [C or U** |
| **the activity of selling goods to the public, usually in small quantities:**  **The job is open to applicants with over two years' experience in retail.**  **The clothing company has six retail outlets (= shops) in south-eastern Australia.**  **$13 off the manufacturer's recommended retail price** | **retail noun [U** |
| **a way, especially a pipe or hole, for liquid or gas to go out**:  **a waste water outlet**  **an outlet pipe** | **outlet (WAY OUT) noun C** |
| **an idea or theory on which a statement or action is based**:  [+ **that] They had started with the** premise that all men are created equal.  **The research project is based on the premise stated earlie**r. | **premise / noun [C** |
| * **when someone is trying to win something or be more successful than someone else:**   **Competition for jobs is intense.**  **There's a lot of competition between computer companies.** | **competition noun** |
| **extremely expensive**  **The price of books nowadays is extortionate** | **extortionate adjective** |
| **A : strong feeling among a group of people in reaction to a tendency or recent events in society or politics:  the Sixties backlash against bourgeois راس مالي) materialism  the backlash against feminism**  **المساوة بين الرجل وامرأة** | Backlash ***noun* [C]** |
| **continuing without any possibility of being stopped:**  **the inexorable progress of science** | **inexorable adjective**  **متعذر ايقافه** |
| **using or consisting of facts**  **She gave a clear, factual account of the attack** | **Factual / adjective**  **واقعي** |
| **[I] to become more varied or different:**  **Millions of years ago, changes in the Earth's climate caused animal and plant life to diversify.** | **diversifying. Noun**  **تفاوت** |
| **]**  **to make something else seem better or more attractive when combining with it:**  **Strawberries and cream complement each other perfectly.**  **The music complements her voice perfectly.**  **NOTE: Do not confuse with complimen** | **complement verb [T**  **يكمل** |
| **important or noticeable:  There has been a significant increase in the number of women students in recent years.  *The talks between the USA and the USSR were very significant for the relationship between the* tw*o countries.***  significance *noun*  importance:  *The discovery of the new drug is of great significance for/to people suffering from heart problems.*  significantly / *adverb*  *My piano playing has improved significantly since I've had a new teacher.* | significantly (important) *adjectiv****e*** |
| **relating to activities in which you meet and spend time with other people and which happen during the time when you are not working:**  **I had an active social life when I was at college.** | **social adjectiveاجتماعي** |
| **عالم الاجتماع**  **someone who studies or is an expert in sociology** | **Sociologists noun** |
| **1 [T] to tell someone that you will kill or hurt them, or cause problems for them if they do not do what you want:**  **They threatened the shopkeeper with a gun.**  **[+ to infinitive] They threatened to kill him unless he did as they asked.** | **threaten verb** |
| **Equality المساوة** | **Racialعرقي** |
| **Whether اذا ما كان** | **Independence استقلال** |
| **Glowing متوهج** | **Lanterns غازية مصابيح** |
| **indigenous السكان الاصلين** | **Warn يحذر** |
| **Rumor اشاعة** | **Tension توتر** |
| **Revolutionary ثوري** | **Fear خوف** |
| **slowing** | **Colonies مستعمرات** |
| **Gallop [جرى بالفرس** | **Leap يثب** |
| **Courageous شجاع** | **Troops قوات** |
| **Establish ينشئ** | **Heroic بطولي** |
|  | **versus**  بمقابل **preposition**  **Tomorrow's game is Newcastle versus Arsena** |
| **Regime نظام الحكم** | **Oppressive ظالم** |
| a feeling of liking for a person or place:  He had a deep affection for his aunt.  She felt no affection for the child. | affection noun |
| to have an influence on someone or something, or to cause them to change:  Both buildings were badly affected by the fire.  The divorce affected every aspect of her life.  It's a disease which affects mainly older people.  I was deeply affected by the film (= It caused strong feelings in me). | affect (INFLUENCE) verb [T] |
| to make or get something or someone ready for something that will happen in the future:  Have you prepared for your interview?  She'll prepare the food ahead of  time and freeze it. | prepare verb : **يستعد** |
| to sit on a horse or a bicycle and travel along on it controlling its movements:  I learned to ride a bike when I was six.  I ride my bicycle to work.  I ride to work on my bicycle. | ride verb rode, ridden |
| to greatly respect and admire someone or something:  Nelson Mandela is revered for his  brave fight against apartheid. | revere verb [T] |
| **تضيق الخناق على** | Stranglehold **on**  **noun** |

**2 Reading and speaking**

**2a**

**The local shop – is too late p15**

**Factual error** : In many cities the small food shop is rapidly becoming a thing of the past .

1. **Indeed , many young urban dwellers scarcely know the meaning of these words .**

**Factual error** : small shopkeepers are diversifying into other areas , such as selling coffee

1. **They are selling their shops, not diversifying. (‘… their premises are being taken over by other fast food chains and international coffee shops.’)**

**3Correct**

**4Correct**

**Factual error** : it is probably too late to save small shops

1. **It may not be too late to save small shops. (‘… we may yet**

**be able to put a halt to the inexorable decline of the small local shop.’)**

**AUDIO Script TRACK 6**

**Interviewer:** Today on ‘Culture and Change’ (**العادة و التغير** ) our guests are sociologists Dr Lawrence Haines and Dr Robert Woods. Our topic **موضوع**) (is ‘the small shop versus **( بمقابل** ) the supermarket’. The rise of the supermarket began in the 1960’s and 1970’s and continued until, today, they now have a stranglehold **( اسم** ) on the retail sector. A good or a bad thing? Dr Haines?

**Dr Haines:** Oh, a good thing, without a doubt **( بدون شك)** **.** **For a start, choice.** Supermarkets now offer **(تعرض )** the choice of up to 40,000 lines – everything from economy to more expensive products at competitive **(منافس** ) prices .They provide free car-parking, home deliveries and internet shopping. And you can get seasonal ( **موسمي** ) vegetables all year round.

**Interviewer:** Dr Woods. **I** take it that you would not agree with Dr Haines?

**Dr Woods** No, I certainly would not. Supermarkets have undermined

**( قوضت)** the very fabric **(نسيج / بنية )** of our society. Local shops provided a focus **( تركيز**)for the community, a friendly face who knew the customers. Now we are actually denied choice – the only option being the socially sterile **( غير مثمر**) atmosphere of the super store. For some people, the elderly **(كهل**) and the lonely, the visit to the shop is their only point of social contact.

**Dr Haines:** I see Dr Woods’ point. But society has changed – for better or for worse – and there’s no going back. In so many households now people are very busy. They don’t have time to

wander **(walk)** round the local shops – they need the facility of getting everything in one place, often in the evening after work, at times that the small local stores wouldn’t have been open.

**Interviewer:** Let’s get onto that major revolution, internet

shopping, which large stores can provide but small

shops can’t …

**3 Speaking, writing and listening D**

**A sociologist:**

is an academic who studies society, the way it is organized, and the way people behave in relation to each other. The scientific study of society is called *sociology* .

**3b p15**

**ANSWERS:**

**Against small shops: less choice of products, less competitive prices, problems with car parking, seasonal vegetables not available all year round, not always open at convenient times.**

**For small shops: a focus for the community, more friendly, more choice of outlets.**

**3c**

**.**

**PROBABLE ANSWER:**

**Dr Haines probably approves of**

**internet shopping, Dr Woods probably does not.**

Unit **2** **heroes past and Aims Analysis (+ Access + Lesson 2 The best of the past**

**Paul Revere's Ride**

* **It was a dark night in Boston on April 18, 1775 and (1) there was tension and fear in the air .**
* **(2) The American colonies were fighting the British for their independence , and there was a rumor that the British were going to attack that night .**
* **Paul Revere – artist , silversmith and revolutionary – was waiting for information about whether the British would attack by land or by sea so that he could warn revolutionary leaders . suddenly , there were two lanterns glowing from the tower , a sign ( ) that the enemy would arrive by water, across the Chares River.**
* **(3) Revere leaped on his horse and galloped through the countryside at full speed, slowing down at each house along the way to shout , 'The British are coming' ! Revere was arrested by the British soldier ,but**
* **(4) not before he had warned the leaders and prevent a surprise attack on American troops near Boston.**
* **Boston was the center of the American Revolution, and if Paul Revere hadn't made his courageous ride the (5) outcome of the revolution might have been very different**

**1b p16**

**ANSWERS**:

* **Who was Paul Revere ? Paul Revere was an artist, silversmith, and revolutionary**
* **Why did he become a legend of American Revolution ?**

**He warned the American leaders that the British were coming**

**1c p17**

**. ANSWERS**

**: 1 ‘… there was a rumor that the British were going to attack that night.’**

**2 ‘… he had warned the leaders and prevented a surprise attack on American troops near Boston.’**

**3 ‘We tend to think of revolutionary heroes as people who fought**

**to free their countries from oppressive governments in the 18th and**

**19th centuries.’**

**4 ‘… but in more recent history there have been people who fought for other causes.’**

**A *silversmith* is someone who makes items out of silver. You**

**might want to point out other jobs that contain the word**

***smith* to students. These include:**

***goldsmith* = a person who makes items out of gold**

***blacksmith* = a person who makes horseshoes**

***locksmith* = a person who makes locks and keys**

**Grammar builder: the past p17**

**The past forms are used in different ways in a**

**narrative. (the part of a story which establishes the background details or ‘sets the scene’ such as *‘It was a dark and stormy night …’*).**

1. **there was tension and fear in the air . (1c ) ======= there was/were :**

**there were thousands of stars and there wasn't a cloud in the sky .**

**(2) The American colonies were fighting the British for their independence ( 1b ) ====the past continuous An old man was watching the moon rise from his window .**

**(3) Revere leaped on his horse and galloped through the countryside at full speed, (2a ) =======the past simple :**

**A child started to cry .**

**(4) not before he had warned the leaders and prevent a surprise attack on American troops near Boston (2b ) ====the past perfect :**

**The man had checked the locks before he went to bed .**

**5) outcome of the revolution might have been very different . (3b) === may / might have:**

**The noise may have been an animal .**

**ANSWERS: 1 1c 2 1b 3 2a 4 2b 5 3b**

**3 Speaking, writing and reading p17**

**Language help**

**You might want to remind students about the different ways of making suggestions in English. Write the following structures and examples on the board for them to refer to when they do exercise 3c:**

* **I suggest + (that) + clause, e.g. I suggest (that) you have fewer**

**characters.**

* **I suggest + -ing, e.g. I suggest having fewer characters.**
* **I suggest + noun, e.g. I suggest fewer characters***.*

U**3**t **Viewpoint p18**

**Learner development**

**There are certain phrases that they can use.**

**1a:**

**This is a photograph of … whereas this is a photograph of …**

**One of the main differences / similarities between the photographs**

**is (that) …**

**In this photograph, the people / buildings / weather, etc. are … but**

**in this one, the people / buildings / weather, etc. are …**

**Remind students that it is a good idea to give some personal**

**opinions about what they can see in the photographs when**

**they have finished comparing and contrasting them and to**

**give reasons for their opinion. For example:**

**I think that life must have been harder / easier for the people in this**

**photograph, because …**

**Audio script Track 8 p18**

**Lecturer**: Many people think it would have been nice to live in another century – less stress, less pollution, more time for leisure, etc. But what was life really like, for example, in the mid-nineteenth century? Let’s take London as an example. If you think it was a small, clean city, you’d be very much mistaken ( adj ) **.** The interesting thing is that London was already one of the biggest cities in Europe, and it had all the problems and none of the conveniences of big cities today. Of course, there weren’t any cars yet, but even so, traffic was a problem. There were thousands of carts, horse-drawn carriages, and delivery wagons on the streets, and no traffic laws! The city was terribly dirty. Many of the streets were not paved, and there was mud when it rained and dust when it was dry. People used to throw garbage and dirty water into the streets. Victorian London suffered from both water and air pollution. The River Thames, which runs through the capital, was polluted because there were no sewage systems, and there were no controls on factory emissions. All the waste went into the river. There was also air pollution caused by smoke from factories, gas streetlights, and coal fires in homes. On many days, three-quarters of the sunlight was blocked by air

pollution. Because sanitary conditions were terrible, disease was a big problem, and there were no antibiotics. Much of the capital’s population suffered from, and often died as a result of, severe respiratory diseases such as asthma and bronchitis or infections such as cholera, typhoid and tuberculosis. So, I’m personally very glad that I’m living today and not in 19th-century London! I think life in those days must have been very difficult

for the majority of people.

**1b**

**ANSWERS: The lecture is about life in Victorian London. The**

**speaker thinks that life was probably worse.**

**1c p18**

**ANSWERS:**

**Traffic: terrible – lots of horse-drawn carriages, etc.**

**Cleanliness: very dirty; mud when it rained, dust when it was dry; garbage and dirty water in the streets.**

**Pollution: river polluted, no sewage system, no controls on factory waste; air polluted, smoke from factories, coal fires and gas streetlights.**

**Health: no sanitation; no antibiotics; respiratory diseases and**

**Infections.**

**2 Word builder: recording vocabulary**

**2a**

**.**

**ANSWERS:**

**1 Transportation: cart, wagon. Pollution: waste, emissions, smoke, sewage, carbon monoxide. Diseases: cholera, diphtheria, tuberculosis, typhoid.**

**2 stuck in rush hour traffic, a horse-drawn carriage, people suffered from respiratory problems, cleaner atmosphere.**

**3 Students’ own answers.**

**2b**

**3 Grammar builder: the definite article, *the*: use and non-use**

**P19**

**اداة التعريف the تأتي قبل الكلمة لتحدد شئ معروف مثال**

**Have you seen the laptop?**

**Laptops are getting cheaper all the time.**

**why the definite article *the* is**

**used in the first example and not in the second**

**examples:**

**1** *Uri is on holiday in \_\_\_\_\_ Germany.* (no article)

**2** *What was life like in \_\_\_\_\_ 19th century?* (the)

**3** *Cruises down \_\_\_\_\_ Nile start from just $500.* (the)

**4** *How long have you been playing \_\_\_\_\_ tennis?* (no article)

**5** *The city has a huge problem with \_\_\_\_\_ air pollution.* (no article)

**من الامثلة السابقه يمكن ان نلخص متى يجب ان يسبق الكلمة اداة التعريف article) )**

**ومتى لا يجب**

**The is not used to talk about**

**1 things in general , e.g.**

**I'm studying maths / medicin , etc , in London .**

1. **places or areas in general , e.g.**

**she is at home / collage, etc he is in prison / bed , etc**

**3 most cities / countries / mountains, e.g.**

**have you ever been to New York / Egypt ?**

1. **meals , e.g.**

**what are you having for lunch / supper ?**

**note**

**: both radio and TV are used with the article e.g.**

**what's on the radio / the T.V ?**

**when you are referring to radio and T.V in general , the article isn't used , e.g.**

**He writes for radio and television .**

**The definite article is used to talk about specific things that are known to the listener or reader** .

**3a p19**

**Answer :**

**1a 2e 3d 4b 5c**

1. **Have you ever been to the French Alps ?**

**Certain countries , regions , or mountain ranges**

**2 I disagree that the police should be allowed to carry guns .**

**Certain groups of people or nationalities ; before adjectives**

**3 Is there anything on the television tonight ?**

**Forms of entertainment (see \*Note )**

**4 A vaccine for polio was invented in the 1950s.**

**Periods of history**

**5 Did you remember lock the car ?**

**When the listener / reader knows which thing we are talking about**

**3b p 19**

**NSWERS: 1 the 2 the 3 — 4 the 5 the 6 the 7 — 8 the 9 —**

**Naguib Mahfouz was the winner of the Noble prize for literature in 1988 . He was born in Egypt in 1911 and died in 2006 . He is considered one of the greatest Egyptian writers and certainly one of the finest writers of contemporary Arabic literature .**

**He was born and grew up in a lower middle-class family in the Gamaleyya and el-Abbaseyya neighborhood of Cairo . Both districts served as a backdrop for Mahfouz's writings, the most famous of which is his Cairo Trilogy . He won the Noble prize for his realistic and rich picture of life in Cairo and for 'forming an Arabian narrative art that applies to all mankind.**

**saudi Arabia and the World: Al-Hijr p20**

**the acronym (أوائل حروف الكلمات )**

***UNESCO* stands for (*United Nations Educational,Scientific and Cultural Organization*).**

**heritage noun**

**features belonging to the culture of a particular society, such as traditions, languages or buildings, which still exist from the past and which have a historical importance:**

**These monuments are a vital part of the cultural heritage of South America.**

**1 Vocabulary**

**1a**

Answers : 1d 2g 3a 4e 5c 6f 7h 8b

1. **World heritage site :place that *UNESCO* lists as of international special cultural or physical significance**
2. **Conserved : used and kept wisely without damage**
3. **preserved : kept without any changing anything.**
4. **Protect: keep safe often through laws or rules .**
5. **Monument : something admired for its importance in history .**
6. **Historic : famous or important in history**
7. **Significant: important**
8. **Ancient** : **very old**

ANSWERS: 1 2 3 4 5

**1b**

**Al-Hijr is the first** World Heritage Site **in Saudi Arabia and is the largest** historic / significant site of the civilization of the Nabataeans . It is significant **because of its position as as important town on an** ancient **trade rout that linked the southern Arabian area to the eastern Mediterranean . It includes a large collection of well** preserved monuments **with the decoration cut directly into the sandstone , dating from the 1 st century BCE to the 1 st century CE.**

**2 Reading**

**2b**

.

Answers:

**1 It is one of the few remaining rainforests in Central America and over 2,000 indigenous people still live in the forest.**

**2 It is the largest historic site of the civilization of Nabateans and it has a large collection of well-preserved tombs and monuments with the decoration cut directly into the sandstone.**

**3 Students’ own answers, e.g. It identifies and lists historic sites; it protects cultures that are endangered; it conserves historic sites.**

**3 Grammar builder: causative p21**

**form of the causative : verb *have* in relevant tense + the object + the participle.**

**USE THE CAUSATIVE WHEN YOU ARRANGE FOR SOMEONE ELSE TO DO WORK FOR YOU .**

**The causative is used frequently when describing going to the hairdresser, e.g. *I had my hair cut yesterday.***

1. **We would have the roof retiled**
2. **Fawzi had the house painted yesterday .**
3. **I had my hair cut yesterday**
4. **I had the roof repaired last month.**
5. **We have had the electricity installed recently.**
6. **They are having the walls painted at the moment.**
7. **Rania and Leila have had the AC installed recently.**
8. **Fahad has had the bathroom installed recently.**
9. **Taher and his father had the plumbing taken out last month.**
10. **Fahad is having a photo taken after the work is finished.**
11. **We are having the curtains made after the work is finished.**
12. **Taher and his father are having the house painted at the moment.**

**3b**

**Answers :**

**1 We are having the car serviced today.**

**2 I had my hair cut last week.**

**3 We have our apartment cleaned every day.**

**4 I must have them cleaned.**

**5 Yara had her ears pierced when she was born.**

**6 Have you had your hair cut?**

Unit **3** Into the future p22

**1 Future shock**

|  |  |  |  |
| --- | --- | --- | --- |
| Refers | يشير | **Rapid** | **سريع** |
| **Adapting** | **يتكيف** | **Shock**   |  |  | | --- | --- | | **Nouns** | **shock shocked** | | **Adjectives** |  | | **shocking** | | **Verbs** | **shock** | | **Adverbs** | **shockingly** | | **shock (SURPRISE)** |
| **adapt (CHANGE) verb** | **to change something to suit different conditions or uses** | **Predicted** | **تكهن** |
| **suffer from** | **يعاني من** | **publish verb** | **ينشر** |
| **Depression** | **كأبة** | **Exist** | **موجود** |
| **Culture**  **noun** | **(way of life)** | **Beneficial** | **مفيد** |
| **Predicted / predict**  **past simple** | تنباء | **Supply**   |  |  | | --- | --- | | Nouns | **supplier** | | **supplies** | | **supply** | | **Verbs** | **supply** | | **يزود** |
| |  |  | | --- | --- | | **Nouns** | **operation** | | **cooperation Operative Operator** | | **operational** | |  | |  | |  |  | |  | |  | |  |  | |  | |  |  | | **عملية**  **تعاون**  **عامل** |  |  |
| **Argue**   |  |  | | --- | --- | | **Nouns** | **Argument**  **arguable** | | **Adjectives** |  | | **argumentative** | | **Verbs** | **argue** | | **Adverbs** | **arguably** | | يجادل  يحاول أن يبرهن |  |  |
| **his royal highness** | **HRH** | **Urgent** | **ضروري**  **ملح** |
| **Impending adj** | **قريب/ وشيك** | **beneficial adjective**  **The improvement in sales figures had a beneficial (= helpful or good) effect/influence on the company as a whole**  **A stay in the country will be beneficial to his** | **مفيد** |
| **Natural** | **طبيعي** | **Emotional**   |  |  | | --- | --- | | **Nouns** | **emotion** | | **Adjectives** | **emotional** | | **emotive** | | **Adverbs** | **emotionally** | | **عاطفي** |
| **Violence**   |  |  | | --- | --- | | **Nouns** | **violence** | | **Adjectives** | **violent** | | **non-violent** | | **Verbs** | **violate** | | **Adverbs** | **violently** | | **عنف**  عنيف | **Increasingly**   |  |  | | --- | --- | | **Nouns** | **increase** | | **Adjectives** | **increased** | | **Verbs** | **increase** | | **Adverbs** | **increasingly** | | **على نحو متزايد** |
| **remote adjective** | **far away in distance,time or relation**  **remote galaxies**  **It happened in the remote past, so no one worries about it any more** | **resolution.** | **/ دقة قرار** |
| **terrestrial adjective** | **ارضي** | **Reap** | **يحصد** |
| **spin-off noun** | **product that develops from another more important product in the fields of medicine** | **Sarcastic adjective** | **ساخر** |
| **annoy verb** | **يزعج** | **Synonyms** | **مرادف** |
| **Bored**   |  |  | | --- | --- | | **Nouns** | **bore** | | **boredom** | | **Adjectives** | **bored** | | **boring** | | **Verbs** | **bore** | | **Adverbs** | **boringly** | | **ممل**  **to**  **make someone angry** | **Critical adjective** | **not pleased )** |
| **Intonation noun تغير الصوت بالارتفاع و الانخفاض** | **محرج** | **Primitive** | **بدائى** |
| **agility** | **رشاقة** |  |  |
| **insist**   |  |  | | --- | --- | | **Nouns** | **insistence** | | **Adjectives** | **insistent** | | **Verbs** | **insist** | | **Adverbs** | **insistently** | | **يصر على** | **context** | **Con == trick**  **نص Text**  **تملق/يخدع/داء السل** |
| **stick-to-it noun** | **يرتبط به** | **Context** | **سياق** |
| |  |  | | --- | --- | | **Resolve present tense ver** | | |  |  | |  | **past simple resolved** | |  |  | |  |  | |  |  | | **Some people resolve to lose**  **Weight.**  **Some people resolve to give up smoking.**  **Some people resolve to save money.** | | **past participle resolved** | |  |  | |  | | | **يقرر** | **The noun resolution comes from the verb resolve, meaning**  **to make a determined (محدد) effort (جهد) to do something you said you would do, e.g.**  **Jake resolved to lose 20 lbs by the summer*.*** |  |
| |  |  | | --- | --- | | **Nouns** | **determination** | | **determiner** | | **Adjectives** | **determined** | | **predetermined** | | **indeterminate** | | **Verbs** | **determine** | | **Adverbs** | **determinedly** | | **the ability and determination to continue doing something despite difficulties** | **Extraordinary** | **استثنائي** |

**Audio script Track 9**

**Professor:** Has anybody ever read a book by Alvin Toffler called

*Future Shock*?

**Student 1**: Is it a new book? I haven’t heard of it.

**Professor:** No, it was published in 1970.

**Student 1:** 1970! I wasn’t even born then!

Student 2: My friend Tom and I have read it, and neither of us was born then. But both of us enjoyed it.

**Professor:** OK, Sam, can you tell all of us something about the

book?

**Student 2:** Well, Toffler wrote about the effects of increasingly rapid technological and social changes on people.

**Student 1**: You mean changes that were happening in the 1970s?

**Student 2:** Well, yeah, changes that had started to happen. Toffler predicted that technology would change more and more rapidly in the last 30 years of the 20th century. And he thought none of us would be able to adapt quickly enough.

**Professor:** That’s right. By ‘future shock’, Toffler meant that the future would arrive before we all were ready for it. He predicted that some of us would suffer from depression and emotional problems. Some people would even become violent from stress.

**Student 1**: So future shock is a little bit like culture shock? Everything is different, and people have problems adapting?

**Professor:** Yes. You have to understand that in the early 1970s, there were no PCs, no e-mail, no DVDs, no satellite communications, not even pocket calculators or digital watches. None of these things existed. Imagine how much life has changed in 35 or 40 years – a very short time in the context of all history.

**Student 1**: I can’t imagine life without all those things – pretty primitive! We all seem to have got so used to them.

**Professor:** Yes, well, I’m sure one day your children will think

your life was primitive, too. Anyway, you might want to read *Future Shock*. It’s a view of the future that is now the present.

**1 Listening D p22**

**1a**

**ANSWERS:**

**1 ‘Future shock’ refers to the problems that people have adapting to rapid technological change.**

**2 He thought people would suffer from depression, emotional problems, and stress leading to violence.**

**3 People today use or are aware of PCs, e-mail, DVDs, and satellite communications, etc. In the 1970s, most of these didn’t exist.**

**2 Speaking and reading**

**2a**

**2b**

**ANSWERS:**

**Communications satellites, thus the internet and**

**mobile phones. Weather satellites, warning us of impending**

**extreme weather situations like hurricanes.**

**2c p23**

**ANSWERS:**

**1 That space exploration may have beneficial spin-offs in the fields of medicine, pollution management and the supply of natural resources.**

**2 He is a symbol of space exploration being a potential area of international co-operation.**

**The main idea of the following paragraph is : 1 That space exploration may have beneficial spin-offs in the fields of medicine, pollution management and the supply of natural resources.**

* **And what of the future ? Already experiments the effect of zero-gravity on astronauts have substantially added to our knowledge on the working of the human body and the ageing process, with many possible benefits to the future of medicine . Research into more efficient fuel for spaceships is already pointing scientists in the direction of the development of less-polluting fuel for our motor cars . Furthermore, space exploration is an investment in the future . Our world is rapidly running out of natural resources and it would be foolish to ignore the potential of our own solar system – mining, for instance , for minerals and other substances on planets and asteroids .**

**The example is the author making by mentioning prince S.S**

* **Above all, space exploration allows us to keep our dreams alive .From Ibn Battuta Christopher Columbus to modern Antarctic explorers , humans have been driven to cross the boundaries of the physically unknown . With our world largely mapped, where is there to go apart from space ? When, on June 17th 1985 , HRH prince Sultan bin Salman bin Abdul-Aziz al-Saud joined French and American astronauts on STS-51G Discovery and became the first Saudi Arabin in space , he pointed the way forward to a future where we can all co-operate to cross the ultimate barrier … space .**

**3 Word builder: synonyms مرادف p23**

**Language assistant**

* **these words are called synonyms because they mean the same thing.**

**fast , rapid , quick , speedy**

* **these words are called synonyms because they mean the same thing.**

**happy , glad , pleased , cheerful**

**3a P23**

**1) remote = distant بعيد**

**2) reaped = gained حصد**

**3) provide = give يزود**

**4) monitoring = checking فحص ؛ مراقبة**

**5) the ageing process = getting older شيخوخة التعمير هرم ؛**

**6) less-polluting = cleaner**

**7) rapidly = quickly بسرعة**

**8) apart from = except باستثناء**

**3b p23**

**ANSWERS:**

**terrestrial = of the world;**

**zero-gravity =weightlessness;**

**weight وزن weightless انعدام الوزن weightlessness عدم الوزن**

**furthermore = also;**

**barrier = a frontier or obstacle ((عقبة that is difficult to cross**

**frontier noun**

**a border between two countries, or (especially in the past in the United States) a border between cultivated land where people live and wild land:Some of the frontier between Germany and Poland follows the course of the river Oder**

**Nepal has frontiers with both India and China .**

**They lived in a town close to the frontier .**

U**2**n**The best intentions ( تصميم نية /عزم / (p24**

**1 Grammar builder: future tenses and time**

**1a p24**

**In English , there are many ways to take about the future .**

**الجمل المستقبلية لها عدة صيغ كما درسنا سابقا ومنها**

1. **will**
2. **going to**
3. **will + have + past participle .** future perfect simple

is used to talk about something that will be finished at a certain point in the future.

* **This time next week, I will have finished this project**.

ANSWERS: 2g 3b 4i 5e 6j 7c 8f 9h 10a

**1) Dinner at luigi's restaurant? That'll be good . It always is .**

**D) a prediction(based on past experience.)**

**2) The bus leaves in two hours .**

**G) a scheduled event**

**3) I'm going to stay at home and rest tonight**

**B) a plan intention**

**4) By Thursday , I will have written my paper .**

**I) something that will be finished by a certain time in the future**

**5) I like this shirt . I think I'll buy it .**

**e) a decision that has just been made**

**6) It's much colder today**. **I think it's going to snow .**

**j) a prediction based on present evidence**

**7) I'm having dinner with my parents tonight .**

**c) an event that has been arranged**

**8) This time next week , I'll be (living) in Najran .**

**f) a situation that will be true at a certain point in the future**

**9) They may buy a new car next year .**

**h) a possibility at some point in the future**

**10) I'll call you tomorrow .**

**a) a promise**

**1 Grammar builder: future tenses and time**

**1b p24**

**ANSWERS:**

**A: I hope all goes well with your exam .**

**B: thanks. I will have finished it by 4.00. ( the exam will be finished**

**by 4.00) . I will call you then. ( promise to make a phone call)**

**A: Oh , don't forget that the johnsons are coming for dinner tonight at 8.00 . ( dinner has been arranged for 8.00) .**

**B: yeah , that will be fun (prediction based on past experience of having dinner with the Johnsons) . But is it ok if I get there about 9.30?**

**A: that's too late . we will have started dinner before then . ( situation (eating dinner) that will be true at a certain point) What about 9.00 ?**

**B: Uh , let's see . Yes , there's a train at 8.30 that gets there at 8.50 . ( a scheduled event from a train schedule)**

**A : Fine . I will see you later . (a promise)**

**B: yes . I am going to enjoy tonight after finishing this exam !. ( a plan to enjoy oneself**

**2 Pronunciation: expressing feelings**

**Audio script Track 10**

**Speaker 1: [sarcastic] Yeah, that will be fun.**

**Speaker 2: [enthusiastic] Yeah, that will be fun.**

**Speaker 1: [bored] Fine. I will see you later.**

**Speaker 2: [annoyed] Fine. I will see you later.**

**Speaker 1: [critical] Oh, don’t forget that the Johnsons are**

**coming for dinner tonight at 8.00.**

**Speaker 2: [insistent] Oh, don’t forget that the Johnsons are**

**coming for dinner tonight at 8.00.**

**2a p24**

**Tell students to think about the intonation (or word stress) of a**

**sentence and how this can sometimes tell us how a person is**

**feeling. You might want to say the following example sentences,**

**stressing the underlined word, and ask them to tell you how**

**they think you feel:**

***Fine. It’s no problem*. (annoyed, but trying to hide it)**

***Fine. It’s no problem*. (not annoyed)**

**Learner development**

**Annoyance is shown by using the voice in two ways: by**

**stressing words at the beginning of a phrase and by only a**

**slight change in pitch. The less the voice rises from the general**

**pitch of the sentence, the more annoyed we sound. The more**

**interested or happy we are with something, the more the**

**intonation rises.**

**Play the recording for the students to underline the words that**

**3 Speaking and reading p25**

**3a**

**Have you ever made a resolution.?**

**Mention the kinds of things that people resolve to do (e.g. lose**

**weight, give up smoking, save money, etc.).**

**have you ever been successful in sticking to a resolution and why or why not** **?**

**3b p25**

**ANSWER:**

**The factors for sticking to a resolution are to make it**

**realistic, to be motivated and not to expect results too quickly.**

**Sticking to those resolutions ! p25**

**So what's the secret to sticking with plans and making them work ?**

**Here's a little test : which of the people do you think stuck to his or her resolution and why ? why do you think both of the others failed ?**

1. **Martin :**

**I'm going to lose fifteen kilos by my graduation day in March 3, 2014 . I'm going to run fife kilometers every day . If I go on an 800 –calorie –a-day diet , I'll lose about one and half kilos a week . I will have lost the fifteen kilos in ten weeks !**

**Unrealistic expectation :**

**Of what he could do . He wanted to reduce his calorie intake to almost dangerous levels and he planed overly ambitious exercise routine .**

1. **Sam**

**I'm going to save money so I can buy a camera when I leave school . I can work part-time two days a week and on Saturdays , so I can earn about $400 a month . my parents said that if I save $200 a month , they'll help me with the rest .**

**Unrealistic expectation :**

**He made a realistic plan for saving money based on how much he could earn in his free time . he was also motivated by his parents' offer to help and he was content to reach his goal little by little .**

1. **Tom**

**I'm going to practise football for eight hours a day . I am already a good player . I'm going to make it on the national team and I'm going to be the next David Beckham !**

**Unrealistic expectation :**

**He should have thought more carefully about the time he has available for football training . he would need several years to become a top class player , and he should have started training when he was much younger .**

**4 Writing and speaking p25**

**I'm going to lose weight . I'll stop eating sweets . I'll have lost 3 kilos by next month .**

**future perfect simple (*will have* + past participle).**

1. **Biosphere 26**

**a closed biosphere is : (one that people cannot leave, or enter, for a certain period of time).**

**Audio script Track 11**

**Interviewer:** Today on ‘Project Earth’ we have Dr Ethan Phillips of Columbia University’s Biosphere 2 project. For those who are unfamiliar **غير عارف**) ( with Biosphere 2, it’s a long-term ( **طويل الاجل** ) ecology project in the Sonora Desert of Arizona. Dr Phillips, what exactly is a biosphere?

**Dr Phillips:** A biosphere is an airtight, self-contained greenhouse.

**Interviewer:** So it’s like a greenhouse for growing vegetables in cold weather.

**Dr Phillips:** Well, sort of, but it’s much more sophisticated than a normal greenhouse. A biosphere is entirely**( تماما )** independent from the surrounding **(المحيطة**) environment ) ( **البئة**, and has its own ecosystems

**( نظام بئ ).**

**Interviewer:** And what is the purpose of Biosphere 2?

**Dr Phillips:** Well, as I said, it has its own internal ecosystems, including a rainforest, an ocean, and a cool coastal desert, among others. Botanists **علماء النبات )**, biologists**علماء الاحياء )** (, ecologists, and other scientists use Biosphere 2 to study the effects of environmental changes on the earth’s ecosystems.

**Interviewer:** Do they control those changes?

**Dr Phillips:** Yes. They can change rainfall, temperature, and carbon dioxide levels to simulate**( يشبه** ) changes that may happen on earth.

**Interviewer:** And what is the benefit of understanding those changes?

**Dr Phillips:** If scientists can understand and predict environmental changes, they may be able to prevent future ecological disasters **كوارث** .

**Interviewer:** Has Biosphere 2 always been an ecosystems laboratory?

**Dr Phillips:** No. In the early 90s, it was used for an experiment to test whether humans could live in a closed ecosystem. We wanted information about the possibilities of life in space stations, or even on other planets.

**Interviewer:** How did the experiment work?

**Dr Phillips:** From 1991 to 1993, eight scientists lived in the biosphere. They were completely self - sufficient**مكتفي ذاتيا** ; they grew all their own food and controlled every aspect **جانب** of their lives.

**Interviewer:** And they didn’t come out of the biosphere for two

years?

**Dr Phillips:** No, and life wasn’t easy! They had contact only with each other.

**Interviewer:** Was the experiment a success?

**Dr Phillips**: In general, yes. All the scientists said that though it had been very difficult, they felt it was a positive experience. They said they had learned to be calmer, to take life more slowly and to be more tolerant**تسامح** .

**Interviewer:** **You’ve been listening to Dr Ethan Phillips of Columbia** University. If you would like more information on Biosphere 2, there is a Biosphere 2 website. Thank you for listening to ‘Project Earth’.

**1b p26**

**ANSWERS:**

**1) What is the Biosphere ?**

**A Biosphere is an airtight, self-contained greenhouse.**

**2) What is the present purpose of Biosphere?**

**Biosphere allows scientists to study the effects of environmental (المحيطية) changes on a number of different ecosystems.**

**3) What was the purpose of the Biosphere from 1991 to 1993 ?**

**It was used for an experiment to see whether people could live in a closed ecosystem ( النظم البئية).**

**4) What did the scientists say they had learned during that time ?**

**The scientists said they have learned to be calmer, take life more slowly, and be more tolerant قادر على التحمل) متسامح / (.**

**2 Reading and speaking P26**

**2a**

**Talk about some of the skills and abilities that a person would need**

**to be able to survive in a biosphere for a year.**

**They will need to be able to stay calm .They are going to know something about science or environmental issues .**

**2c p26**

**.**

**ANSWERS:**

***neither of them lives at home*; *Both of his parents are***

***disabled*; *he takes care of them both*; *None of his family … .***

**تأتي بعد *neither* الصيغه بالمفرد**

**تأتي بعد *Both* الصيغه بالجمع**

**3 Grammar builder: *both*, *neither*, *either*, *none* p27**

1. ***Neither***

* **We've got two TVs, but neither works properly.**
* **Neither of my parents likes my boyfriend.**
* **Neither one of us is particularly interested in gardening.**
* **"Which one would you choose?" "Neither. They're both terrible."**
* **If she doesn't agree to the plan, neither will Tom (= Tom also will not).**
* **Chris wasn't at the meeting and neither was her assistant**
* **"I don't feel like going out this evening." "Me neither."**
* **On two occasions she was accused of stealing money from the company, but in neither case was there any evidence to support the claims**

1. **Neither …nor**

**Use neither…nor to join two subjects when the verb is negative . Neither …nor takes a singular verb .**

* **Neither my mother nor my father knows I am in the** Biosphere .
* **Neither my mother nor my father went to university.**
* **They speak neither French nor German, but a curious mixture of the two.**
* **I neither know nor care what's happened to him.**
* **.be neither one thing nor the other**
* **I prefer a book to be either fact or fiction - this one is neither one thing nor the other**
* **The monitor gets hot and turns itself off, and does not display some colours correctly. Neither of the computer games he ordered *has* arrived**

1. **Either …or ( اما ....... أو )**

**Either …or joins two subjects when the verb is positive .**

* **Either of and neither of take a singular verb .**
* **Either Fahad or Andrew is the best candidate .**
* **Either of the medical candidates is a good choice .**

1. **Both/both of**

* **Use both or both of to join two subject . Both takes a plural verb .**

**Both my parents / Both of my parents are doctors .**

* **You need to use both of before us / you / them ..**

**Both of us are from Riyadh .**

* **But you need to use both after us / you / them .**

**He takes care of them both .**

1. **Either of / Neither of**

**Use either of / neither of for two things . Either of and neither of take a singular verb .**

* **Either of the medical candidates is a good choice .**
* **Neither of them is a good choice .**

**Note : Both / neither / either + of is always followed by the /these /our / us , etc.**

**either (also) adverb**

**used in negative sentences instead of 'also' or 'too':**

**I don't eat meat and my husband doesn't either.**

**"I've never been to the States." "I haven't either."**

**They do really good food at that restaurant and it's not very expensive e**

**either (choice) determiner, pronoun, conjunction**

**used when referring to a choice between two possibilities:**

**Either candidate would be ideal for the job.**

**"Do you prefer pork or beef?" "I don't like either."**

**"Would you like the metal or plastic one?" "Either will do."**

**You can get there by train or bus - either way/in either case it'll take an hour.**

**We can either eat now or after the show - it's up to you.**

**Either you leave now or I call the police**

**either (both) determiner**

**both:**

**Unfortunately I was sitting at the table with smokers on either side of me**

1. **None**

**Use none when there are more than two subjects .**

**None takes a singular verb .**

* **None of my family wants me to go into the biosphere .**
* **None of them lives in Dammam.**
* **None of my children has/have blonde hair.**
* **"I'd like some more cheese." "I'm sorry there's none left".**
* **"Have you any idea how much this cost?" "None at all**
* **She went to the shop to get some oranges but they had none.**

**ANSWERS**

**3b** P27

1. Ali has two blue cars . **of**

. 1 **Both of Ali’s cars are blue.**

1. **Saad and Mohammed were invited to attend the meeting .of them**

**2 Both of them were invited to attend the meeting.**

1. **I don't have any friends who smoke . None**

**3) None of my friends smokes**

1. **My parents couldn't make it to my graduation ceremony . Neither**

**4) Neither of my parents could make it to my**

**graduation ceremony.**

1. **Laith and Shahid are not coming today . Neither …nor**

**5) Neither Laith nor Shahid are coming today**

**6) No students know the answer . None**

**6) None of the students knows the answer.**

**7) The front and the back sides of the house are made of glass . Both**

**7) Both the front and back sides of the house are made of glass.**

**8) You are not old enough to enter the Biosphere . Nasser isn't either . Neither …nor**

**8) Neither you nor Nasser is old enough to enter the Biosphere**

**3c**

1. **Both my mother and my father**
2. **None of my friends**
3. **Both of our neighbours**
4. **Neither the math teacher nor the Arabic teacher**

Unit **3.4**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Jogging ركض بطئ   |  |  | | --- | --- | | **present tense jog** | | |  |  | |  |  | |  |  | |  |  | |  |  | | **-ing form jogging** | | |  |  | | **past simple jogged** | | | **past participle jogged** |  | |  | | |  |  | | Exploration اكتشاف   |  |  | | --- | --- | | Nouns | exploration | | explorer | | Adjectives | exploratory | | Verbs | explore | |
| Archaeological اثري | Theme موضوع noun the main subject of a talk, book, film, etc. |
| Shipwrecks حطام سفينة | Treasure كنز noun |
| Individual noun فرد adjective فردي | Reserve noun / verb يحتاط / احتياط |
| Tend verb يميل | Discuss verb يناقش  discussion / noun نقاش |
| Assist يساعد verb  Assistant noun  assistance noun | متحمس keen   |  |  | | --- | --- | | Nouns | keenness | | Adjectives | keen | | Adverbs | keenly | |
| minerals: | Curious Adjectives فضولي/طريف /محب للاطلاع |

**Audio script 12**

pt Track 12

Person 1: Hello. I’m Hashim. I hope we find new oil to make a lot of money for the Kingdom.

Person 2: Hello. I’m Shirin. I think we will find lots of shipwrecks. They have already found one. It’s really exciting because we might find treasure that was lost many years ago.

Person 3: Hello. I’m Rayyan. I am keen to find new deep sea animals that we don’t know about yet and which don’t exist in books yet. It will add to our knowledge and science.

Person 4: Hi. I’m Tala. I know there is lots of gas in the Red Sea.We need more gas because we are using all our oil reserves fast.

Person 5: Good morning. I’m Adel. It is incorrect to think that there is nothing in the deep sea. In fact the deep sea is so difficult to get to that we know very little about it. The best thing about exploring the Red Sea is the exploration itself.

2 Speaking

It is not only the Red Sea that is unexplored. About 90% of the world’s oceans remain unexplored. One reason for this is because of problems getting to the bottom of the ocean, e.g. problems with water pressure that crushes equipment after a certain depth; darkness that makes it impossible to see, etc.

**2 Speaking P28**

**2a**

minerals: oil, gas, gold, silver, new undiscovered minerals;

animals: scientists know that there are many unnamed and undiscovered animals who live in the deepest parts of the sea and oceans. They are usually creatures

who are blind because they live where there is no light; objects: treasure, shipwrecks, caves, archaeological remains

Lesson 4 Grammar builder: **reported speech**

(**Statement**)

**: reported speech**

**(Statement)**

**الكلام الغير مباشر reported speech هو نقل الكلام على لسان قائله مع اجراء التغيرات ألازمه بطبيعة الحال في الضمائر و الافعال المساعدة**

**في حالة استخدام فعل مضارع لنقل الكلام على لسان قائله (say/says , tell/tells ) يتغير الضمير بينما يبقى الفعل كما هو في نفس الصيغة كما يلي :**

**A**

|  |  |
| --- | --- |
| **INDIRECT** | **DIRECT** |
| **Says that /say/say that**  **Ask + مفعول بة + if**  **tell + مفعول بة + not to** | **Says/say**  **Do you**  **Don't** |

**He says "I drive my children to school every day "**

**He says that he drives his children to school every day.**

**He says " I am working hard ". قال " انا اجتهد في عملي "**

**He says that he is working hard . يقول بانه يجتهد في عمله .**

**ألتغير في الضمائر الشخصية (personal pronouns)**

**و ضمائر الملكية ( possessive pronouns )**

|  |  |
| --- | --- |
| **INDIRECT** | **DIRECT** |
| **He/ she**  **They**  **His/her**  **Their**  **I**  **my** | **I**  **We**  **My**  **Our**  **You**  **your** |

**B**

**في حالة استخدام فعل ماضي ( Said , Told ) لنقل الكلام على لسان قائله يتغير الضمير و تتغير الافعال من صيغة المضارع الى صيغة الماضي ومن صيغة الماضي الى صيغة الماضي التام(had done ) كما يلي :**

**(1الافعال المساعدة تتغير كما يلي**

|  |  |
| --- | --- |
| **DIRECT** | **INDIRECT** |
| **Am /is**  **Are**  **Do/does**  **Don't/doesn't**  **Have/has**  **Will/ shall**  **May**  **Can**  **Has to /have to**  **did** | **Was**  **Were**  **Did**  **Didn't**  **Had**  **Would/should**  **Might**  **Could**  **Had to**  **Had + التصريف الثالث للفعل** |

**فيما يلي امثلة على ذلك :**

**He said , " I drive my children to school every day ".**

**قال " انا اوصل اطفالي الى المدرسة كل يوم "**

**He said that he drove his children to school every day .**

**قال بانه اوصل اطفاله للمدرسة كل يوم .**

**He said , " I drove my children to school" . قال " اوصلت اطفالي الى المدرسة "**

**He said that he had driven his children to school.**

**فال بانه أوصل اطفاله الى المدرسة .**

**They said to me ":we will leave Jeddah soon " . قالوا الي " سوف نغادر الى جدة قريبا ".**

**They told me that they would leave for Jeddah soon . احبروني انهم سيغادرون الى جدة قريبا.**

**He said to me " I completed my work " قال لي " انهيت عملي "**

**He told me that he had completed his work . اخبرني بانه قد انهى عمله**

**1**

**عبارات النهي**

**هي عبارة النهي التي تبد ابها الجملة فتصبح في (don't)**

**Reported sentence ( he told me not to)**

**مثال :**

|  |  |
| --- | --- |
| **Direct** | **reported** |
| **Don't go there** | **he said to me .** |
|  | **He told me not to go there** |

**2**

**الجمل الاستفهامية**

**A عند وجود سؤال يبدا بفعل مساعد من :**

* **مجموعة افعال الكينونة : ( am – is – are – was – were ) .**
* **مجموعة افعال ( have ) و هي : ( have – has – had ) .**
* **مجموعة افعال ( modals ) و هي :**

**Can could will would shall should ( ought to ) May might must had have to has to had to**

1. **فان الفعل المساعد يعود الى مكانه الاصلي بعد الفاعل**
2. **و تتحول كلمة (said) الى عبارة if )(+مفعول به (asked+**
3. **ثم يتحول المضارع الى ماضي و الماضي الى ماضي تام**

**امثلة :**

**Ali said " are you tired ?" قال علي " هل انت متعب ؟"**

**Ali asked me if I was tired . سالني علي ان كنت متعبا**

**The doctor said " is that okay ?" قال الطبيب " هل ذلك على مايرام ؟"**

**The doctor asked if that was okay . سال الطبيب ان كان ذلك على ما يرام .**

**Ali asked me " have you already eaten dinner ?" " هل سبق وان تناولت العشاء . He Ali asked me if I had already eaten dinner . سالني ان كنت قد تناولت العشا ء**

**Will you come to dinner ?**

**He asked me if I would come to dinner .**

**: B عند وجود سؤال يبدا بفعل مساعد من : do-does-did**

|  |
| --- |
| **ملاحظة هامة :**   * **في كثير من جمل النفي يكون هناك فعل مساعد من افعال (do) وهي do-does-did** * **الجمل الفعلية الاستفهامية غالبا ما تبداء فعل مساعد من افعال (do) وهي do-does-did ماعدا الجملة التي فيها احد ادوت الاستفهام who which , what الا بشرط ان يكون السؤال عن المفعول بة** |

**في حالة وجود سؤال يبدا باداة استفهام ( أي ان سؤال للجمل الفعلية يبدا بفعل مساعد من افعال (do)**

**وهي do-does-did فأننا نحذف الفعل did/ does/ do و نغيير الضمير مع تحويل الفعل المضارع الى ماضي, و الماضي الى ماضي تام كما يلي ::**

1. **He said , "do like rice ?" قال " هل تحب الارز ؟ "**

**He asked me if I liked rice . سالني ان كنت احب الارز .**

**2 He said , " did you see him ?" قال " هل رايته ؟"**

**He asked me if I had seen him . سالني ان كنت قد رايته .**

**3 Sami said " where do you live ? " قال سامي " اين تسكن ؟"**

**Sami asked me where I lived . سالني سامي اين اسكن .**

**4 He said " what did you do ?" "قال ماذا فعلت ؟"**

**He asked me what I had done . سالني ماذا كنت قد فعلت .**

|  |  |  |
| --- | --- | --- |
| **Indirect غير مباشر** | **Direct مباشر** | |
| **I don't know where they are going .** | **Where are they going ?** | |
| **I can't tell you what time it is .** | **What time is it ? كم ال** | |
| **I never asked who finished first .** | **Who finished first ?** | |
| **We didn't know why he left** | **Why did he leave ?** | |
| **I don't know what his name is .** | **What is his name?** | |
| **I don't remember where they went** | **Where did they go ?** | |
| **I don't know if faisal is coming .** | **Is faisal coming ?** | |
| **I don't remember whether he had gone to the shop .** | **Did he go to the shop ?** |
| **Please tell me if they are ready .** | **Are they ready ?** |

. " shall I put you down for ten to four , or would you rather come tomorrow ?" " I'll come at ten to four ", Mr. Lee replied . " I should have come last week . May be I am straining my eyes ".

When Mr. Lee to his three o'clock class , he asked his instructor for permission to leave early . " May I leave at 3:45 today ? " he asked . " I have to have an eye examination . I get terrible headache when I read . I must need glasses " he said .

The instructor said that Mr. Lee might leave at 3:45, and then he added , " you had better take down the assignment for next time but he didn't . He would have done it if he hadn't had a headache . " he couldn’t help thinking " " I should be reading my assignment " . he said .

When he saw the doctor . the doctor put drops in his eyes and then he couldn't read at all . " The effect of these drops will have worn off by midnight " , the doctor told him . " you had better not try to read tonight ".

السيد لي , الطالب الصيني , لا يستطيع القراءة لوقت طويل بدون ان يشعر بالصداع . احد الطلبة في فصله اخبره ان يذهب للمركز الصحي و ان يراجع الطبيب . " ينبغي عليك مراجعة الطبيب بالسرعة الممكنة " , قال الطالب " يمكن ان تحتاج لنظارات ".

و بمجرد ان حصل للسيد لي وقت فراغ , ذهب للمركز الصحي و طلب موعدا مع طبيب العيون و قال " اود ان افحص عيوني " .

و ق الطبيب يمكن ان يرى السيد لي الساعة الثالثة و الربع . قال الكاتب " يستطيع ان يراك الساعة الثالثة والربع هذا المساء " . اجاب السيد لي انه سوف لا يتمكن ان يكون هناك الساعة الثالثة و الربع بسبب ارتباطه بمحاضرة بالفصل الساعة الثالثة . و اقترح كاتب المواعيد قائلا : " يمكن ان يراك الطبيب الساعة الربعة الا عشر دقائق , و لكنني غير متاكد . احيانا يذهب الطبيب للبيت الساعة الرابعة . هل اعين لك موعدا الساعة الرابعة الا عشر دقائق . او هل تفضل المجئ غدا ؟"

اجاب السيد لي " كان يجب ان احضر الاسبوع الماضي " انني اجهد عيوني . عندما ذهب السيد لي الى الفصل لحضور المحاضرة الساعة الثالثة , طلب من مدرسه اذنا بالمغادرة في وقت مبكر قليلا و سال :" هل يمكن ان اغادر الساعة الثالثة و الدقيقة الخامسة والاربعين هذا اليوم ؟" . " يتوجب علي ان اجري فحصا للعين . انني اواجه صداعا مزعجا عندما اقرا . لابد انني بحاجة الى نظارة ".

قال المدرس ان السيد لي يمكنه المغادرة الساعة الثالثة و الدقيقة الخامسة و الاربعين و عندئذ اضاف " من الافضل لك ان تعمل الواجب الدراسي الاسبوع القادم "

عاد السيد لي للمركز الصحي الساعة الثالثة و الدقيقة الخامسة و الاربعين . كان الطبيب مشغولا وكان عليه الانتظار حوالي نصف ساعة . كان يمكن ان يقرا واجبه الدراسي في ذلك الوقت لكنه لم يفعل ذلك . و كان سيفعل ذلك لو لم يحصل له صدهع . و لم يكن بوسعه ان يتردد , و قال" يجب ان اعمل واجبي الدراسي ".

و عندما راجع الطبيب , وضع قطرات في عينيه و بعدئذ لم يتمكن من القراءة ابدا . و اخبره الطبيب قائلا " ان مفعول هذه القطرات سيزول بحلول منتصف الليل " " من الافضل لك ان لا تحاول الذاكرة الليلة" .

3 Listening p28

**Answers** :

Hashim wants to find oil, to make a lot of money for the Kingdom.

Shirin wants to find shipwrecks, to find treasure that was lost many years ago.

Rayyan wants to find deep sea animals we don’t yet know about, to add to our knowledge and science.

Tala wants to find gas, to replace the oil reserves that we are using fast.

Adel wants to find anything: she wants to explore because we know so little about the deep sea.

4a p29

Answers :

Change the sentences from direct to reported speech .

1 Shirin said , ' I think we will find lots of shipwrecks ' .

1 Shirin said that she thought they would find lots of shipwrecks.

2 Rayyan said , ' I am keen to find new deep-sea animals ' .

2 Rayyan said that he was keen to find new deep-sea animals.

3 ' I know there is lots of gas in the red sea , ' said Tala .

3 Tala said that she knew there was lots of gas in the Red Sea.

4 'it is incorrect to think there is nothing in the sea , ' said Adel .

4 Adel said that it was incorrect to think there was nothing in the sea.

Saeed said , ' I have never seen an octopus before' .

5 Saeed that said that he had never seen an octopus before.

6 Deema told me , ' I can't dive . I'm too scared ' .

6 Deena told me that she couldn’t dive. She was too scared.

7 ' I don't know what we will find ,' admitted Khadija .

7 Khadija admitted that she didn’t know what they would find.

8 Hashim added , ' I'm going to tell my parents all about it .'

8 Hashim added that he was going to tell his parents all about it.

**4.1 the world of sports**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| |  |  | | --- | --- | | **Ban verb**  **-ing form banning** | | | **past simple banned** |  | | **past participle banned** | | |  |  | |  | | |  |  | | **يحظر** | **Legislation noun** | **تشريع** |
| **Abolish present tense verb ل** | **يلغى ُ‘ يبط** | **Regional adjective** | **اقليمي** |
| |  |  | | --- | --- | |  | **nationalist** | | **nationality** | | **nationalization** | | **Adjectives** | **national** | | **international** | | **multinational** | | **nationalistic** | | **Verbs** | **nationalize** | | **Adverbs** | **nationally** | | **internationally** | | **دولي ‘ عالمي**  **يجعله مواطنا** | **Compete**   |  |  | | --- | --- | | **Nouns** | **competition** | | **competitor** | | **Adjectives** | **competitive** | | **uncompetitive** | | **Verbs** | **competes** | | **Adverb** | **competitively** | | **ينافس** |
|  | **كعب ‘ بائس** | **Aggression noun** | **عدوانية ‘ تعدي ‘ هجوم** |
| **Commission verb** | **تفويض ‘ عمولة ‘ وكالة** | **National adjective**   |  |  | | --- | --- | | **Nouns** | **nation** | | **national** | | **multinational** | | **nationalism** | | **وطني** |
| **Advertisement noun**     |  |  | | --- | --- | |  |  | | **advertiser** | | **advertising** | | **Verbs** | **advertise** | | **علان** |  |  |
| **Injuries / injury noun**   |  |  | | --- | --- | | **Nouns** | **injury** | | **Adjectives** | **injured** | | **uninjured** | | **Verbs** | **injure** | | **جرح ‘ ضرر** | **Inflict verb**   |  |  | | --- | --- | | **present tense inflict** | | |  |  | |  |  | |  |  | |  |  | |  |  | | **-ing form inflicting** | | |  |  | | **past simple inflicted** | | |  |  | | **past participle inflicted** | | |  |  | | **ضربة ‘ وجع**  **الحاق ‘ سدد** |
| **Underplay verb** | **قلل من اهميته** | **Opponent noun** | **خصم ‘ مقاوم** |
| **Noun target** | **الهدف** | |  |  | | --- | --- | |  |  |   **uncritical** | **ضعيف التميز** |
| |  |  | | --- | --- | | **criticize Verbs** |  | |  |  | | **Adverbs** | **critically** | | **ينتقد**  **بارع فى النقد** | |  |  | | --- | --- | | **Nouns** | **intent** | | **intention Intention noun** | | **Adjectives** | **intended** | | **unintended** | | **intentional** | | **unintentional** | | **Verbs** | **intend** | | **Adverbs** | **intentionally** | | **unintentionally** | | **‘ هدف نية ‘ قصد** |
| **Inconsistent adjective** | **غير متناسق متضارب ‘ متناقض** | **Parliament adjective** | **مجلس امة او مجلس نواب** |
| **verb Sponsor sponsored** | **يكفل ‘ يرعى ‘ ساند** | **Fracture verb** | **يكسر ‘ يشق ‘ يمزق** |
| |  |  | | --- | --- | | **present tense** | | |  | **sprain** | | **التواء رضه** | **Campaign verb** | **الحملات** |
| **Policy noun** | **سياسة ‘ خطة ‘ بوليصة** | **Association group noun** | **جمعية ‘ شركة ‘ اتحاد** |
| **Thigh noun** | **فخذ** | **medical adjective**   |  |  | | --- | --- | | **Nouns** |  | | **medication** | | **medicine** | | **Adjectives** | **medical** | | **medicated** | | **medicinal** | | **Adverbs** | **medically** | | **طبي ‘ معالجة طبية** |
| **Bruise noun** | **كدمة ‘ رضة** | **Dribble verb**   |  | | --- | | **-ing form dribbling** | | **past simple dribbled** | | **past participle dribbled** | | **يدحرج الكره** |
| **Impact noun** | **تاثير ‘ صدمة** | **chronic adjective** | **مزمن ‘ متكرر** |
| |  |  |  | | --- | --- | --- | | **Nouns** | **significance** | | |  | | **insignificance** | | | **Adjectives** | | **significant** | | | **insignificant** | | | **Verbs** | | **signify** | | | **Adverbs** | | **significantly** | | | **insignificantly** | | | **أهمية**  **يعني**  **ذو معنى** | **Award يمنح verb present tense جائزة noun** | **تقلل** |
| **Significant adjective** | **هام ‘ خطير** | **Paternalistic**  **adjective** | **ابوي** |
| **Valid adjective** | **صالح ‘ ساري المفعول ‘ شرعي** |  |  |
| **For as long as** | **لطالما** | **Account**  **noun** | **حساب ‘ رصيد ‘ علل** |
| **Criticized verb**   |  |  | | --- | --- | | **Nouns** | **critic** | | **criticism** | | **Adjectives** | **critical** | | **انتقد**  **نقد**  **انتقادى** |  |  |
|  |  |  |  |

**1 Speaking D p30**

**1a**

**Language help**

***play***

We usually use ***play***  with sports where individuals or teams play against each other, e.g. football, tennis, basketball, etc.

We usually use ***do***with sports which tend to be individual sports rather than team or two-player sports, e.g. **judo, karate, aerobics, etc.**

***Go*** is used with sports that are also verbs, e.g. swimming, sailing, jogging, running, etc.

**2 Speaking and reading** **p30**

**2b** ANSWER:

**Boxing**

**Against boxing**

it is the only major sport where the intention to inflict serious injury in your opponent , and we feel that we must have a total ban . or as long as the head is a valid target , brain injuries are going to occur , ' **said Dr O'Neill .** ' none of the safety measures introduced over the last ten to twenty years has had any significant impact on the brain injury and eye damage that occur .'

The British Association (BMA) has been campaigning for a ban on all forms of boxing since 1985 .

It has sponsored legislation in parliament to try to get the sport abolished . In 1996 the BMA also commissioned a 60-second advertisement that won three awards

**agree with boxing**

However , the organization's policy has been criticized by some in the medical world . **Dr Nigel Warburton ,** a professor of philosophy argued in the Journal of Medical Ethics that the policy is ' inconsistent , paternalistic and too weak to justify a change to criminal low . ' He said that between 1986 and 1992 , boxing accounted for three deaths in England and Wales **, compared with 77 deaths from motor sports , 69 from air sports , 54 from mountain climbing , 40 from ball games and 28 horseback riding**

The BMA responded by claiming that Dr Warburton's article underplay the 'chronic brain damage caused by boxing a factor that is not generally present in other sports.'

**3 Word builder: the body and sports P31**

**3a**

ANSWERS:

|  |  |  |  |
| --- | --- | --- | --- |
| **كاحل** | **7 ankle** | **رقبة** | **1 neck** |
| **كعب** | **8 heel** | **كتف** | **2** **shoulder** |
| **اصبع القدم** | **9 toe** | **كوع** | **3 elbow** |
| **ركبه** | **10 knee** | **معصم** | **4 wrist** |
| **ضلع** | **11 rib** | **فخذ** | **5 thigh** |
| **فك** | **12 jaw** | **خلف عظمة الساق عجل** | **6 calf** |

**P31**

**3b**

**If you *fracture* a bone,** you break it into separate parts.

**if you *crack* it,** a small crack appears in it.

**If you *twist* or *sprain* a joint such as an ankle or a knee**, you injure the muscles and ligaments surrounding the joint which makes movement painful.

**If you *dislocate* a shoulder or a knee**, the bone slips out of its joint or socket and movement is impossible until it has been repositioned.

**If you *bruise* part of your body (usually by hitting it),** you damage the muscle tissue. This causes dark patches of color to appear under the skin.

ANSWERS:

**break**: ankle, jaw, neck, rib, toe, Wrist**.**

**twist / sprain:** ankle, knee, wrist.

**dislocate**: elbow, jaw, shoulder, toe, wrist.

**bruise:** ankle, calf, elbow, jaw, knee, rib, shoulder, thigh, toe, wrist

**3c**

ANSWERS: P31

catch: hands, fingers, arms;

dribble: feet (football), hands (basketball);

hit: hands, arms, fingers;

hold : hands, arms, fingers;

jump : feet, legs

kick: feet

row: arms, hands, legs;

throw: hands, arms

**4 Listening and speaking**

**4a**

**Host:** And now our next mystery athlete! Are you there?

**Athlete**: Yes, I’m here.

**Host:** OK! First question – Mike.

Mike: Uh … Are you a man?

**Host**: Ha, ha, well-disguised voice! Well, are you a man?

Athlete: Yes.

**Host**: Second question – Jason.

Jason: Is your sport played mostly by men?

Athlete: Yes.

**Host:** Third question – Steve.

Steve: Do you play in a team?

Athlete: Uh … yes.

**Host:** And the fourth question, end of the first round.

Charles.

Charles: Do you use a ball in your sport?

Athlete: No.

**Host:** Mike again.

Mike: Uh, mostly played by men, played in a team … sort of,no ball, … Uh … Do you run a lot in your sport?

Athlete: No.

**Jason**: Do you move fast – very fast?

Athlete: Yes.

**Host:** OK. That’s six questions. Question seven – Steve.

Steve: Are you British?

Athlete: Yes.

Charles: Are you sitting all the time during this … uh … sport?

Athlete: Yes. ***Mike: Your sport is …***

**Unit 2 The business view p32**

**Athlete رياضي**

1 Speaking p32

1a

What do these headlines have in common ?

ANSWER: The moves of sports stars from one team to another.

1b

ANSWERS

* O'Neal plays basketball .
* Figo plays football .
* Alex plays baseball .

2 Yankees are based in New York

3 Figo moved to The Spanish team Real Madrid

4 basketball sport pays top players

1. **Reading and speaking p32**

**2a**

1. **according to economists , are top athletes worth the millions they earn ?**

Yes, because they make money for their team in increased ticket sales.

1. **What is so special about** O'Neal **?**

He is very tall and heavy, but extremely agile.

1. **Is the income of NBA teams increasing mush ?**

Yes, it is expanding fast and across the world.

1. **Why can NBA teams calculate their costs better than most businesses ?**

Because they know what their costs are likely to be**.** 48% goes

to their players and there is a maximum of $35.5 million.

**2b**

**ANSWERS:**

**Expression in the article that mean the same as**

* **Score a basket == (1) put a ball through a hoop**
* **Make more money ==( 2) get a bigger piece of the pie**
* **Top limit on payroll ==(3) salary cap**
* **Market force ===(4) supply and demand**
* **Outstanding players === (5 ) stars**
* **Salary expenses ===( 6) labour costs**

**p33**

**3 Grammar builder: post-modification of**

**nouns**

**نحن نعلم ان الاسماء يمكن ان يتبعها**

* **شبه جمله a clause**
* **فعل مصدري a participle**
* **صفة الاسم an adjective**
* **حرف جر a preposition**

**جميع مما سبق يعرف الاسم او يبينه . على سبيل المثال الجمل الاتية تبين ماهية الاسم** **man**

1 *The* ***man******in*** *the black jacket is my uncle*. **[preposition**]

2 *The* ***man******wearing*** *the black jacket is my uncle*. [**participle**]

3 *The* ***man******who is wearing the black jacket*** *is my uncle*. [**relative**

**clause]**

4 *The* ***man dressed in*** *the black jacket is my uncle*. [**adjective**]

**3a**

Complete the following sentence

1) the man ……..red is the champion

2) sports ……….serious injures should be banned

Using the following phrase or word

Who is wearing causing responsible for

That cause dressed in in wearing

ANSWERS

1. **the man ……..red is the champion**

* **the man** who is wearing **red is the champion**
* **the man** dressed in **red is the champion**
* **the man** in **red is the champion**
* **the man** wearing **red is the champion**

1. sports ……….serious injures should be banned

* sports causing serious injures should be banned
* sports responsible for serious injures should be banned
* sports that cause serious injures should be banned

**3b p33**

ANSWERS:

1. The player **wearing** number seven is really good
2. Morris **traded** last year by real Madrid , now plays for a French team
3. The uniforms **chosen** for this season are blue and white .
4. Hockey is a game **played** mostly in colder climates .

**3c p33**

**Possible answer**

1. **The new player who was bought by united is only 16**

* **The new player bought by united is only 16**

1. **Racquetball is a game that was intended to be played indoors.**

* **Racquetball is a game (which / that was) intended to be played indoors.**

1. The sport equipment **that** coach Miller ordered will be here next week.

* The sport equipment **which / that was) ordered by Coach Miller** will be here next week.

1. The stadium t**hat** is shown in the photograph was built for the Olympic Games.

* The stadium (**which is shown) in the photograph** was built for the Olympic Games.

1. The Italian **object** is now managing Ranger is very experienced .

* The Italian **now managing Rangers / that manages Rangers / manager of Rangers** is very experienced .

Unit **The career view P34**

**Grammar builder: types of relative clauses**

نطلق على ( **who , which , that** ) **relative pronoun**

when the pronoun refers to the object, not the subject, of the relative clause, it can be **omitted.**

Example

**Football is the sport that most teenage boys are**

**crazy about. ✓ (refers to the object so can be omitted )**

**Football is the sport most teenage boys are crazy about. ✓**

**Football is the sport which is most popular among**

**teenage boys. ✓ ( refers to the subject so can not be omitted )**

**Football is the sport is most popular among teenage boys. ✗**

**2a p34**

Answers : a No, because the pronoun *who* refers to the

subject of the sentence (Shaquille O’Neal). b *Who*, *whom* and

*that* can be added. Adding them makes the sentence a little

more formal. c Sentence 3 is more formal. *To which* has been

replaced by the preposition *to* at the end of the sentence.

1. Shaquille O'Neal is a giant who moves with extraordinary agility

**can not be omitted**, because the pronoun ***who***refers to the subject of the sentence (Shaquille O’Neal).

1. He's the player the Lakers bought for $123 million.

==== He's the player ***Who*** the Lakers bought for $123 million

===== He's the player ***whom*** the Lakers bought for $123 million

===== He's the player ***that*** the Lakers bought for $123 million

**(refers to the object so it can be omitted )**

* 1. **Real Madrid is the team to which Michael Owen moved .**
  2. **Real Madrid is the team Michael Owen moved to.**

**الجمله (b) افضل من الجمله (a)**

**2b p35**

**عندما تحذف ال** ( **who , which , that** ) **relative pronoun** تصبح شبه الجمله ملتصقة بالاسم التي تشير اليه . يطلق على مثل هذا النوع من شبه الجمل **contact clause**

* **Maria is a girl (whom ) I know very well**
* **This is the car ( that ) I bought last year**
* **Tony said something ( that ) I thought was very funny** .

Answer:

1. Iraq is the country which / that Nashat Akram comes from

**Iraq is the country from which Nashat Akram comes**

1. Rodrigues is the player who / whom / that the Rangers paid $252 million for.
2. Sanches is the player who / that I always cheer most for.
3. Basketball is a sport which / that people all over the world love to watch.
4. Phil Jackson was the coach who / that led the team to the championships.
5. The bull are the first professional team which / that Michael Jordan signed with,

**with which Michael Jordan signed**

**2c**

**Put the students into pairs to discuss the two sentences.**

**Elicit the answer, asking them to explain their reasoning.**

**ANSWER: In sentence 1, the relative clause *who* can be**

**omitted because it is a non-defining clause. If it is omitted the**

**meaning of the sentence doesn’t change but we do not receive**

**the ‘extra’ information.**

**The relative clause *that* in sentence 2**

**cannot be omitted because it is a defining relative clause and**

**defines the subject of the sentence (the players). Note the shift**

**in meaning: sentence 2 compares the players who only have a**

**job for a short time with those who have a long career.**

**Sentence 1 implies that all players have a job for a short time.**

**Audio scri pt Track 16**

Interviewer: In today’s Spotlight we are focusing on that dynamic new Formula 1 racing driver, Harvey Bates. Welcome to the studio, Harvey.

Harvey: Thank you.

Interviewer: The last couple of years, Harvey, have caused some major changes in your life, I guess.

Harvey: You can say that again!

Interviewer: I mean, two years ago you were an unknown 19 year old. Now, at 21, your success on the track has made you a world famous figure and a very rich young man.

Harvey: You could say that. I don’t know that I’m that rich though.

Interviewer: Oh, come on, Harvey. They say that you’ll earn up to $20 million this season alone, what with the racing and sponsorship.

Harvey: Yeah, I know, I know. It does sound like a lot. But my expenses are really heavy. I mean, my security bills alone account for a fair amount. And you have to remember, what I make in the next few years is what I make in my life. Formula 1 driving isn’t a

lifetime occupation, you know what I mean?

Interviewer: So how has this sudden wealth affected you? I hope you don’t mind my saying, but you don’t come from a wealthy background.

Harvey: (*laughs*) No, we were as poor as mice when I was a kid. But it hasn’t affected me, I don’t think. It just means I can afford a few luxuries nowadays, for me

and my family.

Interviewer: So all this talk about fast cars, a fast life style, an apartment in the South of France … it’s all untrue, is it?

Harvey: Yeah … well, some of it, anyway. I need somewhere to live, and wheels to get me round, like everyone else.

Interviewer: Well, I suppose some would say that one Porsche is enough wheels for most people.

Harvey: Well … If you’ve got it, spend it. That’s what I say.

Interviewer: Harvey Bates, thank you very much.

**Progress test Units 1–4**

**appropriate ملائم 1–3 Grammar**

1. **Recently Maha has started to eat more healthily .**
2. **She doesn't mind giving up fast food .**
3. **But Maha tends to get hungry in the middle of the day .**
4. **She has considered taking some snacks with her to school .**
5. **Her mother threatened to make no pastries but luckily she was joking .**
6. **Her mother also suggested trying the salads at school .**
7. **Maha misses eating fried foods at the school canteen .**
8. **I promised to help Maha and eat salad together with her at lunch time .**
9. **We enjoy chatting whilst we eat together .**
10. **Both of us have managed to lose five kilos now .**

**2 Make sure that both the pronoun and tense have been**

**changed where necessary in these sentences.**

**1 'I am going to save money to buy a computer ,' said Majed**

**1 Majed said he was going to save money to buy a computer.**

**2- ' Last year I lost 15 kilos by graduation day ,' added Mohammed**

**2 Mohammed added that he had host 15 kilos by\_graduation day.**

**3- Majed said , ' I will work part-time to save some money .'**

1. **Majed said he would work part-time to save some money.**

**4- Mohammed said sadly , ' I don't what else I want to do .'**

1. **Mohammed said sadly that he didn’t know what else he wanted to do.**

**5- ' My parents might help me .' Majed added .**

**5 Majed added his parents might help him.**

**3**

**Yara : What are you doing this weekend ?**

**Layan : I don't know . I think I’ll watch television and rest this evening .**

**Yara : On Friday we’re having a family meal with my aunties and uncles on my mother's side . They are coming from Qatar .**

**Layan : When do they arrive ?**

**Yara : The lands at 9 pm this evening .**

**Layan : What about your history homework ?**

**Yara : That's OK , it's not due until Tuesday . I will have finished it by then .**

**Progress test Units 1–4**

**4–5 Vocabulary**

**1-This cough is not comfortable . It sags in the middle.**

**2- Siham is so knowledgeable . She knows The Holy Qur'an by heart .**

**3- Be careful when you are out in night .**

**4- Omar gets on well with lots of people . He is very sociable .**

**5- The trains are very reliable .They always arrive on time .**

**6- If you speak the language then many aspects of a culture are more accessible .**

**7- My middle sister is very competitive . She always wants to win .**

1. **Students’ own answers. Make sure that students write sensible sentences that use the adjectives correctly.**

Ai **pt Audio script Track 18**

**18**pt And now to the announcements. For those of you who are in clubs this afternoon, we apologize يعتذر but all clubs will start 15 minutes late, due to a short emergency teachers’ meeting this afternoon. That means all clubs will start at a quarter past two instead of 2 o’clock. Mr Abu Dheeb wishes to remind Class 4 of the science trip to the museum tomorrow and that everyone should arrive by half past seven in order to get on the coach أوتوبيس to leave at quarter to eight. If you are late then the bus won’t wait, so please be on time. Mr Khatib apologizes but Arabic club is cancelled tomorrow as he is taking part in a council مجلس meeting. If enough people are interested Arabic Club can be held on Sunday after school at 2 pm in the Language lab. And finally good news for our Under 17s basketball team. As you know, they have already had a successful season, but on Thursday 24 October at Sakakah they won the Champions Cup for Jawf Province إقليم . This means that they automatically qualify to take part in the Champions Cup at national level.

**6 Listening**

|  |  |  |  |
| --- | --- | --- | --- |
| **What** | **What happened** | **Date/Time** | **Any other info** |
| Clubs Start  Start 2.15 | 15 minutes late Due to emergency teachers’ Meeting this afternoon | Today |  |
| Science trip | Reminder  تذكير | Arrive 7.30 tomorrow to leave at 7.45 | If you are late the bus won’t wait |
| Arabic club | Cancelled | Sunday after school at 2 pm in the language lab |  |
| (if enough people  interested) | Mr Khatib taking part in a council meeting |  |  |
| Under 17s Basketball team | Won Champions Cup for  Jawf Province | Thurs 24 October at Sakakah | The basketball team  automatically qualify to take  part in the Champions Cup  at national level |

**Progress test Units 1–4**

**7–8 Reading**

ANSWERS:

7

1F 2E 3C 4A 5D 6B

**8**

1 The sports club had a swimming pool, a stadium, a basketball court and indoor tennis courts.

2 Saleh would ask his brothers to play goalkeeper so he could practise scoring goals. He would also ask them to kick it to him so that he could practise heading.

1. He was much better than them at football. He could outrun and dribble past all the boys in his class at school.
2. Saleh thought he could play for the local team. He hoped he could play for his country.
3. Saleh feels nervous and excited.

6 (example sentences) I think Saleh will play really well and score at least 2 goals and Al Qadisiyah will win. He will be picked to be part of the permanent team.

**9 Writing**

**Audio script Track 5**

**she grew up with her family in an apartment in Makkah in the1950s.**

**(past simple )انا نشات مع عائلتي في شقة في مكة عام 1950**

**She was one of three children and they lived with her parents and her grandmother and grandfather.**

**انا كنت واحدة من ثلاثة اطفال عشنا مع والدينا و جدنا و جدتنا**

**The apartment had two floors and there was a balcony on the women’s floor with an intricate (معقد) grille (شبك and a curtain .**

**الشقة كانت مكونة فيها طابقين و فيها شرفة في دور النساء مع شبك معقد و ستارة**

**She used to sit there and look out onto the street without being seen .**

**اذكر كنا معتادي الجلوس هناك و ننظر من خلالها الى الشارع من دون ان نرى**

**The apartment had electricity which was unusual at the time.**

**شقتنا كان فيها كهرباء و هذا غير معتاد في ذلك الوقت**

**So they had light and there were ceiling fans, but no AC of course.**

**وهكذا كان لدينا انارة و مراوح سقفية و لكن لم يكن لدينا مكيفات طبعا**

**The apartment used to get intensely hot in the summer so she used to play in the garden of the apartment block under the shade of the palm trees.**

**الشقة تكون شديدة الحرارة في الصيف فكنا اناو اختي نلعب في حديقة المربع السكني في ظلال اشجار النخيل**

**The apartment had a bathroom and running water but there were power cuts and also the taps used to stop running frequently.**

**كان هناك حمامات و مياه في المواسير و لكن هناك انقطاع في الكهرباء و كذلك المياه تنقطع بشكل متكرر في الصنابير**

**No water was a big problem especially on washing days when she had to wash every sheet and sock and headscarf by hand.**

**عدم وجود المياه كانت مشكلة كبيرة خصوصا في ايام الغسيل عندما كان يجب علينا غسيل كل مفرش و جورب و غطاء للراس باليد**

**There was no TV and the nearest hospital was remote .she would pass the time by reading and playing with other little girls in the neighbourhood.**

**لم يكن هناك تلفاز الذي لم يوجد الا بعد عشرين سنة اخرى تقريبا في بيتنا ولكن كنا نقضي الوقت بالقراءة و لعبت مع بنات الجيران الصغيرات**

Unit **5** Knowing the market

|  |  |  |  |
| --- | --- | --- | --- |
| طريقة التلفظ | Pronunciation | أداء نغمي | Intonation |
| يرتدى | Wear present  wore past  worn past part | إضافى | Accessories |
|  | Tell resent  told,  told | مستهلك | Consumer |
|  | Test resent  Tested  Tested | أساسى | Fundamental |
|  | Cut  Cut  Cut | منفذ/ سوق للسلع | Outlet |
| غريب جداً | exotic | النوع | Gender |
| صورة طبق الأصل / تشبيه/ يمثل / فكرة | Image | نمط الحياة | Lifestyle |
| دقيق بارع | Subtle | إيراد | Income |
| يرقى : يعلى منزلته | Promote | ثقافة / زرع البكتريا | Culture |
| محدد | Specific | جيل / عمر/ سن | Age |
| عشرة | Decade | بيع الملابس النسائية مصممو الملابس النسائية | Haute couture |
| المشتغل بالتعدين | Miner | متجر للبيع | Mass market |
| راحة | Leisure |  | Ready –to- wear |
| بسط / تعبير | Statement | ملائم / تجربة الثوب لجعلة منطبقاً على مقاييس الجسم | Fitting |
| فرصة | Opportunity | طيف / يظلل الرسم | Shade |
| ابن عم | Cousin | قماش | Fabric |
| كمية كبيرة / مقدار | Quantity |  | Suit |
| يزود بالطعام | Cater | رسم تخطيطي | Sketch |
| زبون  شخص يصعب التعامل معه | Customer | كتان | Linen |
| فردى | Individual | مقياس | Measure |
| الزبون | Client | موضع لدراسة فن من الفنون " كالتمثيل | Studio |
| كساء / يكسو | Garment | يختبر | Test |
| ذو سلطة / مؤثر | Influential | الفاعل | Doer |
| تصميم فني / يخطط | Design / | طبقة | Category |
| المصمم | Designer | جزء | Segment |
| وحيد | exclusive | مدخل | Archway |
| اتجاة | way | منحن | Arc |
| تشجيع | **p**romotion | فهم / إدراك | grasp |
| يوجه / موجه | aim / aimed | منتج | products |
| مصمم / مُصَمَم | Designer **noun/ adj** | أعضاء السلطة التنفيذية | executive |
| بيع الملابس النسائية | **couture** | الموضة / الزى السائد | **fashion** |
| يشجع | **promote** | ثوب | Garment |

**1 Marketing** P46

Presenter: Today in the studio we have Professor **Milton** **Knowles** of Archway Business School. Welcome, Professor Knowles.

**Knowles**: Thank you. It’s a pleasure to be here.

Presenter: We all understand that ‘marketing’ **is to do** with advertising. But there’s more to it than that, isn’t there?

**Knowles**: Of course! To understand marketing you have to grasp the fundamentals of the four Ps.

Presenter: The four Ps?

**Knowles**: Yeah. **P**roduct, **p**rice, **p**romotion, and **p**lace**. Product** – very often you will find a range of products aimed at consumers with different lifestyles. For instance a car manufacturer will often have a sports model, an executive model and a family model of the same car.

Presenter: I see.

**Knowles**: **Then price**. Not everyone can afford the most expensive mobile phone, so there are different models of phone offering different features at different prices. Now **promotion,** that’s studying the most effective way that a product can be advertised

to its target market. Fashion accessories, for instance, are often advertised in magazines, whereas holiday destinations more often appear in TV advertisements.

Presenter: **And place**?

**Knowles**: That’s the best outlet to offer the product to the target market. Magazines, for instance, sell particularly well at train stations and airports, where people are looking for a way of entertaining themselves on their journey. And all of this is bound up with what we call ‘market segmentation’.

**Presenter**: Market segmentation?

**1 Listening**

**1a**

**ANSWERS**:) 1a

**1 product, price, promotion, place**

**2 place 3 product**

**2 Word builder: marketing**

1. **Food items are mainly sold at outlets such as supermarket .**
2. **Handbags , designer watches and jewellery are all fashion** accessories**.**
3. **Parents are the** target market for children clothes.
4. **The four Ps are the** undamentals of marketing .
5. **Marketers often refer to customers as** consumers .

**3 Reading and speaking**

**3a**

POSSIBLE ANSWER: Market segmentation is a way of dividing consumers into groups with common needs or interests, for example by age, gender or income.

**3b**

In pairs, students should complete the exercise.

ANSWERS: **1 2 4 5**

1. **A young professional may want to drive sports car . a married couple with children will need a larger car . lifestyle .**
2. **Do-it- yourself equipment is largely targeted at men , whereas cosmetics are largely targeted at women . gender**
3. **The population can be divided according to the stages of life , e.g schoolchild , teenager , parent , pensioner . pensioners are more likely to have similar needs , but different needs to those of a teenager . age**
4. **People have different needs according to their social customs , language and dietary habits . .culture**
5. **Different segment have different disposable incomes , ie the amount of money that is left after essentials have been paid for . income**

**2 In fashion P43**

**1a D the categories of fashion design :**

ANSWERS:

1st paragraph: haute couture. The type of fashion design which was most influential until the 1950s was 'made-to-measure' or haute couture , ( Frensh for high-fashion ) . the term made-to-measure can also be used for any garment that is created for individual client .

2nd paragraph: ready-to-wear . these clothes are not made d\for individual customer , but great care is taken in the choice and cut of the fabric . Clothes are made in small quantities to guarantee exclusive , so they are rather expensive .

3rd paragraph: mass market **.** nowadays the fashion industry relies more on mass market sales . the mass market caters for a wide range of customers , producing clothes in large quantities and stander sizes . cheap materials, creatively(إبداعى ) used , produce affordable fashion . designer often adapt the designs created by the famous names in fashion .

**1b p44**

ANSWERS

* His first visit was to be measured to look at some sample designs
* And to choose the fabric.
* he decided on suit . made of linen in a shade of dark blue .
* the designer made a 6 sketch of his idea of the finished clothing
* my cousin had to make several other trips to the designer's studio, and last week I went with him for the final fitting .

**2 Reading and speaking p45**

**2a**  ANSWERS

1. **300** years ago the people of Genoa in northern Italy wore cotton clothes ,and the word ' jeans' drives from the city . Although jeans were made in the USA as early the **17th** century , they really took off after gold had been discovered in California in **1848** , and the miners created a demand for cheap but hard-wearing trousers . For decades after this jeans were associated with manual labourers .
2. Who would have thought that , by the end of the **20th** century , a pair of designer jeans could easily cost **$450** and be worn on the most stylish occasions ?

3 Grammar builder: different passive forms p 45

يجب علينا التفريق بين **passive forms**  **و** **form of the causative**

**form of the causative**

**Use the causative when you arrange for someone to do work for you**

**verb *have* in relevant tense + the object + the participle.**

**Use the causative when you arrange for someone to do work for you**

**The causative is used frequently when describing going to the hairdresser, e.g. *I had my hair cut yesterday.***

**form of the causative**

|  |  |  |  |
| --- | --- | --- | --- |
| **form of the causative**  **simple present** | | | |
| التصريف الثالث للفعل | المفعول به | Have / has | المستفيد |
| **Cut every month**  **Cleaned** | **My hair**  **My car** | **Have**  **Have** | **I**  **I** |
| **form of the causative**  **Present continuous** | | | |
| **Cut now**  **Cleaned** **now** | **My hair**  **My car** | Having  Having | I am  I am |
| **form of the causative**  Past simple | | | |
| Cut last month  Cleaned yesterday | My hair  My car | Had  Had | I  I |
| **form of the causative**  **future perfect** | | | |
| Cut this evening  Renewed tomorrow | My hair  My passport | Will have  Will have | I  I |

**causative example**

1. **We would have the roof retiled**
2. **Fawzi had the house painted yesterday .**
3. **I had my hair cut yesterday**
4. **I had the roof repaired last month.**
5. **We have had the electricity installed recently.**
6. **They are having the walls painted at the moment.**
7. **Rania and Leila have had the AC installed recently.**
8. **Fahad has had the bathroom installed recently.**
9. **Taher and his father had the plumbing taken out last month.**
10. **Fahad is having a photo taken after the work is finished.**
11. **We are having the curtains made after the work is finished.**
12. **Taher and his father are having the house painted at the moment.**

**3 Grammar builder : different passive forms p45**

The passive voice tells us that the receiver of the action is more important than the person who did the action. This is why in passive sentences it is usually not as important to

say who did the action,

**e.g. *She had a skirt made (by a dressmaker)*.** **It is formed with** a noun / pronoun + the verb *to be*+ the past participle.)

ا جعل الجمل الاتية **passive forms**  1) أ لمفعول **به**

**2) الفعل المساعد**

**3) تكمله الجملة التصريف الثالث للفعل**

1. Sam **sells** fresh fruits . present simple
2. Sam **sold** fresh fruits . past simple
3. Sam is **selling** fresh fruits . present continuous
4. Sam was **selling** fresh fruits . past continuous
5. Sam will **sell** fresh fruits . future
6. Sam has **sold** fresh fruits . present perfect
7. Sam is to **sell** fresh fruits . to be
8. Sam cleans his car every day . present simple
9. Sam cleaned his car yesterday . past simple
10. Sam is cleaning his car now . present continuous
11. Sam was cleaning his car when I met him . past continuous
12. Sam will clean his car tomorrow . . future
13. Sam has cleaned his car . present perfect
14. Sam is to clean his car . to be

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **رقم الجملة** | لمفعول به | **الفعل المساعد** | التصريف الثالث للفعل | تكمله الجملة |
| 1 present simple | fresh fruits | **Are** | Sold |  |
| 2 past simple | fresh fruits | **Were** | Sold |
| 3 present continuous | fresh fruits | **Are being** | Sold |
| 4 past continuous | fresh fruits | **Were being** | Sold |
| 5 . future | fresh fruits | **Will be** | Sold |
| 6 present perfect | fresh fruits | **Have been** | Sold |
| 7 to be | fresh fruits | **Are to be** | Sold |
| 8 present simple | His car | **Is** | cleaned |
| 9 past simple | His car | **was** | cleaned |  |
| 10 present continuous | His car | **Is being** | cleaned |  |
| 11 past continuous | His car | **Was being** | cleaned |  |
| 12 future | His car | **Will be** | cleaned |  |
| 13 present perfect | His car | **Has been** | cleaned |  |
| 14 to be | His car | **Is to be** | cleaned |  |
| 15 |  |  |  |  |

في حالة استخدام صيغة **passive forms** في السؤال يتم تحويل افعال ( do ) مع بقاء الافعال المساعدة الاخرى

|  |  |
| --- | --- |
| Active | Passive |
| 1. Do you type the letters | are the letters typed |
| 2 did any one type the letters | Were the letters typed |
| 3 has anybody called me | Have I been called |

يمكن تحويل الجملة من **passive forms** الى Active form تدرب بأستخدام الجداول السابقة

**3a p45**

**Many new haute couture fashions are created every year .**

POSSIBLE ANSWERS:

1. Many new haute couture fashions **will be** created next year**. future**
2. Many new haute couture fashions **were created** last year. **past simple**
3. Many new haute couture fashions **are being created** around the world at this moment. **present continuous**
4. Many new haute couture fashions **were created** before mass market clothes became popular. **past simple**
5. Many new haute couture fashions **have been created** so far this year. **present perfect**

**3b p45**

1. **Designer jeans can be worn (can / wear ) in most situations .**
2. **Hasn't Martha had her exam results yet ? Surely she should have been told (should / tell ) by now .**
3. **Why are you holding that book so close to your face ? You really must have your eyes tested ( must/ your eyes / tested ) soon .**
4. **You can have your trousers altered ( can / your trousers / altered ) if you think they are too long .**
5. **I think I should have my hear cut ( should / my hear / cut ) . It keeps getting in my eyes .**

**3 Selling the image**

**Speaking p46**

**1a**

ANSWERS:

A uses environmental/ecological بيئ arguments to promote the product.

B highlights the advantages of healthy living.

C suggests that using this product will make you look rich and famous.

**Audio script Track 20**

Man: In this lecture I propose to look at the changing face of advertising. Advertising, as you are all aware, isprobably as old as civilization. It was certainly known in the ancient civilizations of Egypt, Greece and Rome. But it wasn’t until the 20th century that it became big business, that it became the ‘image industry’. Now, what do I mean by that?

Well, traditionally, advertising was based on the product. Such and such washing powder makes your clothes cleaner, such and such food item tasted better … and so on. No, the shift that occurred last century was away from the product and towards the people who used the product. Advertisements more and more hinted that use of the product could

associate the consumer with the rich, and the famous. More and more, sport stars were used to promote products. And, as disposable incomes increased, so did the advertising sector aim for the luxury market – holidays abroad, expensive cars, designer mobile phones and so on. All based on the fact that more and more people could afford to live a relatively rich and famous consumer lifestyle. But the 21st century has seen subtle changes. People are generally worried about health problems – healthy eating and so on – and environmental issues – global warming, animal experimentation … And so we are seeing a gradual shift in the emphasis of advertising. This car uses less gas, that soap has not been tested on animals. Now, I’d like to demonstrate this by showing you some TV advertisements from the 1960s and their equivalent versions in the 21st century …

**2 Listening and speaking**

**A p46**

**1 Advertising is a fairly modern invention .** 1F

**2 Advertising became big business in the 20th century .** 2T

**3 In the 20th century advertisements were mainly targeted at rich and famous people .** 3F

**4 Sports stars were used to promote products .** 4T

**5 Modern advertising largely ignores concerns about the environment and health .** 5F

**2c p46**

POSSIBLE ANSWERS:

**1 the meaning of " it was not until the 20th century that it became the "image industry" "**

**That in the 20th century advertising moved from the product itself to the image of the people who used it.**

**2 why does he say that advertising is changing ?**

**Because people are becoming more concerned with issues concerning health and the environment**.

**Grammar builder: use of active and passive p47**

**From : Jack Halstorm**

**To : Graham Martin**

**Subject : Alpine crunch promotion**

**Hi , Graham . I**   **( almost finish ) the promotion report . I (send ) it to you at least an hour before the meeting tomorrow . For your information , the main points ( summarize) below .**

**Last week , Hal Thomson ( employ ) to make a series of five new TV commercials . ProMo studios ( have ) them ready for next month .**

**These commercials ( show ) on all major channels in the afternoon right through the autumn , winter and spring . Stills from the commercials**

**( use ) in new magazine advertisement . New packaging for Alpine Crunch ( design ) at the moment .**

**It (go ) into production next month , and it**

**(be ) in the shops just before the TV campaign ( begin ) in the autumn . The retail price of Alpine Crunch ( reduce ) by 10% coincide with the beginning of the TV campaign . Sales ( expect ) to rise by at least 25% during the campaign , and the increase should ( sustain ) for a good period after that .**

**Jack**

**ANSWERS use of active and passive p47**

**From : Jack Halstorm**

**To : Graham Martin**

**Subject : Alpine crunch promotion**

**Hi , Graham . I have almost finished ( almost finish ) the promotion report . I will send (send ) it to you at least an hour before the meeting tomorrow . For your information , the main points are summarized / have been summarized ( summarize) below .**

**Last week , Hal Thomson was employed ( employ ) to make a series of five new TV commercials . ProMo studios will have / are going to have ( have ) them ready for next month .**

**These commercials will be shown ( show ) on all major channels in the afternoon right through the autumn , winter and spring . Stills from the commercials**  **will be used**

**( use ) in new magazine advertisement . New packaging for Alpine Crunch is being designed ( design ) at the moment .**

**It will go / will be going / is going (go ) into production next month , and it will be**

**(be ) in the shops just before the TV campaign begins ( begin ) in the autumn . The retail price of Alpine Crunch will be reduced ( reduce ) by 10% coincide with the beginning of the TV campaign . Sales are expected ( expect ) to rise by at least 25% during the campaign , and the increase should be sustained ( sustain ) for a good period after that .**

**Jack**

**Audioscri pt Track 22**

Good morning everybody and we have plenty of special offers for you today. Starting at our delicatessen أطعمة معلبة) ) counter (طاولة ), olives are on offer (يقدم عرضا). We have teamed up (تعاون) with a family of olive growers in Al Baha specially for you. They are only 5 SAR for a pot – that’s 30 percent off – and perfect as an appetizer (المشهى) for your family parties. And in our fruit and vegetables section, pomegranates (الرمان) are in season. So we have reduced them to 5 SAR for five. That’s a bargain!Down the jams and spreads aisle (جناح), delicious honey is three pots for the price of two. And to help everyone celebrate (يحتفل بـ) the local festival (مهرجان), whole chickens are down in price to 50 SAR. In our cleaning (صالح للأكل)products range, Zing is launching a new dishwasher tablet with power shine. This is a special introductory offer of 50 SAR for a box of 100 – that’s half the usual retail price.

**5 Listening D p 47**

**5b**

.

ANSWERS:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What** | **Offer** | **Price** |
| **1** | olives | 30 percent off | 5 SAR a pot |
| **2** | pomegranates | reduced price / a bargain | 5 SAR for 5 |
| **3** | honey | three for the price of two | no price given |
| **4** | chicken | down in price | 50 SAR |
| **5** | dishwasher tablets with power shine | half the retail price | 50 SAR for box of 100 |

**5c p47**

.

ANSWERS:

1 the supermarket has teamed up with a family of olive growers in Al Baha

**2 the pomegranates are in season**

**3 it’s an introductory offer .**

**4 Saudi Arabia and the World: Building a conversation p48**

**1 Starting a conversation**

Unsuitable openers: **3 and 9** are only used for when you say goodbye;

**Bye . See you later .**

**It was very nice meeting you .**

**10** is too short and does not invite a reply from other person;

Hello .

**5** is too formal and only used when you don’t know the other person;

**Hi . How are you ? My name is Ali Mohammed .**

**8** is unsuitable because it is not positive enough – conversation openers are

usually positive.

**I don't like what we're doing . It's really boring .**

**Suitable openers:** **1** talks about the weather and uses a question;

**Hello .isn't hot today ? I wonder if we can ask for the AC to be turned up**

**2** uses a question;

**Hi. Did you see Gulf voice last night ?**

**4** gives a compliment and invites other person to give further opinion;

**Hi there I thought what you said in class just now was really good .**

**6** asks a question about something you know you have in common;

**Hello . Have you read the next chapter of the book by Ahmed Shawqi – the one for home work ?**

**7** can be used when you haven’t seen someone for a long time.

**I haven't seen you in ages . What have you been doing recently ?**

**Speaking and reading: building a p 49**

**conversation using questions**

**2b D**

.

**ANSWERS**:

***Did you see The Interview last night?***

***Did you see that when he had to stop the other guest interrupting?***

***Who would you like him to interview?***

***Who is she?***

***What else do you watch?***

**pt Track 23**

**Audio script Track 23**

**1**

A: Have you listened to the latest recitations yet? You can

download them now from the website.

B: Oh good. The discussions of the hadith are always really

interesting.

**2**

A: Have you read Nahj al-Burda by Ahmed Shawqi? I really like

his poetry.

B: Yes, I agree, although I can’t always understand it.

**3**

A: Did you see anything at the Al-Janadriyah festival? What did

you think of the folkdancers?

B: Oh yes, well we usually go every year for a big family day

out. We usually like the tents from different regions. But this

year I didn’t go because I was revising for exams.

**4**

A: Have you seen the advert in the paper for calligraphy lessons? I think the price is quite reasonable and I would like to be able to perfect the shape of my letters and write

artistic cards. Are you interested in going?

B: What a good idea. Unfortunately I’m quite busy at the moment.

**5**

A: What have you been doing recently?

B: Oh, I’ve been revising for my exams so I haven’t been able to come out. Plus my auntie is ill so I have had to help my mother look after her.

A: Oh, I hope your auntie gets better and good luck in your exams.

**3 Listening**

**3a**

**Ans wers** :

**1 latest recitations**

**2 poems by Shawqi**

**3 the Janadriyah festival**

**4 calligraphy lessons**

**5 why the girl hasn’t been able to come out recently**

**3b 49**

**Answers** :

**1 Have you listened to the latest recitations (إلقاء) yet?**

**2 Have you read Nahj al-Burda by Ahmed Shawqi.**

**3 Did you see anything at the Janadriyah festival? What did you think of**

**the folk (شعبى) dancers?**

**4 Have you seen the advert in the paper for calligraphy lessons? Are you interested in going?**

**5 What have you been doing recently?**

**3c p49**

**Language assistant**

**Answers** :

**1 Oh good. The discussions of the hadith are always interesting.**

2 Yes, I agree, although I can’t always understand it.

**3 Oh yes, well we usually go every year for a big family day out … but this year I didn’t go because I was revising for exams.**

1. **What a good idea. Unfortunately I’m quite busy at the moment.**

**5** Oh, I’ve been revising for exams so I haven’t been able to come out. Plus my auntie is ill so I have had to help my mother look after her.

Unit **6** Looking forward **p 50**

).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| liability | | مسؤلية قانونية | meteorologist | عالم الأرصاد الجوية |
| science | | علم | forecaster | يتكهن بحالة الجو |
| predictions | | نبوءة | hi-tech |  |
| mentioned | | يذكر | surprise | مفاجأة |
| lying down | | ملقى على الأرض | traditional | تقليدى |
| bees | | نحلة | tales | حكاية |
| seaweed | |  | folk | شعبى |
| wisdom | | حكمة | accurate | دقيق |
| dust | | سحابة غبار | delight | بهجة |
| indicate | | يشير إلى | seaweed | الطحلب البحري |
| hives | | خلية نحل | damp | رطوبة |
| layer | | طبقة |  |  |
| reckon | | يعتقد | sensitive | حساس |
| fascinating | | ساحر الجمال |  |  |
| massive | | ضخم | alien  Alienate | غريب  يصرف |
| opposition | | المعارضة |
| rival | | المنافس | Black **Nouns**  Blacken Verbs | اسود  يسود |
|  | |  |
| Energy **Nouns**  Energize **Verbs** | | طاقة  يزود بالطاقة | Sweet **Nouns**  Sweeten **Verbs** | جميل  يجعله أحلى نغمة |
|  |  | | **Sharp** Adjectives  **حاد**  **Sharpen** Verbs  **جعله حاداً** | |  | | --- | |  | | |  | |  | |  | | |
|  |  | |
| |  |  | | --- | --- | | **Nouns** | **creation** | | **creativity** | | **creator** | | Adjectives | creative | | uncreative | | **Verbs** | **create** | | **recreate** | | Adverbs | creatively | | إبداعى  مبدع | |  |

**Audio cript Track 24**

**Presenter:** Today, in the studio, we have Andy Simmonds. Andy is a meteorologist – a weather forecaster – who lives in a hi-tech world which produces hi-tech weather

predictions. But it may surprise you that Andy still has time for more traditional methods of forecasting the weather. Isn’t that true, Andy?

**Andy**: Yes, that’s right. I reckon that our grandparents, and their grandparents, had a massive collected store of folk wisdom between them. We laugh at it nowadays, call it ‘old wives’ tales’. But they closely examined the world around them, and came up with quite a few interesting facts … not always accurate, of course –but neither are modern weather forecasts!

**Presenter**: (chuckles) Such as …?

**Andy**: Well, let’s take this one. ‘Red sky at night, sailor’s delight’. In other words, if there is a red sky in the evening, then it will probably be fine the next day. And this is sometimes correct – the sun’s rays turn red when coming through a layer of dust particles, and these particles indicate high pressure and good weather to come.

**Presenter**: I see …

**Andy**: Then, if you see cows lying down in the fields and bees returning to their hives, then rain is probably not too far away. Equally, many old people would keep seaweed outside their house. And some seaweed gets damp when rain is on its way. That’s

a proven fact! Birds have to be very sensitive to the weather, differentiating between pressure levels – and they fly higher when there’s a spell of fine weather …

**Presenter**: But hold on, Andy! You’ll talk yourself out of a job!

**Andy**: Not much chance of that. The modern world needs modern prediction … but it’s a fascinating area, and we should never dismiss the knowledge of our forefathers.

**Presenter**: I agree with you there.

**2 Listening and speaking**

**2a**

ANSWERS:

The following predictions are mentioned: **G**= good B= bad

* **red sky in the evening= (G) :** **then it will probably be fine the next day sailor’s delight’**
* cows lying down = (B) : rain is probably not too far away.
* bees returning to hive =(B): rain is probably not too far away.
* wet seaweed = (B) : rain is on its way.
* **birds flying high =(G).:** there’s a spell of fine weather

**2b**

|  |  |
| --- | --- |
| **QUESTION** | ANSWERS |
| **1 How did people develop their traditional wisdom about the weather ?** | **1 By closely examining the world around them.** |
| **2 Are traditional methods of weather forecasting always accurate ?** | **2 Not always, but sometimes.** |
| **3 What causes the sky to turn red in the evening ?** | **3 Particles of dust.** |
| **4 What happens to seaweed when there is no rain coming ?** | **4 remains dry**. ***It gets damp when rain is on its way*** |

**3 Word builder: suffixes p51**

**تعني اللاحقة مقطع يضاف الى اخر اللفظة بغية تشكيل لفظة جديد suffixes**

**(1بعض ال suffixes تضاف ألى الكلمة لتكون فعل مثل**

|  |  |  |
| --- | --- | --- |
| **Noun** | **Verb** | **suffixes** |
| **Energy Noun** | **Energize** | **ze** |
| **Sweet Noun / adjective** | **Sweeten** | **En** |
| **Alien** | **Alienate** | **Ate** |
| **Different adjective** | **Differentiate** | **iate** |
| **Sharp adjective** | **Sharpen** | **En** |
| **Computer Noun** | **Computerize** | **Ize** |
| **Black Noun / adjective** | **Blacken** | **En** |
| |  | | --- | |  | | **Wide Adjective** | | **widen** | **En** |
| **Broad noun** | **broaden** | **En** |
| **Sympathy Nouns** | **sympathize** | **Ize** |
| **Modern adjective** | **modernize** | **Ize** |

***When the noun / verb ends in -y, it changes to i before the suffix***

**( 2بعض ال suffixes تضاف ألى الكلمة لتكون adjective ( لتصبح الكلمة صفه لاسم ) مثل**

**( -able , -ate , -ful , -ible)**

**Note about the changing the spelling when adding the suffixes *-able* and *-ible*.**

* **When the noun / verb ends in *-y*, it changes to *i* before the suffix, e.g. *reliable, identifiable*.**
* **When the noun / verb ends in *-e*, sometimes the *-e* is dropped, e.g. *sensible, lovable*, and sometimes it isn’t, e.g. *likeable*.**

|  |  |  |
| --- | --- | --- |
| **Word كلمة** | **adjective** | **suffixes** |
| **Like** Verbs  **Agree**  Verbs  **Depend** Verbs  **Rely** Verbs  **Social** Adjectives **knowledge noun**  **Eat**  **consider** | **likeable,**  **agreeable**  **dependable**  **reliable,**  **sociable**  **knowledgeable**  **eatable**   |  | | --- | | **considerable** | |  | | **able:** |
| **Consider** Verbs  **Affection noun**  **consider** | **considerate**  **affectionate**  **considerate** | **-ate:** |
| **Care noun**  **Though conjunction**  **Play** Verbs**/ noun** | **Careful**  **Thoughtful**  **Playful** | **ful:** |
| **Sense** Verbs**/ noun**  **Response** Nouns | **Sensible**  **responsible** | **ible** |

**5 Reading and speaking p51**

**5a**

.

ANSWERS:

**a 2** = Some traditional methods of prediction still work : there are still country folk who can accurately tell you tomorrow's weather by looking at the colour of the evening sky , or by examining the wetness رطوبة s or otherwise of seaweed .

**b 3 =** Futurologists are not always correct : note the use of the verbs **may** and **could** . Futurologists are keen to steer clear بعيداً عن of words like will , won't and definitely بلا ريب . Then no-one can blame them if their prediction fails to take place . So when you next read of imminent قريب الحدوث catastrophe إخفاق تام . Well , my advice is ---------- cheer up it may never happen .

**c 1 =** The desire to know about the future is not a new phenomenon . Throughout history mankind has sought يبحثto discover what lies in the future , and has often used extremely strange methods of prediction .

**5b**

.

**Answers** : 1b The last sentence in paragraph 1 (Well, your

guess …). 2a But there are still country folk … 3a Last

sentence of paragraph 3.

**2 Optimism (التفاؤل ) versus pessimism (تشاؤم )**

|  |  |  |  |
| --- | --- | --- | --- |
| **Pour** | **ينهمر** | **creative Adjectives** | **إبداعى / مبدع** |
| complain |  |  |  |
| gripe | **يتذمر** |  |  |
| habitually | **بحكم العادة** |  |  |
|  |  |  |  |

**1 Speaking p52**

**1a**

ANSWERS

|  |  |
| --- | --- |
| **Optimistic:** | **Pessimistic:** |
| **Look on the bright side.** | **You can’t beat the system.** |
| **Don’t worry ,be happy.** | **It never rains but it pours.** |
| **Tomorrow is another day.** | **Life isn’t fair** |

**2 Reading**

**2a**

ANSWERS:

Text A is the front and back cover of a book.

**Text B is a newspaper article**.

**Language help**

**The verb gripe**means **to complain habitually about something**

**2b p52 p52**

ANSWERS:

**1 B ‘Always looking on the bright side can damage your health …’**

**2 A and B. Text A: the whole text talks about the positive effects of complaining. Text B: ‘A growing band of psychologists believes that the pressure to be cheerful glosses over a person’s need for a good moan every so often …’**

**3 A ‘… virtually every one of them pushes us to look on the bright side …’**

**4 A If this ‘don’t worry, be happy’ approach to life worked, would we need**

**so many of these self-help books?’**

**5 B ‘If he or she fears the worst,the pessimist devises means to avoid it …’**

**Discuss whether students agree with the ideas**

**3 Grammar builder: conditionals – future, p53**

**present and past**

**الجمل الشرطية**

**If ……… و ……..**

**و هي شرط لحدوث امر ما و يمكن ان تنقسم الى اربعة اقسام**

**اولا :**

**جمل شرطية تحمل حقيقة او امر او عاده present –zero ) (**

**We use the zero conditional to talk about**

* **regular habits in the present . : when I have time , I like to paint . عاده**
* **Facts . : If you boil the water , it evaporate . حقيقة**
* **Orders : If the traffic light is red , stop . امر**

**تكون صيغة الجملة …..….simple present ,….simple present if**

**simple present if simple present**

* **water boils if you heat it . حقيقة**
* **If the traffic light is red , stop . امر**
* **If you boil the water , it evaporate . حقيقة**
* **If I have money , I spend it . عاده**

**ثانيا :**

**شرط حدوث امر في الحاضر و على الأرجح او الامل بحدوثه مستقبلا .**

***If* + present simple, *will / won’t* + bare infinitive تكون صيغة الجملة**

**If I make a lot of money , I will buy an expensive watch**

* **The speaker think making a lot of money is more likely) على الأرجح**
* **the speaker sounds like more of an optimist.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **If** | **الفاعل** | **الفعل المضارع / تكملة** | **الفاصلة** | **الفاعل** | **Will** | **الفعل المضارع** | **تكملة** |
| **If** | **The telephone** | **Rings** | **.** | **I** | **will** | **Answer** | **It .** |
| **If** | **I** | **Am sick tomorrow** | **.** | **I** | **will** | **See** | **A doctor.** |
| **If** | **I** | **Have enough money** | **.** | **I** | **will** | **Build** | **A house .** |

**و فيما يلي امثلة اخرى اذ يمكن استخدام الافعال المساعدة الاخرى كما يلي :**

* **If you don't hurry , you will miss the plane .**
* **If you feel sick , you should go to the doctor .**
* **If it stops raining , we can go out .**
* **if rains tomorrow, we’ll go to the shops.**
* **If I'm late , I will call you .**
* **If you want , I can help you with your homework**
* **If I want to lose weight , I should exercise more .**
* If I work hard all week , I 1 **will be** free this weekend .
* If I have some time next week , I will clean the garage .

**ترتيب شبه الجمل ممكن ان يتغير ولكن تحذف الفاصلة**

* **I will call you If I'm late .**
* **I can help you with your homework If you want**
* **I should exercise more If I want to lose weight .**
* tom will come over on Friday if he gets off work early.

**ثالثا :**

**يدل على التكهن و استحالة وقوع الفعل و يكون فيه الفعل ماضي كما يلي : أي ان القائل يتخيل وليس هناك ما يشير لحدوث الفعل في الوقت الحالي.**

**لذلك يكون الفعل الشرطي بصيغة الماضي والنتيجة بصيغة الماضي المستقبلي**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **If** | **الفاعل** | **الفعل الماضي** | **التكملة** | **الفاصلة** | **الفاعل** | **Would** | **الفعل المضارع** | **التكملة** |
| **If** | **I** | **Won** | **The prize** | **.** | **I** | **Would** | **Build** | **A mosque .** |
| **If** | **I** | **Had** | **Enough money** | **.** | **I** | **Would** | **Travel** | **Round the world .** |
| **If** | **He** | **Come** |  | **.** | **We** | **Would** | **Go** | **With him .** |

* **If I made a lot of money , I would buy an expensive watch . imaginary situation**

**which is not true at the moment.**

* **If I were you , I would stop**
* ***If I was rich, I’d buy a huge house.***
* ***If I were rich, I would buy a huge house.***

**امثلة توضيحية اخرى مع ملاحظة اننا نستخدم قبل الصفة**

* **What would happen if you lost your wallet .**
* **If I lost my wallet, I would be angry .**
* **What would happen if he invited us ?**
* **If he invited us , we would meet his invitation .**

**رابعا :**

**حدث ما قد حدث وككان من الممكن تلافيه**

**يدل ايضا على ضياع فرصة كانت متوفرة و لم تتم الاستفادة منها للتانيب لضياع الفرصة**

**.فعل الشرط يكون صيغتة .) past perfect ( had done وشبه الجملة للجملة الشرطية**

**Would + present perfect**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **If** | **الفاعل** | **Had** | **التصريف الثالث** | **التكملة** | **الفاصلة** | **الفاعل** | **Would have** | **التصريف الثالث** | **التكملة** |
| **If** | **You** | **Had** | **Studied** | **Hard** | **.** | **You** | **Would have** | **Succeeded** |  |
| **If** | **He** | **Had** | **Come** |  | **.** | **We** | **Would have** | **Been** | **Happy** |

* **If I had studied , I would have passed the test . I didn’t study. I didn’t pass the test.**
* He could have got the job if he **had acted** a little more interested
* If bassam hadn't studied so much , he wouldn't have passed the exam .

**Match the sentence beginning on the left with the endings on the right . p43**

|  |  |
| --- | --- |
| 1. **If you take my advice,** | 1. **He'd probably accept it .** |
| 1. **I wouldn't worry about it** | 1. **We would travel more .** |
| 1. **If we didn't have children ,** | 1. **If I were you .** |
| 1. **If he won the competition ,** | 1. **You'll forget what he said .** |
| 1. **If you don't study ,** | 1. **I'd study much harder .** |
| 1. **If he were offered the job ,** | 1. **He'd give all the money away .** |
| 1. **If I were you ,** | 1. **If you heat it .** |
| 1. **Water boils** | 1. **You won't pass the exam .** |
| **ANSWERS**   1. **If you take my advice,** **You'll** (will) **forget what he said .** 2. **I wouldn't worry about it** **If I were you .** 3. **If we didn't have children ,** **We would travel more .** 4. **If he won the competition ,** **He'd**(would ) **give all the money away .** 5. **If you don't study , You won't**(will not ) **pass the exam .** 6. **If he were offered the job , He'd**(would ) **probably accept it .** 7. **If I were you , I'd** (would ) **study much harder .** 8. **Water boils If you heat it .** | |

**3 Grammar builder: conditionals – future,**

**present and past**

**3a** ANSWERS: p53

**In sentence 1**, the speaker thinks making a lot of money is more likely. They have used the first conditional which is used to talk about possible or likely situations now, in

the future, or generally.

**In sentence 2**, they have used the second conditional which is used to talk about impossible, unlikely, or hypothetical situations (so they do not think they will make a lot of money).

**b** In sentence 1, the speaker sounds like more of an optimist.

**3b** **ANSWERS** p53

**a : The speaker in sentence** **1** is talking about regular behaviour because they are using the zero conditional. This is used to talk about general habits and truths**.**

**b**: The speaker in the second sentence is using the second conditional. This is used to talk about an imaginary situation which is not true at the moment.

**c : In sentence 1**, ‘if’ can be replaced by ‘whenever’ because it refers to a general truth in the present.

**3c p53**

ANSWERS: I didn’t study. I didn’t pass the test.

**3 What if …? P54**

**1 Speaking and listening**

**1a**

**we use the phrase** ***What if …?***at the beginning of a sentence. (When we are speculating ) يخمن ) about a hypothetical (افتراضي) situation).

, e.g.

***What if there was an earthquake now?***

***What would you do?***

***What if you found out you’d won the lottery?***

***How would you feel?***

***What if you had failed your exams last year?***

***How would you have felt?***

**Remember : the modal verbs** (***may, might,* or *could*)** **to speculate about situations**

**Audio script Track 27 p54**

**1**

Jake I started to feel a bit under the weather a couple of days ago. I had a bad cold but I decided to go swimming yesterday. Big mistake. Today I really feel bad. I’ve taken some aspirin but I have a terrible headache and I think I have a fever. Unless I start

feeling better soon, I won’t be able to go to work tomorrow. **If I … don’t get it together soon …**

**2**

Paul I had to catch a plane from San Diego to San Francisco, but that same afternoon I had a fairly importantmeeting and didn’t want to cancel it. By the time it was over, I was late. I drove really fast to the airport but there was a lot of traffic. I arrived just as the plane was pulling away from the gate. I went to the meeting because it was really important, but it lasted so long I missed my flight. **If I … had made that flight …**

**3**

Andrew I hate it when this happens. I was doing a long report on my computer and there was a power cut. Unless you save your work regularly, you can lose it all when the

power goes off. Well, of course I had forgotten to save the document, so when the computer went dead I lost the whole thing – five pages! **I would have …saved** …

**1c p54**

ANSWERS:

|  |  |
| --- | --- |
| 1. **What do you think feeling**   **' under the weather ' means ?** | It means a general feeling of ill health, (being  tired, getting headaches, etc.) even though you’re not actually sick. |
| **2) What was jake's big mistake ?** | He went swimming |
| **3)Why was paul late leaving for airport?** | He had an important meeting which he didn’t want to miss. |
| **4) what happened to Andrew's computer ?** | There was a power cut. |
| **5)What happened as a result ?** | He hadn’t saved the report so he lost the document. |

**1d p54 *p54***

**2 Grammar builder: mixed conditionals – *if* and *unless***

|  |  |  |
| --- | --- | --- |
| **1 1** | **if …..….simple present ,….simple present** | **جمل شرطية تحمل حقيقة او امر او عاده**  **–zero ) ( present** |
| **2** | ***If* + present simple, *will / won’t* + bare infinitive** | **شرط حدوث امر في الحاضر و على الأرجح او الامل بأتمام الشرط مستقبلا .** |
| 3  3 3 | **لذلك يكون الفعل الشرطي بصيغة الماضي والنتيجة بصيغة الماضي المستقبلي**  **If obj simple past …., obj would simple present** | **يدل على التكهن و استحالة وقوع الفعل و يكون فيه الفعل ماضي كما يلي : أي ان القائل يتخيل وليس هناك ما يشير لحدوث الفعل في الوقت الحالي.**  **لذلك يكون الفعل الشرطي بصيغة الماضي والنتيجة بصيغة الماضي المستقبلي** |
| 4 | **if past perfect ( had done) , Would + present perfect** | **يدل ايضا على ضياع فرصة كانت متوفرة و لم تتم لاستفادة منها**  **او للتانيب لضياع الفرصة**  **او لبيان سبب لنتيجة ما حدثت** |
| **5** | *If* + past simple*wouldn’t + have* + past participle **mixed condition**  *If* + past **perfect** *wouldn’t + have* + past participle  **Present perfect**  **…………………………………………………….**  **……………………………………………………………………..**  **………………………………………………………………………………..**  **…………………………………………………………** | | |

**2a p54**

1. **If I were you , I wouldn't have said that .**
2. **If he didn't like the meal , he wouldn't have eaten it .**
3. **I would be feeling better if I hadn't gone to bed so late last night .**

**2b p54** ANSWERS:

1. **If Omar hasn't arrived yet , he probably won’t come ( wouldn't come ) at all.**
2. **If Yasser was at the game last night , I wouldn’t have seen him .**
3. **If you hadn't knocked the on my door , I would still be asleep .**
4. **I still wouldn't know about their problems if you hadn’t told me .**

**2c p54**

**Remember that in some sentences it is possible to use :**

**unless rather than if … not.**

***I’ll call you later, unless***

|  |  |
| --- | --- |
| **if … not.** | **unless rather than if … not.** |
| **She'll be here if she's not too busy** | **She'll be here, unless she's too busy** |
| **I'll call you when I get there if it's not too late .** | **I'll call you when I get there , unless it's too late .** |

**2d p55**

|  |  |
| --- | --- |
| **unless** | **If … not** |
| **Unless it rains ,we're going to the beach on Saturday .** | **If it doesn’t rain, we’re going to the beach on Saturday/ We’re going to the beach on Saturday if it doesn’t rain** |
| **Unless you write to me, I’ll be angry with you. / I’ll be angry with you unless you write to me.** | **If you don't write to me , I'll be angry with you** |
| **Unless Mustafa can play in this week’s game, our team will probably lose. / Our team will probably lose, unless Mustafa can play in this week’s game.** | **If Mustafa can't play in this week's game , our team will probably lose .** |
| **Anis will be upset unless we invite him to join us for dinner .** | **If we don’t invite Anis to join us for dinner, he will be upset. / Anis will be upset if we don’t invite him to join us for dinner** |

**3 Speaking and reading**

**3a**

Speculate (يتفكر ) . Accept (يقبل ) Suggestions ( اقتراح ) at this point.

**3b put the paragraphs in the correct order.**

ANSWERS: 1B 2D 3A 4E 5C (also possible: 4C 5E) P55

|  |  |
| --- | --- |
| **Near Disaster on Jumbo Jet** | |
| 1. Everything was apparently normal on the British airways Boeing 747 flying from London to Colombia . the plane was flying over the Atlantic Ocean when a deranged (مشوش ) passenger , Juan Martinez , suddenly burst (يندفع بقوة ) into the cockpit and tried to take over the controls . | **A :Hagan managed to overpower Martinez , and co-pilot Richard Webb controlled the aircraft and got it back on course . The two pilots forced Martinez , 27 , a Colombian , into an upper deck compartment , where he was handcuffed .** |
| 1. The intruder (متطفل) struggle**d** (صارع ) with captain William Hagan , and during the struggle Martinez managed to turn off the autopilot . The plane plummet**ed** ( هوت ) 4,000 meters , causing panic (رعب ) among the 379 passengers on board . | **B:Everything was apparently normal on the British airways Boeing 747 flying from London to Colombia . the plane was flying over the Atlantic Ocean when a deranged (مشوش ) passenger , Juan Martinez , suddenly burst (يندفع بقوة ) into the cockpit and tried to take over the controls .** |
| 1. Hagan managed to overpower Martinez , and co-pilot Richard Webb controlled the aircraft and got it back on course . The two pilots forced Martinez , 27 , a Colombian , into an upper deck compartment , where he was handcuffed | **C:Martinez is now being assessed (يخضع )by a Colombian mental (عقلى ) hospital .The pilots have suggested that he might have been stopped at check-in if more trained ground staff had been available to talk to passengers . Extra security measures already being suggested include passenger screening on all flights , locked flight deck doors and on board security guards (حارس ) .** |
| 4:Fifty-three –year –old Hagan , who was bitten (bite , bit , bitten ) on the ear , was later examined by doctor before leaving on holiday with his wife and two children . They were also on board during the incident | **D:The intruder (متطفل) struggled (صارع ) with captain William Hagan , and during the struggle Martinez managed to turn off the autopilot . The plane plummeted ( هوت ) 4,000 meters , causing panic (رعب ) among the 379 passengers on board .** |
| 1. Martinez is now being assess**ed** (يخضع )by a Colombian mental (عقلى ) hospital .The pilots have suggested that he might have been stopped at check-in if more trained ground staff had been available to talk to passengers . Extra security measures already being suggested include passenger screening on all flights , locked flight deck doors and on board security guards (حارس ) . | **F:Fifty-three –year –old Hagan , who was bitten (bite , bit , bitten ) on the ear , was later examined by doctor before leaving on holiday with his wife and two children . They were also on board during the incident** |

**3c**

ANSWERS:

jumbo jet, co-pilot, pilot, aircraft, **upper-deck compartment**, Boeing 747, flying, plane, cockpit, controls, check-in, ground staff, passengers, flights, flight deck, on-board, security guards, Captain, autopilot, plummet. **Possible categories could be**: people, on the airplane, at the airport.

**Saudi Arabia and the World: Career choices p56**

**: reported speech**

**(Statement)**

**الكلام الغير مباشر reported speech هو نقل الكلام على لسان قائله مع اجراء التغيرات ألازمه بطبيعة الحال في الضمائر و الافعال المساعدة**

**في حالة استخدام فعل مضارع لنقل الكلام على لسان قائله (say/says , tell/tells ) يتغير الضمير بينما يبقى الفعل كما هو في نفس الصيغة كما يلي :**

**A**

|  |  |
| --- | --- |
| **INDIRECT** | **DIRECT** |
| **Says that /say/say that**  **Ask + مفعول بة + if**  **tell + مفعول بة + not to** | **Says/say**  **Do you**  **Don't** |

**He says "I drive my children to school every day "**

**He says that he drives his children to school every day.**

**He says " I am working hard ". قال " انا اجتهد في عملي "**

**He says that he is working hard . يقول بانه يجتهد في عمله .**

**ألتغير في الضمائر الشخصية (personal pronouns)**

**و ضمائر الملكية ( possessive pronouns )**

|  |  |
| --- | --- |
| **INDIRECT** | **DIRECT** |
| **He/ she**  **They**  **His/her**  **Their**  **I**  **my** | **I**  **We**  **My**  **Our**  **You**  **your** |

**B**

**في حالة استخدام فعل ماضي ( Said , Told ) لنقل الكلام على لسان قائله يتغير الضمير و تتغير الافعال من صيغة المضارع الى صيغة الماضي ومن صيغة الماضي الى صيغة الماضي التام(had done ) كما يلي :**

**(1الافعال المساعدة تتغير كما يلي**

|  |  |
| --- | --- |
| **DIRECT** | **INDIRECT** |
| **Am /is**  **Are**  **Do/does**  **Don't/doesn't**  **Have/has**  **Will/ shall**  **May**  **Can**  **Has to /have to**  **did** | **Was**  **Were**  **Did**  **Didn't**  **Had**  **Would/should**  **Might**  **Could**  **Had to**  **Had + التصريف الثالث للفعل** |

**فيما يلي امثلة على ذلك :**

**He said , " I drive my children to school every day ".**

**قال " انا اوصل اطفالي الى المدرسة كل يوم "**

**He said that he drove his children to school every day .**

**قال بانه اوصل اطفاله للمدرسة كل يوم .**

**He said , " I drove my children to school" . قال " اوصلت اطفالي الى المدرسة "**

**He said that he had driven his children to school.**

**فال بانه أوصل اطفاله الى المدرسة .**

**They said to me ":we will leave Jeddah soon " . قالوا الي " سوف نغادر الى جدة قريبا ".**

**They told me that they would leave for Jeddah soon . احبروني انهم سيغادرون الى جدة قريبا.**

**He said to me " I completed my work " قال لي " انهيت عملي "**

**He told me that he had completed his work . اخبرني بانه قد انهى عمله**

**1**

**عبارات النهي**

**هي عبارة النهي التي تبد ابها الجملة فتصبح في (don't)**

**Reported sentence ( he told me not to)**

**مثال :**

|  |  |
| --- | --- |
| **Direct** | **reported** |
| **Don't go there** | **he said to me .** |
|  | **He told me not to go there** |

**2**

**الجمل الاستفهامية**

**A عند وجود سؤال يبدا بفعل مساعد من :**

* **مجموعة افعال الكينونة : ( am – is – are – was – were ) .**
* **مجموعة افعال ( have ) و هي : ( have – has – had ) .**
* **مجموعة افعال ( modals ) و هي :**

**Can could will would shall should ( ought to ) May might must had have to has to had to**

1. **فان الفعل المساعد يعود الى مكانه الاصلي بعد الفاعل**
2. **و تتحول كلمة (said) الى عبارة if )(+مفعول به (asked+**
3. **ثم يتحول المضارع الى ماضي و الماضي الى ماضي تام**

**امثلة :**

**Ali said " are you tired ?" قال علي " هل انت متعب ؟"**

**Ali asked me if I was tired . سالني علي ان كنت متعبا**

**The doctor said " is that okay ?" قال الطبيب " هل ذلك على مايرام ؟"**

**The doctor asked if that was okay . سال الطبيب ان كان ذلك على ما يرام .**

**Ali asked me " have you already eaten dinner ?" " هل سبق وان تناولت العشاء . He Ali asked me if I had already eaten dinner . سالني ان كنت قد تناولت العشا ء**

**Will you come to dinner ?**

**He asked me if I would come to dinner .**

**: C عند وجود سؤال يبدا بفعل مساعد من : do-does-did**

|  |
| --- |
| **ملاحظة هامة :**   * **في كثير من جمل النفي يكون هناك فعل مساعد من افعال (do) وهي do-does-did** * **الجمل الفعلية الاستفهامية غالبا ما تبداء فعل مساعد من افعال (do) وهي do-does-did ماعدا الجملة التي فيها احد ادوت الاستفهام who which , what الا بشرط ان يكون السؤال عن المفعول بة** |

**في حالة وجود سؤال يبدا باداة استفهام ( أي ان سؤال للجمل الفعلية يبدا بفعل مساعد من افعال (do)**

**وهي do-does-did فأننا نحذف الفعل did/ does/ do و نغيير الضمير مع تحويل الفعل المضارع الى ماضي, و الماضي الى ماضي تام كما يلي ::**

1. **He said , "do like rice ?" قال " هل تحب الارز ؟ "**

**He asked me if I liked rice . سالني ان كنت احب الارز .**

**2 He said , " did you see him ?" قال " هل رايته ؟"**

**He asked me if I had seen him . سالني ان كنت قد رايته .**

**3 Sami said " where do you live ? " قال سامي " اين تسكن ؟"**

**Sami asked me where I lived . سالني سامي اين اسكن .**

**4 He said " what did you do ?" "قال ماذا فعلت ؟"**

**He asked me what I had done . سالني ماذا كنت قد فعلت .**

|  |  |  |
| --- | --- | --- |
| **Indirect غير مباشر** | **Direct مباشر** | |
| **I don't know where they are going .** | **Where are they going ?** | |
| **I can't tell you what time it is .** | **What time is it ? كم ال** | |
| **I never asked who finished first .** | **Who finished first ?** | |
| **We didn't know why he left** | **Why did he leave ?** | |
| **I don't know what his name is .** | **What is his name?** | |
| **I don't remember where they went** | **Where did they go ?** | |
| **I don't know if faisal is coming .** | **Is faisal coming ?** | |
| **I don't remember whether he had gone to the shop .** | **Did he go to the shop ?** |
| **Please tell me if they are ready .** | **Are they ready ?** |

**(الاحظ ان الفعل المساعد يعود لمكانه الاصلي اذا لم تبدا الجملة باداة الاستفهام مباشرة )**

**He said , " how about visiting Mr. Husam ?"**

**He suggested visiting Mr. Husam .**

**" would you like to sleep on the floor of my flat ?" he asked .**

**He asked if I would like to sleep on the floor of his flat .**

**2 Grammar builder: reported speech –**

**questions**

**2a**

|  |  |
| --- | --- |
| **Reorder the words to make correct sentences** | **Answers** : |
| **1) as a volunteer . / if / had/ He asked me / worked/ I** | **1 He asked me if I had worked as a volunteer.** |
| **2) if / had /Sultan asked me /done/ an aptitude test . /I** | **2 Sultan asked me if I had done an aptitude test.** |
| **3) one of my skills. / was/ Laila / asked me / accuracy / if** | **3 Laila asked me if accuracy was one of my skills.** |
| **4) I / applied/ why /Basim asked me for the job / had** | **4 Basim asked me why I had applied for the job.** |
| **5) Shadi asked me what time I could arrive for work.** | **5 Shadi asked me what time I could arrive for work.** |

**2b p 56**

**Answers** :

|  |  |
| --- | --- |
| **Direct** | **indirect** |
| 1. **What plans do you have for your future ?** | 1 **he** asked me what plans I had for my future. |
| 1. **What subjects do you like most ?** | 2 **he** asked me what subjects I liked most. |
| 1. **What jobs do you think you would prefer ?** | 3 **he** asked me what jobs I thought I would refer. |
| 1. **How do you find out information about the jobs you want ?** | 4 **he** asked me how I found / find out information about the job I want. |
| 1. **Can you speak any foreign languages?** | 5 **he** asked me if I can / could speak any foreign languages. |
| 1. **Have you got any work experience ? what job did you do ? how long did you do it for ?** | 6 **he** asked me if I had any work experience and how long I had done it for. |
| 1. **Do you plan to go to university ?** | 7 **he** asked me if I had plans to go to university |

**3 Reading**

**Answers** : 1f 2j 3a 4h 5e 6b 7i 8c 9g 10d

.

1. **Assess ==== ((يقيم ==========consider the quality of**
2. **Input============== contribution (مساعدة ) from others**
3. **Requirements(متطلب )=== things / skills that are needed for a job**
4. **Working condition(شرط) ==== the hours and environment in which you do a job .**

**5 Projected (يتصور) growth(ازدياد)======how much you expect your salary to increase based on the experience of others**

1. **Saturated (مشبع) with=========full of**
2. **Possible opening === ====various ways you can get into a job or a company .**
3. **Aptitude (جدارة) =============natural ability .**
4. **First hand (عون) =============from personal experience**
5. **Seeing something in action ====seeing how someone does something .**

**4 Speaking p57**

**Unit 7 Free time P58**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ancient** | **قديم adjective** | **synonymous** **adjective** | **مترادف L مرادف** |
| **Dating back** | **يعود ظهوره** | **Culture** | **ثقافة** |
| exist Verbs  **existed** | يوجد |  |  |
| **Nomadic noun/ adjective** | **بدوي** |  |  |
| **Tribesmen** | **قبلي /رجل القبيلة** |  |  |
| **Domesticate** Verbs  **Domesticated** | **يروض** |  |  |
| **Breed** Verbs  **Bred** | **يتناسل** |  |  |
| **Flourish** Verbs | **ينجح / ناجح** |  |  |
| **horsemanship** | **الفروسية** |  |  |
| **Endurance** | احتمال/ ثبات |  |  |

**1c p58**

answers.

|  |  |
| --- | --- |
| answers | Questions |
| 1. **For 6,500 years** | **1) How long has horse racing existed?** |
| 1. **In Saudi Arabia and the Gulf .** | **2) Where are many of the world’s highest quality race horses bred?** |
| 1. **Because it is the home of the Arabian horse .** | **3)Why does horse breeding flourish in Saudi Arabia?** |
| 1. **Their speed , endurance and intelligence .** | **4)What are Arabian horses famous for?** |
| 1. **approximately 1,000 horses .** | **5) How many horses does King Abdullah bin Abdul-Aziz al-Saud own?** |
| 1. **It keeps a written register of pure breed Arabian horses ,and head research into the breeding of Arabian horses .** | **6) What does the Arriyadh Equestrian Club in Riyadh do?** |
| 1. **they rode bareback and barefoot .** | **7 )How did jockeys ride traditionally in Saudi Arabia?** |
| 1. **the king cup .** | **8) What is the high point in the racing calendar in Saudi Arabia?** |

:

**2 Word builder: phrases giving opinion and**

**agreeing or disagreeing**

**2a p59**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agree** | **Disagree** | **Giving opinion** | **Strongly agree** | **Strongly disagree** |
| **I agree.** | **I disagree** | **1 I think …** | **Absolutely!** | **You must be joking!** |
| **You’re right!** | **Do you really think so?** | **If you ask me** |  | **Nonsense!** |
|  | **I’m not sure about that.** | **In my opinion** |  | **Are you serious? (** |
|  | **I don’t think so** |  |  | **You’re wrong!** |

**Audio script Track 28** p59

Dave: Alan. Hi! How was England?

**Alan**: Great. I was busy but I had some time to explore the country.

Dave: And how was Tom Mitchell?

**Alan**: Fine. We spent the weekend together and he took me to the Grand National.

Dave: The Grand National! And you went?

**Alan**: Why not?

Dave: But it’s the cruelest (وحشى)horse race in the world. Horses get killed going over those jumps.

**Alan**: Come on, Dave. It’s part of the English culture. And no horses got killed this time!

Dave: But it’s awful (شنيع)! Making horses go through all that just for entertainment.

**Alan**: Look. Quality race horses are magnificent animals, and they wouldn’t exist without the prize money for races like the Grand National.

Dave: But why do they have to jump over those enormous (هائل)fences. Why can’t they just run on the flat (شئ مسطح)?

**Alan**: I know that there’s an element (مقدار ضئيل) of danger in it, for the horses and their jockeys but, in my opinion, races like the Grand National are a really exciting spectacle(مشهد غير إعتيادي).

Dave: You’re so wrong, Alan. The jockeys – well, they choose it, and get paid for it. But protecting animals is what really matters. The problem is that people don’t realize how

much the horses suffer.

**Alan**: I’m not sure about that. It’s very skillful (بارع). In fact, it’s an art, not a sport.

Dave: An art! Nonsense! It’s cruelty (وحشية) if you ask me! The poor horse falls, breaks its leg and someone with a gun has to shoot it. Some art! Is that a humane thing to do?

**Alan**: Um, yeah, not exactly, but you have to consider … (fade)

**3 Listening and speaking p59**

**3a**

ANSWER:

They are calm and friendly at the beginning but get more angry and defensive by the end of the conversation.

**3b**

for and **against** the Grand National.

ANSWERS:

Arguments against: It’s cruel, horses sometimes get killed and jockeys get hurt, it’s not humane.

Arguments for: It’s part of English culture, race horses wouldn’t exist without the sport, it’s an exciting spectacle, it’s skillful.

**4 Pronunciation (طريقة التلفظ): homophones (اللفظة المجانسة)D p59**

**Homophones : are words with the same Pronunciation but different meaning and/ or spellings . examples (wait / weight). (no / know).**

**4b**

**Audio script Track 29 p59**

1 This **pear** is really juicy.

2 It’s rude to **stare** at people, you know.

3 I got an important letter in the **mail** today.

4 Let’s give **peace** a chance.

5 You have to wait for that cut to **heal**.

6 The spring **sale** starts in two weekscircle the word they hear.

**ANSWERS:**

**1 pear (الكمثرى) 2 stare (يحدق) 3 mail (بريد) 4 peace (سلام)**

**5 heal (يشفى) 6 sale (تخفيض)**

**Homophones**

**1 pair (زوج) 2 stair (درجة " في سلم) 3 male (مذكر) 4 piece (جزء) 5 heel (عقب القدم) 6 Sail (شراع)**

1. **Speaking and writing**

**2 Games of skill p60**

**Audioscri pt Track 30**

**Interviewer**: All Americans are familiar with baseball, one of the country’s most popular sports. But to many non-Americans, the game remains something of a mystery (**لغز**). Today, Bill Evans is here to tell us about the game. Bill, who invented baseball?

**Bill**: Well, there was no actual inventor. Baseball probably developed from the English game rounders. Rounders is a simple stick and ball game in which the batter (**ضارب الكرة**)tries to hit the ball as far as he can, and then run before the ball can be returned.

**Interviewer**: But do we know when people first started playing baseball?

**Bill**: Well, there is an early reference to the game in 1791 in Pittsfield, Massachusetts, but the first known team to play was the New York Knickerbockers in 1845. The game soon caught on ( **انتشرت**), and by 1867 there were 400 baseball clubs, stretching ( **ممتدة**)from New York to California.

**Interviewer**: And nowadays …?

**Bill**: Nowadays baseball is big money. The amateur (**المحترف**) game of baseball did not last long – in 1869 the Cincinnati Red Stockings recruited and paid the best players from around the country … they won 65 games and lost none!

**Interviewer**: Now, could you, very simply, tell us the rules of the game.

**Bill**: I’ll do my best! So … baseball is played on a diamond-shaped (**ماسى شكل** ) field. Each corner of the diamond is called a base. There are two teams of nine players each. The pitcher (**الرامى**), the player with the ball, throws the ball to the batter, who tries to hit it. If he succeeds, he tries to run to the first base, or further, before the ball is returned. When the batter has run around all the bases he scores (**يسجل**) a ‘run’. If he misses the ball three times, or he hits the ball and a fielder catches it, the batter is out.

**Interviewer**: (sounding confused) Hmmm … I think I understand. And who wins?

**Bill**: That’s easy! The team who gets the most runs!

**Speaking D p60**

**ANSWERS**:

**A**: baseball **B:** football **C:** cricket **D:** archery **(أقواس)**

**2b p60**

ANSWERS:

|  |  |  |
| --- | --- | --- |
| **1** | **No one person invented baseball.**  **there was no actual inventor.** | **1T** |
| **2** | **Baseball is the same as the English game rounder .**  **Baseball probably developed from the English game rounders** | **2F** |
| **3** | **Nobody played baseball before the new York knickerbockers .**  **reference to the game in 1791 … the New York Knickerbockers in 1845.** | **3F** |
| **4** | **In 1867 baseball was played all over the USA .**  **400 baseball clubs, stretching from New York to California.** | **4T** |
| **5** | **Only people from Cincinnati played in the red stockings .**  **recruited and paid the best players from around the country** | **5F** |
| **6** | **There are four 'bases' on baseball field .**  **baseball is played on a diamond-shaped pitch. Each corner of the diamond is called a base.** | **6T** |
| **7** | **The 'pitcher' tries to hit the ball .**  **The pitcher, … throws the ball to the batter, who tries to hit it.** | **7F** |
| **8** | **The interviewer doesn't understand Bill's explanation .**  **Hmmm … I think I understand.** | **8T** |

|  |  |
| --- | --- |
| **What you should / must do in the game** | **What you shouldn’t / mustn’t do in the game** |
| 1. **The teams change ends after half time. (p.s)** | 1. **When the ball is in play , never touch it with your hands ( unless you are the goalkeeper ).** |
| 1. **If the referee show you a red card , leave the field immediately . (imp)** | **7)Goalkeeper are not allowed to run the length of the field holding the ball .** |
| 1. **You have to obey the referee at all times . modals** | **8)No player may assist the goalkeeper when there is a penalty kick .**  **modals** |
| **5)The captain decide who kicks the ball first to start the game . (p.s)** |
| 1. **Only tackle (يعالج) a player if he is in possession of the ball . (imp)** |

**3 Grammar builder: instructions p61**

ANSWERS: What you should / must do in the game: 1, 2, 3, 5, 6

**Learner development**

A

We can give instructions in different formal **(متمسك بالشكليات وآداب)** and informal situations. **The informal situations** when talking to friends, we are more likely to use the imperative(مشروط) or *should /shouldn’t* rather than *must / mustn’t* and *can / can’t.*

* **Present simple is used** **in** **sentences 1 and 5 (p.s)**
* **the imperative (إلزامي) is used in** **sentences 2 and 6, (imp)**
* **modals (شكلى) are used in** **sentences 3 and 8 modals**
* ***are not allowed to* is used** **in** **sentence 7.**

**ملاحظه**

**in informal situations when talking to friends**, we are more likely to use the **imperative** or *should /shouldn’t* rather than (**بدلا من** ) *must / mustn’t* and *can / can’t.*

**3 Let’s get together p62**

**Audio script Track 31**

**Announcer:** And now it’s time for the next session (**جلسة**) on the Ancient History course with Dr Mark Stokes.

**Dr Stokes:** In this module(**وحدة قياس**), we’re looking at everyday life in ancient Rome. I’ve always thought that modern life is very civilized. We have running water, baths,

flush toilets and central heating. Well, it may surprise you to know that the Romans had all these things in their public baths seventeen hundred years ago. Baths were one of the great Roman social institutions (**عادة**). The Romans weren’t the first or only people to build baths but they did it on a much greater scale. By the end of the 4th century C.E.,

there were 11 public baths and 926 private baths in Rome alone. And some of these baths

were enormous (ضخم). Take, for example, the bath of Diocletian, built in 305 C.E. It could accommodate (**يتسع لـ**) over 3,000 bathers (**مستحم**). Can you imagine that? Over 3,000 bathers! Today we might compare the Roman bath to a sports centre. You normally paid a small fee to enter. Inside there were hot, warm, and cool baths. You could also find exercise areas, barbers, shops, restaurants, and even libraries. Baths were places to bathe and talk, do exercise, meet friends, do business, and get the latest news. When people got

hungry after exercising and bathing, they could also buy snacks. Since the Roman working day began at sunrise, work was usually over at midday. Men would go to the baths in the afternoon about two o’clock and stay until closing time at sunset. Children

were not allowed to go to the public baths. Most Romans tried to visit the baths at least once a day .The Romans were possibly the cleanest people in history!

**1 Listening and speaking P62**

**1b**

**ANSWERS:**

**sauna, bathers, fee, cool, exercise, store, libraries, snacks, cleanest**

**1c p62**

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ANSWERS: 1 saunas, central heating 2 Public 11, Private 926

4 6

|  |  |  |
| --- | --- | --- |
| **1** | **Features of ancient Roman baths** | **Running water , baths ,** saunas, and central heating |
| **2** | **Number of baths in Rome in the 4th century .** | **Public** 11, Private 926  4 3,000 |
| **3** | **Date the bath of Diocletian was built .** | **305 C.E** |
| **4** | **Number of bathers the bath of Diocletian could accommodate .** | 3,000 |
| **5** | **Different types of baths .** | **Hot ,warm and cool .** |
| **6** | **Facilities** | exercise areas, shops, **, barbers, restaurant and** libraries |
| **7** | **Common activities in Roman baths** | **Bathe and talk , do** exercise, business **and get the latest news .** |
| **8** | **Times Romans went to the baths .** | 2 pm to sunset |

**Lesson 3 Free time P63**

**2 Grammar builder: aspects of adverbs (حال) and adverbials (حالى)**

**2a**

**:adverbs** تعني هذه الكلمة صفه الفعل أي حاله **. حال الفعل له عدة حالات كما هو مبين في الجدول الاتي . كما أن adverbs يمكن ان يصف ال adjective والذي يسمى عندئذ adverbials**

|  |  |  |
| --- | --- | --- |
| **1 Frequency (تكرر)** | | |
| **Usually** | | **He usually gets home about 6 o'clock**  **.Is your friend usually so rude?** |
| **Often** | | **I often see him in the garden**  **.How often do you wash your hair?** |
| **Rarely** | | **I rarely have time to read a newspaper.**  **We rarely see each other now.** |
| **Generally** | | **Your health is generally good, but you do have a few minor .** |
| **Occasionally** | | **Occasionally I'll have a piece of chocolate, but it's quite rare.**  **I see him occasionally in town.** |
| **Sometimes** | | **Sometimes we take food with us and sometimes we buy food when we're there.** |
| **2 time** | | |
| **Time adverbs: All night, Every day, Every night, All day, Last week , Next month , After class, afterwards .**  **They keep ringing me up at all hours (of the day and night).** | | |
| **3 Manner(طريقة)** | | |
| **Badly** | **She was badly affected by the events in her childhood.**  **I thought he was treated very badly .** | |
| **Quickly** | **We'll have to walk quickly to get there on time.**  **Quickly now, you two, daddy's waiting in the car!** | |
| **Suddenly** | **I suddenly realized (يدرك) what I'd said, but it was too late** | |
| **Rudely** | **She rudely (بذىء)interrupted my speech.** | |
| **Well** | **I can't do it as well as Marie can.** | |
| **4 Degree(مدى)** | | |
| **Deeply** | **I'm deeply grateful to you.** | |
| **Excessively** | **She was polite but not excessively (إلى حد بعيد) so.** | |
| **Lightly** | **If you say something lightly, you are not serious when you say it:** | |
| **Superficially** | **Religious education is poorly and superficially(سطحي) taught in most school** | |
| **Truly** | **At this time of year the river is a truly(بصدق) beautiful sight.** | |
| **5 Place** | | |
| **Downstairs** | **I went downstairs to answer the phone.** | |
| **Upstairs** | **He heard glass breaking and ran upstairs to see what had caused it.** | |
| **Far away** | **If you really do move to Australia , you'll be so far away .** | |

**2 Grammar builder: aspects of adverbs ( صفة الفعل) and adverbials**

**(صفة الاسم )**

**2a**

Look to the following examples :

* ***It will probably rain heavily tomorrow.***

**In this sentence there are three adverbs** adverbs:

*probably:* **Degree** *(*certainty*)*

*Heavily:* **Manner**

*Tomorrow*: **time**

**ملاحظه مهمة جدا جدا**

* **usually, generally, normally, often, frequently, sometimes, and occasionally**

**those adverbs can go at the beginning or the end of a clause.**

* ***Always, ever, rarely, seldom,* and *never***

**those adverbscannot normally go in these positions: example**

***I always get up early.* ✓**

***Always I get up early.* ✗**

* ***I have never played water polo:* adverbials can follow auxiliary verbs,**
* ***It is usually cold at this time of year.* and they come after *are / is / was /were,***

**auxiliary verbs a verb that gives grammatical (نحوى) information, for example about tense, which is not given by the main verb of a sentence:**

**The first verb in each of the following sentences is an auxiliary -**

**I would love a drink**

**She has finished he**

**2 a p63**

**1 ) Frequency :**

**I generally do my shopping on Thursday .**

**We go out to a restaurant occasionally , but we usually just cook at home .**

1. **Time :**

**Sorry , I can't join you Wednesday because I'll be working at hospital all night .**

**John is busy until seven , but he can meet us afterward .**

1. **Manner :**

**The teacher was in the middle of an explanation when she was rudely interrupted by a ringing mobile phone .**

**If you ask me, my brother speaks English very badly .**

1. **Degree :**

**I thought deeply before coming to my decision .**

**David is an extraordinarily accomplished athlete for his age .**

1. **Places**

**Let's move this big ,old chair downstairs so it's not so crowded in here .**

**If you really do move to Australia , you'll be so far away .**

**2c P 63**

**.**

**ANSWER: Many adverbials typically appear at the end of**

**sentences**

**3 Speaking, reading and writing p63**

**3a**

ANSWER:

It shows some coffee beans and a cafetiere. The article might be about coffee-drinking habits or it could be about the history of coffee.

**3b**

Coffee has long been one of the most popular drink in the word . In 9TH –century Arabia it was first recorded that people drank coffee . planting of coffee first started in Yemen , in the Middle East in the 15th century , and it was forbidden to take coffee plants out of the country . The first coffeehouse in London opened in the 1680s , and soon they were all over the city . Coffeehouses were known as ' penny universities ' because you could buy a cup of coffee for a penny and learn more at the coffeehouse than class !

In 1690 , the Dutch introduced coffee cultivation (رعاية) to their colonies in Indonesia . coffee arrived in Latin America several decades later , when the French brought a coffee plant to the island of Martinique , when a rare plant disease Devastate(يخرب) the coffee plantations in South east Asia in the mid-19th century , Brazil emerged (ينشأ) as the world's foremost coffee producer , which it still is today . The first espresso machine was made in France in 1822, and instant (جاهز) coffee was first marketed in 1909.

To give you an idea of the popularity (شعبى) of coffee , starbucks coffee opened in 1971 and today has 3,300 locations in ten countries . Why is coffee drinking so popular ? people believes that coffee has stimulating (نداء يعبر عن الفرح) properties (ملكية) so it helps you concentrate or work . It also tastes good , and everyone has his or her favourite type of coffee : cappuccino , espresso , iced , mocha (بن يمنى).

smuggled (يهرب " البضائع) smuggle

**Additional E** p63

1 *Where did the Dutch introduce coffee cultivation in 1690?*

(their colonies in Indonesia)

2 *How many Starbucks Coffee shops are there worldwide?* (3,300)

3 *When was the first coffeehouse opened in London?* (in the 1680s)

4 *Which country produces more coffee than any other?* (Brazil)

5 *What was made in 1822?* (the first espresso machine)

**4 Saudi Arabia and the World: Free time p64**

1. **What : is used to ask for information about people or things:**

**What time is it?**

**What books did you buy?**

**What did you wear?**

**What size shoes do you take?**

**What happened after I left?**

**What caused the accident?**

**What happens ?**

**What happened in the end ?**

**What are the strengths and weakness of the book ?**

**What are her /his conclusions ?**

**What do you think of the book ?**

1. **when (AT WHAT TIME)**

**When are you going?**

**When's the baby due?**

**We'll go when you're ready.**

**Tell me when to start.**

**Ask him when he's next coming home.**

**When do you expect to have the project completed (by)?**

**She was only twenty when she had her first baby.**

**He was quite shocked when I told him.**

**I hate it when there's no one in the office.**

**I went there when I was a child.**

**I was just getting into the bath when the telephone rang**

1. **where: in what place: adverb, conjunction to, at or**

**Where does he live?**

**"I put it on your desk." "Where? I can't see it?"**

**Where are we going?**

**Now where did I put my glasses?**

**Where's the party being held?**

**Could you tell me where Barker Drive is please?**

**Where did you put my umbrella?**

**I've left my keys somewhere and I don't know where.**

**You've found my diary - where on earth was it?**

**I've been meaning to ask you where you get your hair cut.**

**Bradford, where Bren comes from, has a lot of good curry restaurants.**

**She lived in Rome for a couple of years, where she taught English.**

**You see where Mira is standing? Well, he's behind her.**

**I like to have him next to me where I can keep an eye on him.**

**I read it somewhere - I don't know where.**

**Where does the story take place ?**

**4)How often: frequently; many times:**

**How often do you think he changes his shirt?**

**Could you change the baby/the baby's UK nappy (US diaper)?**

**I've changed the sheets/the bed (= the sheets on the bed) in the guest room**

**I often see him in the garden.**

**How often do you wash your hair?**

**I don't often drink spirits.**

**It's not often that you meet someone who you're instantly attracted to.**

**I don't see my parents as often as I'd like to.**

**Christmas is often mild in this country**

**5 ) Why: for what reason:**

**"I'm going home." "Why?"**

**Why did you choose to live in London?**

**Why wait? Let's leave now.**

**Why should I help him - he never helps me?**

**Why is it that I find chocolate so addictive?**

**The police asked me to explain why I hadn't reported the accident sooner.**

**I don't know why she isn't here.**

**Quite why he isn't here today is a mystery.**

**There is no reason why we shouldn't succeed.**

**.**

**Audio script Track 32**

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**Hi. I’m Sameera**. In my free time I tend to watch the television. We have a big screen at home. My sisters and I stretch out (يتمدد) on the sofas or on the cool tiled (أرضية الحجرة) floor under the AC after dinner and watch a film. We all like watching *Khawater*.

**Hi. I’m Adib**. On Thursdays I usually listen to recitations (تلاوة), but in the evenings, I love to play computer games. I’m in the middle of playing Minecraft at the moment. The only problem is my father says I am only allowed to play for two hours maximum, but it feels like ten minutes!

**Hello. I’m Salwa** and I’m a big reader. Any chance I get in my free time, and wherever I am, I’ll read. I’ve always got my book with me. I go to the library and I also download books to my e-reader if I cannot get to the library. I read everything from the Qur’an to poetry, to recitations, to newspapers to novels.

**Hi. I’m Saif.** I really I like strolling (التجوال) through the shopping centre on Thursdays and Fridays after going to the mosque. I go to the

local shopping centre and look at all the gifts and shops. But I have also started to do a lot of shopping online. If you know what you want in electronics, for example, you can order what you want and then get it delivered to your house.

**3 Listening p64**

**3b ANSWERS**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Who** | **What** | **When** | **Any other**  **Information** |
| **Who is she ?**  **Sameera** | **What does she do ?**  **Watches TV** | **When does she watch TV ?**  **After dinner** | stretches out on the sofas or on the floor and watches a film. |
| Who is he ?  Adib: | listens to recitations | on Thursdays; plays computer games  in the evenings; | father restricts play time to maximum of 2 hours |
| Salwa: | reading, any chance she gets /,  always has book with her; | any time she can | goes to library / downloads books to e-reader |
| Saif: | shopping centre  also shops online | , on Thursdays after going to the mosque; |  |

**4 Grammar builder: question tags and short answers**

**4a P65**

**Question Tag العبارة الاستفهامية ( أليس كذلك )**

* **تكون العبارة الاستفهاميه بالنفي اذا كانت الجمله مثبتة**

**He works hard at school , doesn't he ?**

**It's beautiful day ,isn't it?**

* **تكون العبارة الاستفهاميه مثبتة اذا كانت الجمله بالنفي**

**We don't want to be late , do we ?**

**You will not come tomorrow , will you ?**

**Question Tags are used to keep the conversation going and ask for an answer .**

|  |  |
| --- | --- |
|  | **Sentence with Question Tags** |
| **1** | **Sameera enjoys watching television , doesn't she ?** |
| **2** | **Saif hasn't studied for a long time , has he ?** |
| **3** | **Salwa will go to university ,won't she?** |
| **4** | **You're not serious , are you ?** |
| **5** | **Shawqi's a poet , isn't he ?** |
| **6** | **Internet shopping can be very useful , Can't it ?** |
| **7** | **I should listen to the new recitations , Shouldn't it ?** |
| **8** | **You've been to the new library , Haven't you ?** |

**4b p65**

**Write the short answer to each question .**

|  |  |  |
| --- | --- | --- |
|  | **Question Tag** | **short answer** |
| **1** | **Sameera enjoys watching television , doesn't she ?** | **Yes, she does.** |
| **2** | **Saif hasn't studied for a long time , has he ?** | **No, he hasn’t.** |
| **3** | **Salwa will go to university ,won't she?** | **Yes, she will.** |
| **4** | **You're not serious , are you ?** | **Yes, I am.** |
| **5** | **Shawqi's a poet , isn't he ?** | **Yes, he is** |
| **6** | **Internet shopping can be very useful , Can't it ?** | **Yes, it can.** |
| **7** | **I should listen to the new recitations , Shouldn't it ?** | **Yes, you should.** |
| **8** | **You've been to the new library , Haven't you ?** | **Yes, I have.** |