

Republic of Iraq

Ministry of Education

General Directorate of Vocational Education

English
For Schools of Applied Arts
Book 3

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**IN THE NAME OF ALLAH,
MOST GRACIOUS,
MOST MERCIFUL.**

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Introduction

Aim:

The general aim of this course is to develop learners' language skills; listening, speaking, reading and writing. It supplements what they have learnt in the previous years with more specification in conformity with the other subject matters in the curriculum, and to become able to use the English language communicatively in the future.

Objectives:

By the end of the three-book series, learners are supposed to:

1. develop knowledge of the basic elements of English language: vocabulary, pronunciation, and grammar,
2. develop understanding of oral and written language skills,
3. be aware of the ESP vocabulary and expressions relevant to their study; i.e. positive parenting, drawing, gardening, jam manufacturing, cleanliness and home budget.
4. develop aesthetic and cultural creative sense in order to appreciate ESP topics and literature,
5. Participate in everyday-life communicative dialogues, discussions ,and interaction,

6. understand instructions, and read manuals, booklets and magazines, and describe methods of making materials of applied arts,
7. develop receptive skills, i.e. listening and reading, by practicing certain activities in this respect,
8. promote productive skills, i.e. speaking and writing, by fulfilling meaningful and authentic activities,
9. be capable of using ESP language in their future career,
10. practise language learning skills such as speed reading skills, i.e. scanning, guessing, etc,
11. practise language learning autonomy strategies such as note-taking, summarizing, etc,
12. become active participants and language users, and
13. involve into co-operative learning.

Syllabus Design

Each book of the series has the following activities format: vocabulary, speaking, reading, pronunciation, grammar and writing. This is to ensure its communicative purposes within the activity sequence and to motivate learners to participate effectively. Listening is achieved indirectly by exposing learners to the model, i.e. the teacher.

Language Activities

a- Vocabulary. New words are introduced at the beginning of every unit in the form of activities so as to make them familiar to students when they appear again in the reading text. Teachers are supposed to encourage students to work out the activities as a warm up.

b- Speaking. There are speaking activities in every unit. These include dialogues which will equip students with the basic expressions needed to cope with everyday conversations in English concerning their field of study and future career. This activity will give them both practice and confidence in using what they learn.

c- Reading Comprehension: Every unit has one main reading text preceded by **lead in** questions and activities to give students reason to read and predict what they will be reading about in the text. At the same time, it is a kind of brainstorming to what they already know about the world (prior knowledge) or about English. The reading texts are supplemented with various activities to help students discover and learn new vocabulary and expressions.

d- Pronunciation is intended to provide practice in English pronunciation with sufficient illustrations. The presentation of the English sound system needs to be enriched by other examples and/or activities on the part of the teacher and the learners as well.

e- Grammar: The main grammatical points are almost given according to their occurrence in the reading passages. It contains activities which promote practicing the main structure item. It is also reviewed in the **Revision** units for reinforcement and ease in using them again.

f- Writing: Writing is promoted by exposing learners to activities that include practicing certain writing skills and sub-skills. Sometimes, if activities are new, instructions are presented to the learners where they are required to follow them step by step.

Revision Units

Revision is crucial in language learning. There are two revision units. Each one is situated after every three units. Language and structures are recycled throughout various activities in order to help students reinforce what they have learned, especially new items and vocabulary.

Working in pairs or small groups:

The learner is the core of the learning process. It means he/she must have an active role whether individually or in pair/group work.

The activities are either oral or written. The oral ones are done in pairs, groups, or whole class participation, and even assigned by the teacher to be practised at home. As for the written activities, they are done by learners at school or home for reinforcement and practice. In pair or group activities, the teacher should make sure that students do understand the aims of the activity. The teacher may go round and listen to pairs as they perform the activity orally and give help when necessary, before eliciting answers from the whole class.

Pair or group work is not easy to organize in every class, and there may be a noise problem to deal with. However, it is worth trying occasionally. Working in pairs or groups encourages students to share ideas, practise and help each other, to broaden their communication skills.

Teachers monitor in order to:

- aid the flow of conversation when necessary,
- identify any common errors or areas of breakdown,
- offer encouragement, and
- recognize when best to change the pairs or the groups.

Assessment Procedures

1. Oral Assessment

As it is officially recommended, **30** marks are dedicated for oral assessment. These marks are to be distributed according to the activities shown in the table below:

Activity	Mark
Reading	10
Comprehension Questions	5
Pronunciation	5
Topic Discussion	5
Vocabulary	5

2. Written Assessment

The rest **70** marks go to assess learners' achievement in the written test which includes every feature described in this prescribed textbook.

Unit One

Positive Parenting

Vocabulary

1.1 Write the name of the activity done by the parent[s] below. Make use of the words in the box.

bathing a baby	putting a baby to sleep	feeding a baby,
tying a shoe	teaching their children	changing a diaper



.....



.....



.....



.....



.....



.....

1.2 Complete the following text with words from the list below.

(provide, adults, development, skills, role, fit, parent, encouraging, stages, society)

Parenting is not easy. Becoming a is the easiest part, whereas, being a positive parent is a hard task. Parenting is the most important one faces in a lifetime. Parents who.... an environment for their children are rewarded when, as, their children achieve a successful into

Parenting can be strengthened if parents learn about themselves as a 'parent' and about child Learning about the of human development helps parents understand about their ever, changing in the lives of their children and also what is expected of a parent at each stage.

Speaking

1.3 A. Share answers to the following questions with your classmate.

1. What is your idea of a good mother?
2. Does the father have any role in the upbringing of a child? Explain.
3. Is it fun to be a parent? Why?
4. Do all people follow the same way in bringing up their children? Discuss.
5. Is it good to spoil a child? Why?
6. How would you prevent a child from being spoiled?

B.

Sara finds a new job in Mosul and is about to move there. She doesn't want her relation with her mother to drift apart. She wants to keep in touch. Play roles with your classmate.

Mother:	<i>I heard you're moving to Mosul.</i>
Sara:	<i>Yes. I've got an offer in Mosul.</i>
Mother:	<i>Oh, that's great! But I'm going to miss you.</i>
Sara:	<i>Me, too. Let's keep in touch.</i>
Mother:	<i>Yeah. Don't forget to drop me a line when you settle down.</i>
Sara:	<i>Trust me. I won't. I'll keep you posted.</i>
Mother:	<i>You have my address?</i>
Sara:	<i>Well, I have your e-mail address.</i>
Mother:	<i>All right! I look forward to hearing from you soon. Good luck.</i>

Reading

1.4 Read the text below to answer the following questions.

1. What is positive parenting?
2. Why should parents allow their children to explore things?
3. What kind of support do children need? Why?

4. Should a child be compared to other children? Why?
5. Is appreciation necessary in a child upbringing? Explain.
6. Which is better, asking a child to do something or forcing him to do it?
7. Does a lonely child feel happy and secure? Explain.



1.5 Positive Parenting

Positive parenting is the loving and supportive care provided by both parents. The parenting role has shifted from fear-based to love-based. Positive parenting can also be described as 'conscious parenting', or always seeking the betterment of children in the long run. To achieve the goal of treating or rearing children in a way so that today's children can be tomorrow's healthy and successful adults, these points should be carefully considered:

- Maintaining harmony between parents and children is essential for positive parenting.

- Children should be allowed to explore and do things themselves to enhance their self-esteem, so that they might experience a happy, gratifying, and purposeful life.
- The parents' own behavior, attitudes, beliefs, and values affect greatly the child's development.
- Children need unconditional love and support from their parents for healthy development. Reasoning, giving adequate time, and answering questions are essential on the part of parents.
- Support children emotionally at times when they need it most, so that they do not feel let down or alone. It seems likely that a child who feels emotionally isolated senses a breach of faith and trust on the part of the parents.
- Accept each child as an individual with his or her special gifts and talents. Each child is different; therefore comparison with others is unjustified.
- Positive requests to children, without forcing them to do something, or work wonders.
- Showing positive feelings and appreciation for even small work done by the child will encourage the development of confidence and a secure self-concept (i.e., "I feel good about myself and my abilities").
- Listen carefully to your children and provide support and guidance.

Activities:

1.6 Complete the following sentences with words from the text above.

1. Positive parenting is the and.....care provided by both parents.
2. Accept each child as an with his or her special gifts and
.....
3. A child who feels emotionally..... senses a breach of faith and
on the part of the parents
4. The parents' own, attitudes,, and values affectgreatlythe
child's development.
5. Children need love and support from their parents for healthy
..... .
6. Maintaining between parents and children is essential for positive
parenting.
7. Parents should support children at times when they need it most,
so that they do not feel..... or alone.

1.7 Re-read the text to find out the positive of the following words.

<u>Negative Positive</u>	
<i>Inadequate</i>
<i>Conditional</i>
<i>Discourage</i>
<i>let down</i>
<i>Insecure</i>
<i>Unhealthy</i>

Pronunciation

1.8 The Final Plural and Third Person Singular (-s)

1. It is pronounced /s/ after the voiceless consonants /f, k, p, t, θ /.

cuffs, bucks, tips, pots, baths...

2. It is pronounced /z/ after the voiced consonants

/b, d, g, l, m, n, ŋ, r, v, ð /.

cabs, beds, dogs, walls, moms, pens, songs, doctors, knives, clothes...

and also after the vowel sounds

bees, days, keys, shoes, pie, babies, ladies, berries

3. It is pronounced /ɪz/ after / z, ʃ, ʒ, tʃ, dʒ/ , / ʃ /

places, sizes, dishes, mirages, branches, judges....

Activities:

1.9 Sort the words from the box into three groups according to the pronunciation of the plural ending

bricks	diets	homes	mosquitoes	prizes	salaries
bridges	dogs	lengths	numbers	puffs	trunks
clouds	garages	machines	nurses	rates	tubes
cups	glasses	months	peaches	roses	Wages

1.10 Pronounce the following words and identify the last sound.

(wages, flowers, toys, robots, exercises, cosmetics, pools, gardens)

Grammar

1.11 Conjunctions

There are different kinds of Conjunctions:

a. Coordinating Conjunctions

They join words, phrases, or independent clauses of a sentence together. The word *coordinate* means “of the same order or importance”. So, coordinating conjunctions often link similar grammatical parts of a sentence together (i.e. parts of speech + parts of speech; phrase + phrase; clause + clause). Coordinating conjunctions are:

<i>and</i>	<i>but</i>	<i>or</i>	<i>nor</i>	<i>for</i>	<i>yet</i>	<i>so</i>
------------	------------	-----------	------------	------------	------------	-----------

Examples:

1. Yesterday, we sew the shirt *and* ironed it too.
2. They visited their families, *but* did not visit their friends.
3. She has to wash all the dishes, *so* she cannot come with us right now.
4. Let's do some shopping *or* stay at home to make some sweets.

b. Subordinating Conjunctions

They join an independent clause (contains both a subject and a verb and can act as a complete sentence) and a dependent clause (also contains a subject and a verb, but is not a complete sentence). Basically, dependent clauses cannot exist on their own; they need to be joined to an independent clause. Subordinating conjunctions do just that. The word (subordinate) means something of lesser or unequal value. Subordinating conjunctions are:

after although as because before how if once since
than that though till until when where whether while

Examples:

Independent clause	Dependent clause
These women kept on sewing	<i>although</i> they were so tired.
We decided to cook	<i>since</i> we could not go to a restaurant.
We visited her	<i>once</i> we heard about the accident.
He went to the library	<i>because</i> he needed some books.

c. Correlative Conjunctions

Correlative conjunctions come in pairs. The word (correlative) means a similar relationship of some kind. Thus correlative conjunctions join similar concepts in a sentence together.

Correlative conjunctions are:

both ... and

not only...but also

either ... or

neither ... nor

whether...or

Examples:

1. We bought new clothes for ***both*** my daughter ***and*** son.
2. He is ***not only*** a musician, ***but also*** a painter.
3. You can travel ***either*** by car ***or*** train.
4. She ***neither*** liked the dress ***nor*** the new shirt.
5. I have to read for the exam ***whether*** I like it or not.

Activities:

1.12 Use one of the conjunctions in the box to complete the sentences.

<i>till</i> <i>neither...nor</i> <i>so</i> <i>or</i> <i>because</i> <i>whether/or</i> <i>although</i>

1. She is washing the dishes..... allowing me to do so.
2. She did not clean the houseshe was busy reading for the exam.
3. This skirt is so expensive don't ask me to buy it for you.
4. They have to stay at home the rain stops.
5. Do we need applesStrawberries to make jam?
6. Ask themthey want to eat nowlater on.
7. She left without permissionthe teacher warned her not to do so.

1.13 Read the following sentences carefully and choose the right conjunction.

1. This dress is mineyours. (*either... or , whether...or*)
2. Has he baked this cake bought it?(*but , or*)
3. The child started crying his mother did not buy him an ice cream.
(*since , and*)
4.it is winter Summer, I have to put on suitable clothes.
(*Whether...or , neither...nor*)
5. We are going to the theatrewe repair the car.(*after , where*)
6. I was watching the film, the child ate all the cake.(*while , yet*)
7. the market is closest to our house, I daily go shopping.
(*since, though*)

Punctuation

1.14 Capitalization

Capitalize this!

1. The first word of every sentence.
2. The first-person singular pronoun, *I*.
3. Proper nouns:
 - Specific geographical locations: Basra, Mosul Forests, Iraq, the Northeast, the South End.
 - Names of celestial bodies: Mars, Saturn, the Milky Way.
 - Names of newspapers and journals. Do not, however, capitalize the word *the*, even when it is part of the newspaper's title: the *Viewer*.
 - Days of the week, months, holidays. Do not, however, capitalize the names of seasons (spring, summer, fall, autumn, winter). "Next winter, we're travelling south; by summer, we'll be back up north."
 - Historical events: World War I, the Famine.
 - Races, nationalities, languages: Swedes, Swedish, African American, Arab, French, Native American.
 - Names of religions and religious terms: Allah, God, Christ, Christianity, Christians, Islam, Muslims.
 - Names of courses: Economics, Biology, French, Mathematics.
 - Brand names: Tide, Nokia, Chevrolet.
4. Names of relationships *only* when they are a part of or a substitute for a person's name. (Often this means that when there is a modifier, such as a possessive pronoun, in front of such a word, we do not capitalize it.)
 - Let's go visit Grandmother today. Let's go visit my grandmother today.

- I remember Uncle Ahmed. I remember my uncle Ahmed. My uncle is unforgettable.

5. The words of titles of publications regardless of their parts of speech.

Capitalize other words within titles, including the short verb forms *Is*, *Are*, and *Be*.

Exception: Do not capitalize function words within titles such as *a*, *an*, *the*, *but*, *as*, *if*, *and*, *or*, *nor*, or prepositions, regardless of their length. **Example:** *The Days of Victory* .

1.15 Motherly Tips.

Children misbehave when they:

- are sleepy, sick, need fresh air, exercise and food,
- are puzzled or unsure about what is expected of them,
- need attention and love, or need to feel secure,
- want to satisfy their curiosity,
- are not physically and mentally ready or able to follow the rules,
- are bored,
- are angry, disappointed and frustrated, and
- want to assert independence.

Writing



1.16 Answer the following questions in a paragraph.

1. What kind of mothers would you make in the future, kind or tough? Why?
2. Would you allow your children to argue with you or simply follow your orders?
3. Do you think that children have to follow orders all the time? Why?
4. Should a child be protected or left to explore things around him/her?
5. What are the qualities that you seek to create in your child?

Unit Two

Drawing

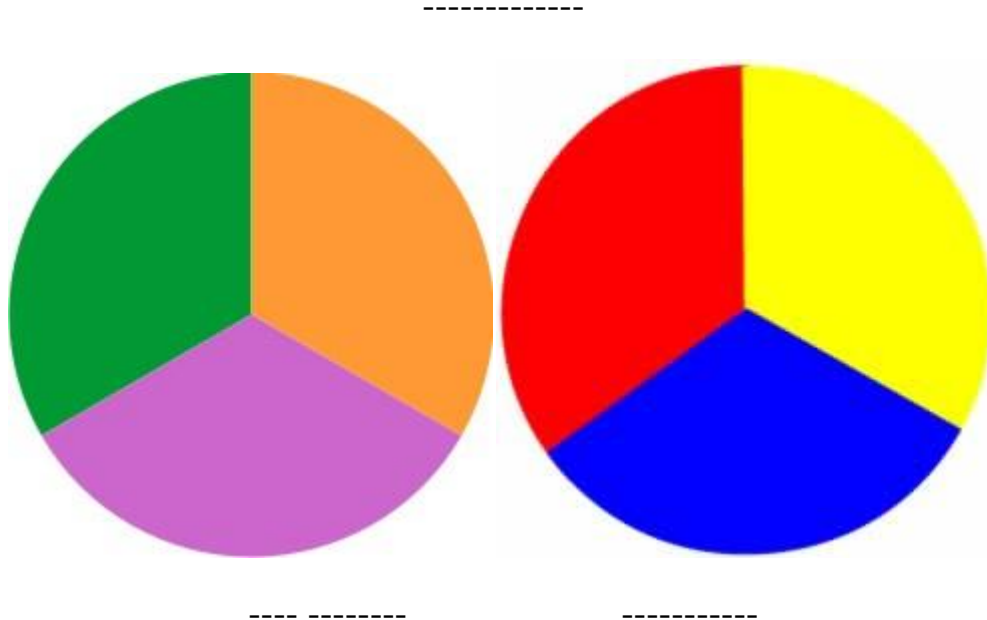
Vocabulary

2.1 Go to the mini dictionary and find the meanings of the following words.

(primary colours, secondary colours, T- square, greyscale, gallery, brush, portrait, sketch)

2.2 Now identify the following figures.





2.3 Match the words in List A with their illustrations in List B.

List A		List B	
1	Primary colors	a	a guide for drawing horizontal lines on a drafting table.
2	Secondary colors	b	the range of grey tones between black and white.
3	T- square	c	a room or series of rooms where works of art are exhibited.
4	Grayscale	d	a tool used to apply paints and inks to a surface.
5	Gallery	e	red, yellow, and blue. They cannot be made by mixing other colors.
6	Brush	f	green, purple, and orange. These three colors are derived from mixing two of the three primary colors.

Speaking

2.4 Share answers to the following questions with your classmate.

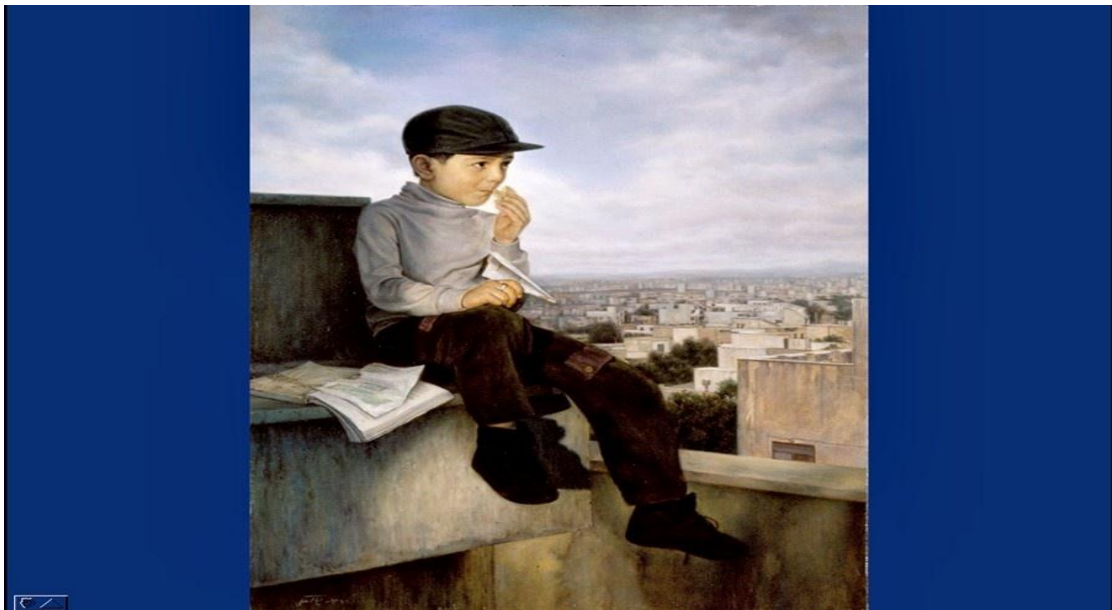
Picture Number 1.

How could you describe this picture? What figures can you see?



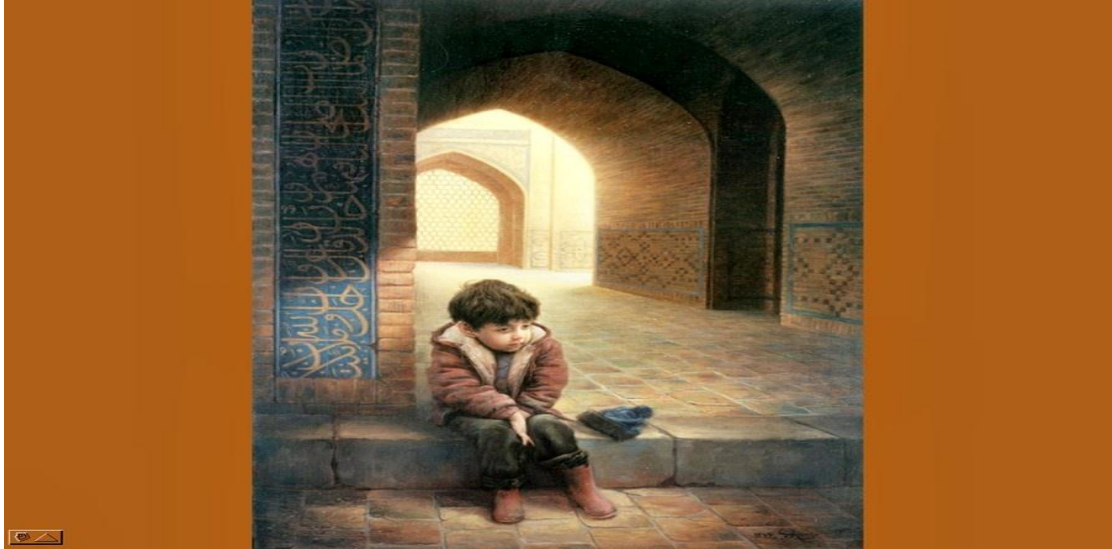
Picture Number 2.

What are the steps you follow to draw the following picture?



Picture Number 3

Where is the boy sitting? What is written on the wall to his right?

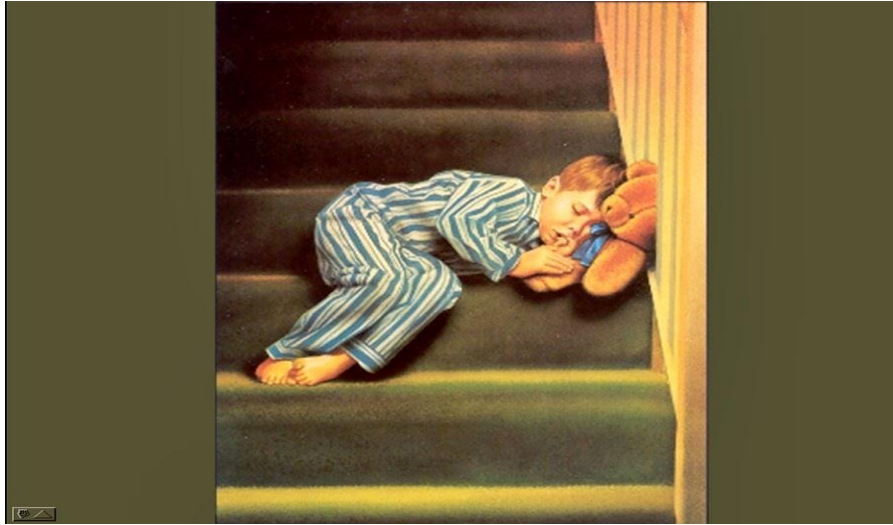


2.5 Share answers to the following questions with your classmate.

1. Are you a good painter?
2. Can you draw pictures well?
3. Do you enjoy your art class at school?
4. Have you ever visited an art museum?
5. What famous painters do you know? What are they famous for?
6. Who are some famous artists in your country?
7. Have you ever participated in any art competitions?
8. Do you find Picasso's work astonishing or weird?

Reading

2.6 Try to sketch the following picture before you read the text below.



2.7

How to Sketch a Portrait with the Proper Dimensions

Drawing a portrait and making it look like the person you're trying to replicate takes skill and practice. It's important to start with the basics and understand the traditional structure of a face.

Instructions:

Things You'll Need

-
- Sketch paper
 - Pencil
 - Lead and/or sharpener
 - Eraser
-

1. Start by drawing an oval or an upside-down egg shape. This will be the basic shape of the face.
2. Draw a horizontal line halfway down the face, dividing the oval into two parts. This line is where the eyes should be.
3. Now that the face is split in half, draw a horizontal line halfway between the eye line and the chin. This is approximately where the bottom of the nose should be.
4. Divide the space between the nose and the chin in half again, and this is the approximate placement of the mouth.
5. Draw a vertical line down the middle (if your face is staring straight ahead) or in the slight direction that the head is facing. This is where the nose should lie.
6. Draw the eyes, and make sure the eyes are separated by an eye's length. This means that if each eye is 1 cm wide, make sure the space between the eyes is also 1 cm.
7. Line the corners of the mouth you draw with the centers of the eyes.
8. Add the ears and keep in mind that the tops of the ears should line up with the eye line, whereas the bottoms of the ears should line up with the bottom of the nose.
9. Add the eyebrows (about one-third of the way down from the top of the face) and the hairline, and you've got the basic structure of a face.

Activities

2.8 Now apply what you have learnt to draw the following portrait.



2.9 What are the results of the following drawing steps?

1. an upside – down egg shape
2. a horizontal line halfway down the face
3. a horizontal line halfway between the eye and the chin
4. dividing the space between the nose and the chin
5. a vertical line down the middle of the face

Pronunciation

2.10 Pronunciation of Regular Verbs in the Past (-ed)

The final –ed of the regular verbs in the past form is pronounced in three different ways in their past form; /t/, /d/, /ɪd/.

Examples

worked /t/ loved /d/wanted /ɪd/

1. / d /

Verbs ending with voiced sound in the infinitive are followed by the sound /d/ in the past. Read the following verbs:

Examples:

advised, lived, agreed, measured, arrived, opened, believed, played, burned, called, realized, carried, rained, cleaned, repaired, closed, saved, changed, shared, delivered, signed, died, slammed, dried, stayed, earned, enjoyed, studied, explained, tried, explored, travelled, followed, turned, happened, used, interviewed, whispered, imagined, worried, listened.

2. / t /

After sounds such as / p, k, f, s, ʃ / the final -ed is pronounced like /t/ as in the word 'cat'. Note that the -e remains silent.

asked, baked, brushed, cooked, cracked, crashed, dressed, dropped, escaped, finished, fixed, guessed, helped, laughed, washed

3. / id /

after /t/and /d/ as in:

*attended, arrested, collected, contacted, counted, decided, defended , demanded ,
divided, ended, expanded, expected , exported , flooded , graduated , hated , hunted ,
included, invited , invented, landed, needed, painted, planted, printed, presented ,
pretended, protected, provided , rented, repeated , reported , respected , rested,
scolded, started, shouted , treated , visited, waited, wanted, wasted.*

Activity

2.11 Place the verbs in the box into three columns.

/t/	/d/	/id/
-----	-----	------

There are ten items for each column.

(allowed, asked, flooded, relaxed, wasted, mixed, pasted, cracked, cried, watched,
included, washed, visited, jailed, repeated, killed, shaved, decided, slipped,
damaged, annoyed, landed, yawned, welcomed, stopped, missed, tasted, loved,
encouraged, ended)

2.12 The Passive Voice

We use the passive when we are interested in the object or when we do not know who caused the action.

Example: *Appointments are required in such cases.*

We can only form a passive sentence from an active sentence when there is an object in the active sentence.

Examples

Active	Salim	builds	a house.	Simple Present
Passive:	A house	is built	by Salim.	

Active:	Salim	built	a house.	Simple Past
Passive:	A house	was built	by Salim.	

Active:	Slim	has built	a house.	Present Perfect
Passive:	A house	has been built	by Salim.	

Active:	Salim	will build	a house.	will-future
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Passive:	A house	will be built	by Salim.	

Active:	Salim	can build	a house.	Modals
Passive:	A house	can be built	by Salim.	

Activities:

2.13 Read the paired sentences aloud. Write (A) in the blank beside the sentence in the active voice, (P) in the blank beside the sentence in the passive voice.

- _____ Louise made the coffee.
- _____ The coffee was made by Louise.
- _____ The package was advertised by the travel agent.
- _____ The travel agent advertised the package.

2.14 Change the following sentences into the active voice.

- The sugar water was relished by the hummingbirds.
- Jogging will be done by many people for exercise.
- A standing ovation has been given to the guitar player.
- The syllabus may be handed out by the professor.

2.15 Fill in the 'Past' column with the suitable form of the verb.

Present	Present Participle	Past	Past Participle
run	running		run
mean	meaning		meant
sink	sinking		sunk
ride	riding		ridden
lose	losing		lost
shoot	shooting		shot
build	building		built
give	giving		given
wear	wearing		worn
rise	rising		risen
shut	shutting		shut
stand	standing		stood
sleep	sleeping		slept
throw	throwing		thrown
drive	driving		driven
shake	shaking		shaken
send	sending		sent
spend	spending		spent
think	thinking		thought
lend	lending		lent
drink	drinking		drunk
fight	fighting		fought
write	writing		written
wake	waking		woken
take	taking		taken
sit	sitting		sat
win	winning		won
put	putting		put
hold	holding		held
say	saying		said
choose	choosing		chosen
lead	leading		led
leave	leaving		left

Punctuation

2. 16 The Full Stop, Question Mark and Exclamation Mark

1.a. Use a full stop at the end of a sentence:

The man arrived. He sat down.

b. Use a full stop at the end of a **command**.

Hand in the poster essays no later than noon on Friday.

In case of tremors, leave the building immediately.

c. Use a full stop at the end of an **indirect question**.

The teacher asked why Nadia had left out the easy exercises.

My father used to wonder why Jalal's house was so big.

d. Use a full stop with **abbreviations**:

Dr. Bill arrived from Washington, D.C., at 6 p.m.

2.

a. Use a question mark at the end of a **direct question**.

What is your name?

How much money did you transfer?

Did you send dinars or dollars?

b. Use a question mark at the end of a **tag question**.

He should quit smoking, shouldn't he?

He shouldn't have quit his diet, should he?

They're not doing very well, are they?

He finished on time, didn't he?

She does a beautiful job, doesn't she?

There were too many people on the dock, weren't there?

3. Use an exclamation mark to indicate strong feelings or a raised voice in speech:

She shouted at him, "Go away! I hate you!"

He exclaimed: "What a fantastic house you have!"

"Good heavens!" he said, "Is that true?"

"Help!"

"Shut up!"

"Stop!"

"Look out"!

Many interjections need an exclamation mark:

"Hi! What's new?"

"Oh! When are you going?"

"Ouch! That hurt."

Activity

2.17 Rewrite and punctuate the sentences below.



1. The nurse is giving the girl a lollypop
2. What is on the balloon the girl is holding
3. i can't see anything through the window
4. What do you think is wrong with the girl
5. what is on the nurses badge
6. The girl is lying on a bed
7. I can see the sun and birds in the picture on the wall
8. Do you want anything else the nurse asked

Writing

2.18 Rewrite the following paragraph into the active voice.

Last summer our house was painted by me. The job took about two weeks. First, the exterior was washed using warm water and a mild detergent. Then all the chinks and pores in the walls were sealed with putty. After the putty had had a chance to dry, the exterior could be painted. A latex paint was used because it is easy to apply and cleans up with water. A whole week was needed to finish this part of the job. I was very careful to apply the paint evenly because I did not want to have to apply two coats. A color was used that was very close to the original color. Our house is a two-storey house, which meant that a tall ladder was needed to do the second storey. The paint had to be balanced on the top rung of the ladder while I worked. When the job was finished, a great deal of satisfaction was felt by me. I had to pat myself on the back. Even my dad said that a good job was done.

Unit Three

Gardening

Vocabulary

3.1 Match the following words with the pictures.

<i>wheelbarrow</i>	<i>lawnmower</i>	<i>hosepipe</i>		
<i>gravel</i>	<i>rake</i>	<i>hoe</i>	<i>weed</i>	<i>trowel</i>



3.2 Now match the words in Exercise 3.1 with their definitions below.

1. ----- is a wild plant that is not wanted in a garden because it prevents other plants from growing properly.
2. ----- is a small tool with a flat blade, used for spreading cement, soil, etc.
3. ----- is a type of small cart with one wheel, two legs and two handles used for carrying small loads, especially in gardens.
4. ----- is a garden tool with a large handle, used for collecting leaves or making the earth smooth.
5. ----- is a long rubber or plastic tube that is used for getting water from one place to another in the garden.
6. ----- is a machine that is used for cutting the grass in a garden.
7. ----- is a garden tool with a long handle that is used for turning the soil and removing weeds.
8. ----- are very small stones that are used for making roads, paths, etc.

Speaking

3.3 A. Discuss answers to the following questions with your classmate.

1. What gardening works do you like most?
2. What are your favorite flowers or plants?
3. If you don't have a garden, what else can you do to have flowers and other plants?
4. Which season is the best for gardening activities?
5. Why do you need to water the garden every day during summer?
6. Where do you usually bring your plants from?
7. Who takes care of the garden of your house?
8. What are the activities that you do in your garden?

B.

Taghreed's apartment is very hot in summer because her apartment does not have air-conditioning. Do you know how she deals with the heat? Play roles with your classmate.

Nadia: *Don't you have air-conditioning in your apartment? It's sweltering here!*

Taghreed: *Well, there's air-conditioning. Did you see that window air-conditioner there? The problem is that the window unit is not powerful enough.*

Nadia: *I guess not, huh.*

Taghreed: *Well, I'm going to move out anyway. The new apartment has central air-conditioning.*

Nadia: *You should have moved out long, long ago.*

Taghreed: *Well, I had to wait until the lease expired.*

Nadia: *So how can you stand the heat?*

Taghreed: *Well, I open the windows and...and I've got an electric fan here. It helps a little.*

Reading

3.4 Try to answer the following questions before you read the text below.

1. Why are plants grown in gardens?
2. What is a gardener?
3. How is gardening different from farming or forestry?

3.5 Gardening

Gardening is the practice of growing plants. Ornamental plants are normally grown for their flowers, foliage, overall appearance, or for their dyes. Useful plants are grown for consumption (vegetables, fruits, herbs, and leaf vegetables) or for medicinal use. A gardener is someone who practises gardening.

Gardening ranges in scale from fruit orchards, to long boulevard plantings with one or more different types of shrubs, trees and herbaceous plants, to residential yards including lawns and foundation plantings, to large or small containers grown inside or outside. Gardening may be very specialized, with only one type of plant grown, or involve a large number of different plants in mixed plantings. It involves an active participation in the growing of plants, and tends to be labour intensive, which differentiates it from farming or forestry.

Gardening Tools:

- Spade. For digging, and for making holes to put the bigger plants like shrubs and climbers in.
- Hand trowel. For planting small plants, and small weeding.
- Hoe. For quick weeding if you don't let the weeds get too big, when you have to do it by hand with a trowel.
- Rake. For collecting up dead leaves and weeds, and straightening out gravel.
- Wheelbarrow or builder's bucket. For carrying weeds away in, and for moving materials like compost, manure, gravel or bark chippings.
- Lawnmower. A small electric hover model without a grass box is cheap, and quite enough for most small gardens if you don't let the grass grow too long.
- Hosepipe. One and a half times the length of your garden so it reaches into all the difficult corners.

Types of Gardens

- Indoor gardening is concerned with the growing of houseplants within a residence or building in a greenhouse.
- Native plant gardening is concerned with the use of native plants with or without the intent of creating wildlife habitat. The goal is to create a garden in harmony with, and adapted to a given area.
- Water gardening is concerned with growing plants adapted to pools and ponds. All these require special conditions and considerations. A simple water garden may consist solely of a tub containing the water and plant(s).
- Container gardening is concerned with growing plants in any type of container either indoors or outdoors. Common containers are pots,

hanging baskets, and planters. Container gardening is usually used in atriums and on balconies, patios, and roof tops.

- Community gardening is a social activity in which an area of land is gardened by a group of people, providing access to fresh produce and plants as well as access to satisfying labour, neighborhood improvement, sense of community and connection to the environment. Community gardens are typically owned in trust by local governments or nonprofits.

Activities

3.6 Read the text again and then choose the correct tool to the following gardening activities.

1. To water a garden, you need -----.
2. To pave small paths in a garden, you need -----.
3. To remove weeds, you need -----.
4. To carry things round the garden, you need -----.
5. To cut the grass, you need -----.
6. To collect leaves from the garden, you need -----

3.7 Read the text once more to state if the following statements are *True or False*. Then correct the false items.

1. You can grow only fruits in a garden.
2. Spade is used for making holes to put different plants.
3. Water gardens need pools and ponds.
4. Community gardens are owned by one person in a building or a house.
5. A container garden means growing plants in different shapes of pots whether inside or outside a building.
6. An indoor garden means growing plants to create wildlife habitat.

Pronunciation

3.8 The Consonant Voiceless Sounds

1. /t/ *teacher, meat, take, left*

The suffix –ed is pronounced /t/ if is preceded by one of the following sounds /f, tʃ s, k, ʃ, p/ : *watched, washed, laughed, asked, dressed*

2. /p/ *pay, people, pocket, path, map*

The letter (p) is pronounced in the word: shepherd because the letter (h) is not pronounced.

It is not pronounced in the following words: *psychology, receipt, coup*

3. /k/ *kit, back, break, hook, speak, lake*

The letter (c) is pronounced /k/ if it is not followed by one of the following letters: (i, e, y).

cut, coat, car, cave, care

The letter (k) is not pronounced if it is at the beginning of the word followed by the letter (n): *knee, knight, know, knife, knowledge, knock, kneel, knob.*

It's found in letter (x): *fix, oxen, exercise, box, fox, and ox...*

The two letters (ch) are pronounced /k/ in: *chemistry, stomach, Christian, character, ache, school, psychology,*

4. /θ/ The two letters (th):

think, third, birth, cloth, sooth, breath, health, sympathy, author, theory, both,

5. /f/ *fat, fine, safe, offer, roof, off, fact*

The two letters (ph) are pronounced /f/: *photo, phone, photograph, philosophy, phrase, paragraph, nephew, Stephen.*

Exception: *shepherd.*

The two letters (gh) are pronounced /f/ in the following: *enough, cough, laugh, rough, draught.*

6. /s/ *star, steam, gas, sit*

The letter (c) when it is followed by (i, e, y): *cinema, ceiling, cylinder*

The suffix (s) or (es) is pronounced like /s/ if it is preceded by one of the following sounds: /p, t, k, θ, f/: *stops, boats, looks, months, paragraphs, laughs*

The letter (s) is not pronounced in this word: *island*

7. /tʃ/ The two letters (ch): *cheese, chair, check, chance, choose, chain, change*

The letters (tur): *future, picture, adventure, culture, puncture, capture*

The letters (tch): *butcher, watch, fetch, catch, and match*

It is found in the following words: *Christian, question, fortune*

Note: the two letters (ch) are pronounced /k/ not /tʃ/ in the following words: *school, psychology, chemistry, ache, anchor, character, Christmas, chemist, schedule*

8. /ʃ/ The two letters (sh): *shop, bush, cash, she, fish, show, short*

The letters (tion) when they are not followed by a vowel letter: *station, nation, nation, dictation, ration, injection, education, explanation*

The letters (sion): *mansion, permission, expansion*

The two letters (su) not preceded by a vowel letter: *sure, ensure, sugar, pressure*

The letters (cie) , (cia), (tie), (tia): *social, appreciation, ancient, special, financial, essential, optician, patient, patience.*

It is found in the following: *machine, Chicago, ocean, anxious, parachute, and brochure*

.

9. /h/ *he, him, house, help, heat, hand, hope, behind, inherit*

It is not pronounced in the following: *ah, oh, heir, rhombus, exhausted, shepherd, vehicle, prohibition, honest, honour, honourable, whisper, where, when, what*

Why

Grammar

3.9 Adverb Clauses with Time

1. When

- He was talking on the phone when I arrived.
- When she called, he had already eaten lunch.
- I washed the dishes when my daughter fell asleep.
- We'll go to lunch when you come to visit.

'When' means "at that moment, at that time", etc. Notice the different tenses used in relationship to the clause beginning with **when**. It is important to remember that **when** takes either the simple past OR the present - the dependent clause changes tense in relation to the **when** clause.

2. Before

- We will finish before he arrives.
- She (had) left before I telephoned.

'Before' means "before that moment". It is important to remember that before takes either the simple past OR the present.

3. After

- We will finish after he comes.
- She ate after I (had) left.

'After' means "after that moment. It is important to remember that 'after' takes the present for future events and the past OR past perfect for past events.

4. While /As

- She began cooking while I was finishing my homework.
- As I was finishing my homework, she began cooking.

'While' and 'as' mean "during that time". **While** and **as** are both usually used with the past continuous because the meaning of 'during that time' which indicates an action in progress.

5. By the time

- By the time he finished, I had cooked dinner.
- We will have finished our homework by the time they arrive.

'*By the time*' expresses the idea that "one event has been completed before another". It is important to notice the use of the past perfect for past events and future perfect for future events in the main clause. This is because of the idea of something happening up to another point in time.

6. Until /Till

- We waited until he finished his homework.
- I'll wait till you finish.

'*Until*' and '*till*' express "up to that time". We use either the simple present or simple past with ***until*** and ***till***. ***Till*** is usually only used in spoken English.

7. Since

- I have played tennis since I was a young boy.
- They have worked here since 1987.

'*Since*' means "from that time". We use the present perfect (continuous) with since. ***Since*** can also be used with a specific point in time.

8. As soon as

- He will let us know as soon as he decides (or as soon as he has decided).
- As soon as I hear from Tom, I will give you a telephone call.

'*As soon as*' means "when something happens - immediately afterwards". ***As soon as*** is very similar to when it emphasizes that the event will occur immediately after the other. We usually use the simple present for future events, although the present perfect can also be used.

9. Whenever /Every time

- Whenever he comes, we go to have lunch at "Dick's".
- We take a hike every time he visits.

'Whenever' and 'every time' mean "each time something happens". We use the simple present (or the simple past in the past) because **whenever** and **every time** express habitual action.

The first, second, third, fourth etc., next, last time

- The first time I went to New York, I was intimidated by the city.
- I saw Jack the last time I went to San Francisco.
- The second time I played tennis, I began to have fun.

The first, second, third, fourth etc., next, last time means that specific time. We can use these forms to be more specific about which time of a number of times something happened.

Note about Punctuation

When an adverb clause begins the sentence, use a comma to separate the two clauses.

Example: *As soon as he arrives, we will have some lunch.*

When the adverb clause finishes the sentence, there is no need for a comma.

Activities:

3.10 Complete the following sentences with expressions from the box below.

as soon as	before	while	when	until
------------	--------	-------	------	-------

1. I'll cook supper ----- I come home.
2. Muna wants to finish her work ----- we go out.
3. Sami will take care of the fish ----- I'm away on holiday.
4. I'll e-mail you ----- I have Internet access.
5. We'll find a hotel ----- we arrive in Istanbul.
6. Drink your coffee ----- it gets cold.
7. Salma won't talk to me ----- I apologize.
8. Don't cross the road ----- you see the green light.

3.11 Choose the suitable word for the following sentences.

1. My teacher has been sick (*till/ since*) last Monday.
2. The roof must be repaired (*before/ after*) the rain starts.
3. (*While/ As soon as*) it was raining, we played chess.
4. (*Whenever/ Until*) he died, nobody knew he has a fortune.
5. (*By the time/ Till*) you come home, I'll finish the report.

Women's Touch

3.12 Tips for your Garden

1. Watering

- Most houseplants are killed by overwatering. Aim to keep the compost moist but wait until it has almost dried out before re-watering. You can check by pushing your finger into the compost.
- Water from above and put saucers under plants to allow excess water to drain away.
- Generally, plants will need watering more during the spring and summer growing seasons, than when dormant in winter.
- Water less in winter than in summer when actively growing.

2. Humidity

Tropical plants enjoy a daily mist with a hand-held spray. Grouping plants on a tray of damp gravel will also help.

3. Feeding

- Many plants will grow without feeding, but flowering plants are very hungry and will do best when given a weekly dose of liquid feed.
- When moving plants into bigger pots, add a few granules of slow-release fertilizer to the compost, but follow the manufacturer's instructions.

Writing

3.13 Write 3 paragraphs about gardening. Make use of the following questions.

- a. You are planning to do some gardening. Describe what you are able to do. Who might help you? What are the things that you need to do during summer days so not to take care of your garden?
- b. What are your favorite plants that you would like to grow whether in the garden or in pots? How do you usually take care of pots? Which is better for plants plastic or pottery pots?
- c. What types of gardens do you like? Which type you can have? What does it require to have that type of gardens?

Unit Four

Revision

1. Fill in the blanks with '*and, but or so*'.

1. The weather was cold, ----- he put on a coat.
 2. Maria tried to read a novel in French, ----- it was too difficult.
 3. To get from Risafa to Karkh, you can walk, ----- you can take the ferry.
 4. I bought a bottle of Pepsi, ----- we drank it together.
 5. The waiter was not very nice, ----- the food was delicious.
 6. I went to buy a CD, ----- the shop didn't have it.
 7. She needed some money, ----- she took a part-time job.
 8. He has a guitar, ----- he plays it really well.
 9. The concert was cancelled; ----- we went to a cafe instead.
-

2. Choose the best conjunction.

1. I will be late today ----- my car has broken down. (though, because)
2. ----- it was raining, I didn't get wet. (Although, Because)
3. He couldn't buy any present ----- he didn't have any money. (because, even though)
4. Suheir got the job -----she had no experience. (as, even though)
5. ----- she doesn't speak English, she can't go to university in Canada. (Whereas, Since)
6. I don't drink coffee ----- it makes me nervous. (as, although)
7. ----- my wife likes to travel abroad, I prefer to stay at home for my vacations. (Whereas, Since)
8. My sister passed the exam first time ----- I had to retake it three times. (as, while)

3. Combine the following sentences using the subordinating conjunction between brackets.

For example:

- I put my coat on. It was cold. (because)

- I put my coat on because it was cold.



1. Deers are cute. They eat all your flowers. (although)



2. Some apples are red. Others are green. (while)



3. I took my umbrella. It was raining. (as)



4. You should stay away from bears. They are dangerous. (because)



5. Surfing is fun. It can be dangerous. (though)



6. The boat could not move. There was no wind. (since)

4. Fill in the blanks with:

'although, and, because, but, or, since, so, unless, until, when'.

1. Things were different ----- I was young.
2. I do it----- I like it.
3. Let us wait here ----- the rain stops.
4. You cannot be a lawyer ----- you have a law degree.
5. That was years -----years ago.
6. She has not called ----- she left last week.
7. I saw him leavingan hour two ago.
8. This is an expensive ----- very useful book.
9. We were getting tired ----- we stopped for a rest.
10. He was angry ----- he heard what happened.
11. Walk quickly ----- you will be late.
12. He had to retire ----- of ill health.
13. We will go swimming next Sunday ----- it's raining.
14. I heard a noise ----- I turned the light on.
15. Would you like a coffee ----- tea?
16. Do you know ----- she arrives?

17. ----- the car is old it still runs well.
18. Do you want a pen ----- a bit of paper?
19. I would like to go ----- I am too busy.
20. She will die ----- the doctors operate immediately.

5. Combine the sentences using the conjunction given in parentheses. Do not change the order of the sentences. Pay attention to the punctuation.

1. They got married. They had to learn to manage their own home. (after)
 2. He went crazy. His wife burnt his breakfast. (when)
 3. You can hear what I'm saying. You keep quiet. (if)
 4. I won't invite my classmates to a party. I know them well. (until)
 5. He arrived home. I had already cleaned the house. (by the time)
 6. The first quiz was easy. This one is extremely difficult. (whereas)
 7. She's not brilliant. People like her. (yet)
 8. We're broke. We can't buy anything. (since)
 9. He fell asleep. He was watching the film. (while)
-

6. Complete the dialogue with the suitable words from the list below.

(could, is, work, would like, call, can, may not, will be, what about, can't)

A: Good morning. Dr. Brown's office. ----- I help you?

A: Good morning. I ----- to make an appointment with Dr. Brown

B: Ok. Just a minute. ----- you come on Monday at 1:00 pm?

A: No. Monday is a busy day for me. I ----- until 9:00 pm. I ----- leave the office early.

B: What about Wednesday at 6:00 pm? ----- that OK with you?

A: ----- a little later? You know how heavy the traffic is at 6. I ----- arrive on time.

B: OK. You ----- seen by Dr. Brown on Wednesday at 7. OK? If you can't come for any reason, please ----- me and I ----- try to set another time.

B: OK. Thanks.

7. Fill in the blanks with the suitable verbs from the list below.

(suggested, told, built, permitted, increased, founded, left, written, offered, asked)

1. The factory was ----- in 1953.

2. The company was ----- in 1983.

3. I was ----- to make a presentation at the conference.

4. The job was ----- to Firas but he turned it down.
5. I was ----- that I wouldn't need to bring my own slide projector.
6. The report was ----- by a leading expert in the field.
7. Smoking is not ----- on these premises.
8. Some things are best ----- unsaid.
9. Taxes are being ----- by 20%.
10. It has been ----- that we should delay this decision for a few weeks.

Unit Five

Jam Manufacturing

Vocabulary

5.1 Supply the missing letters in the following fruit words.



pe - -



strawbe - -y



ch - -ries or - -ge



gra- -s



pea- -



b-n-n-



ap- - -

5.2 Re-write the following paragraph by filling in the blanks with the suitable words from the list below.

(substance , fat , benefits , reducing , heating)

There are many health provided by fruits jams. Unlike butter and cheese, they do not contribute to the cholesterol andcontent of your body. Pectin is a contained in all fruits. During the process of making jams, this substance gets modified. The modified pectin helps in your chances of having cancer.

5.3 Match the imperative verbs in List A with their endings in List B.

List A

List B

- | | |
|----------|---|
| 1. start | a. frequently to prevent sticking. |
| 2. pour | b.the fruit and place it in a large pan with the water. |
| 3. stir | c.choosing the jam with high sugar content. |
| 4. wash | d.by cooking down the fruit with a little bit of water. |
| 5. avoid | e.into sterilized jam jars. |

Speaking

5.4 A. Discuss answers to the following questions with your classmates.

1. What does fruit jam consist of?
2. What fruit can jam be prepared from?
3. Do you think that we should avoid the products which have high sugar content?
4. What type of jam do you prefer: carrot jam, fig jam ,or else?

B. The two girls in the dialogue below want to make a meal for dinner, but they later find out that the meat has gone bad....

Nawal: *What are we going to eat for dinner?*

Dunia: *I'm going to prepare a meal. I think there is some meat.*

Nawal: *I'm afraid the meat is rotten.*

Dunia: *That's strange! I just bought it the day before yesterday.*

Nawal: *Well, I forgot to put it in the refrigerator.*

Dunia: *Good for you! Now what should we eat?*

Nawal: *Why don't we eat out?*

Dunia: *Again? Weren't you just complaining that it's too expensive to eat out?*

Nawal: *Not when you're hungry.*

Reading

5.5 Try to answer the following questions before you read the text below

1. Which fruits are suitable for making jam when they are just ripe?
2. Why are the production plants built close to the fruit farms?
3. How is jam prepared?
4. Why is citric acid added to the jam?
5. Which material makes the jam too sticky?

5.6 Jam Manufacturing



Jams are made from a variety of fruits, either singly or in combination. Most of the fruits are harvested in the fall. The level of ripeness varies. Pears, peaches, apricots and strawberries are best if picked slightly under ripe. Plums and cherries are best if picked when just ripe. Most jam producers develop close relationships with their growers in order to ensure quality. The production plants are built close to the fruit farms so that the time elapsed between harvest and preparation is between 12-24 hours.

Sugar or high fructose corn syrup, or combinations of the two are added to the fruit to sweeten it. Cane sugar chips are the ideal type of sugar used for preserving fruit. Granulated and beet sugar tend to crystallize. High fructose corn syrup is processed by fermenting cornstarch. Jam is prepared by cooking the whole fruit with sugar.

However, the fruit is cooked until soft and mushy and then pureed, releasing the natural pectin that thickens the jam. The taste depends on the flavour and variety of fruit you are using.

It is a popular snack among kids and adults that boast quick energy because it contains 48 calories per tablespoon enough to sustain the glucose needed by the body.

Pectin is present in varying degrees in all fruit. Strawberries and apricots are low in pectin. Jams made from fruits such as: apples, blackberries, cherries, citrus fruits, grapes, quinces, and cranberries are either blended with fruits high in pectin, or extra sugar is added to the mixture. Sometimes pectin is extracted industrially from dried apples.

Citric acid is added to obtain the correct balance needed to produce the jam. Lime and lemon juice are high in citric acid; therefore, they are the most prevalent source used. Citric acid can also be obtained by the fermentation of sugars. Other flavorings, such as vanilla, cinnamon, mint can be added to the jam.

The ingredients must be added in carefully measured amounts. Ideally, they should be combined in the following manner: 1% pectin, 65% sugar, and an acid concentration of 3.1. Too much pectin will make the spread too hard, too much sugar will make it too sticky.



Activity:

5.7 State whether the following statements are True or False.

1. The level of ripeness varies.
2. Citric acid can be obtained by the fermentation of pectin.
3. Strawberries and apricots are high in pectin.
4. Cane sugar chips are used for preserving fruit.
5. Vanilla, cinnamon, mint are flavorings.

Pronunciation

5.8 Voiced Consonant Sounds-Revision

A simple explanation of voiced consonants is that they use the voice. This is easy to test by putting your finger on your throat. If you feel a vibration, the consonant is voiced. Here is a list of some voiced consonants. Pronounce each consonant sound (not the letter) and feel the vibration of your vocal chords.

1. /b/ as in: *bag hobby habit job*
2. /d/ as in: *did ladder odd medal*
3. /ð/ as in: *then that smooth other*
4. /g/ as in: *go ugly forget fog*
5. /v/ as in: *very heavy move believe*
6. /l/ as in: *light, valley, feel, leg*
7. /r/ as in: *right, wrong, sorry, arrange*
8. /dʒ/ as in: *judge bridge surge lunge*
9. /j/ as in: *yes yesterday new music*
10. /z/ as in: *zero music buzz rise*
11. /ʒ/ as in: *leisure pleasure vision beige*
12. /n/ as in: *no sunny green mean*
13. /ŋ/ as in: *spring finger singer uncle*
14. /w/ as in: *we why twice quiet*
15. /m/ as in: *mean am home names*

5.9 Study the following diagram which shows the different pronunciations between some voiceless and voiced consonant sounds.

Voiceless Consonant	Voiced Equivalent
/p/ (p in)	/b/ (b in)
/t/ (t en)	/d/ (d en)
/k/ (c on)	/g/ (g one)
/tʃ/ (ch in)	/dʒ/ (j oy)
/f/ (f an)	/v/ (v an)
/θ/ (th in, th igh)	/ð/ (th en, th y)
/s/ (s ip)	/z/ (z ip)
/ʃ/ (p ressure)	/ʒ/ (p leasure)

Grammar

5.10 Relative Clauses

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating certain words.

Relative Pronoun	Use	Example
who	subject or object pronoun for people	I told you about the woman who lives next door.
which	subject or object pronoun for animals and things	Do you see the cat which is lying on the roof?
which	referring to a whole sentence	He couldn't read which surprised me.
whose	possession for people, animals and things	Do you know the boy whose mother is a nurse?
whom	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer <i>who</i>)	I was invited by the professor whom I met at the conference.

that	subject or object pronoun for people, animals and things in defining relative clauses (<i>who</i> or <i>which</i> are also possible)	I don't like the table <i>that</i> stands in the kitchen.
-------------	---	--

5.11 Choose the correct relative pronoun (who, which, whose).

1. This is the bank was robbed yesterday.
2. A boy sister is in my class was in the bank at that time.
3. The man robbed the bank had two pistols.
4. He wore a mask made him look like Mickey Mouse.
5. He came with a friend waited outside in the car.
6. The woman gave him the money was young.
7. The bag contained the money was yellow.
8. The people were in the bank were very frightened.
9. A man mobile was ringing did not know what to do.
10. A woman daughter was crying tried to calm her.
11. The car the bank robbers escaped in was orange.
12. The robber mask was obviously too big didn't drive.
13. The man drove the car was nervous.
14. He didn't wait at the traffic lights were red.
15. A police officer car was parked at the next corner stopped and arrested them.

5.12 Storing Jam Correctly

If made correctly and stored well, jam should last for months in a cool dark cupboard. Once it is opened, it should be stored in the refrigerator. Follow these tips to ensure that after all the effort, your jam keeps well.

- Make sure that all fruit used is clean, fresh and that there are no traces of mold.
- Sterilize jars before making the jam to ensure there are no lingering bacteria.
- Ensure that all utensils used are scrupulously clean before you start cooking.
- Practice good hygiene : wash your hands and don't even allow one fingertip inside the rim of the jar once they are sterilized.
- Seal and label the jam once finished to avoid mixing it up with other jams and preserves you create.

With these tips, making jam at home doesn't need to be a nightmare. This can be a pleasurable and relaxing experience.

Writing

5.13 How to Make Homemade *Apple Jam* - Easily!



Here's how to make fig jam, in 14 easy steps. These directions work equally well for regular sugar, low sugar, fruit juice-sweetened and Splenda-sweetened jam. Any variations will be spelled out in the directions inside the pectin, and below!

Ingredients and Equipment

Figs - fresh figs - about 2 dozen large figs.

Lemon juice -

Water - 1/2 cup

Cinnamon - 1/4 teaspoon - optional!

Pectin (it's a natural product, made from apples and available at grocery stores.

Sugar - About 4.5 cups of dry, granulated (table) sugar.

1 large pot..

Large spoons and ladles

1 Canner (a huge pot to sanitize the jars after filling)

All jars

Jar funnel

Step 1. Pick the figs! (or buy them already picked)

Step 2. Some fruit,

Step 3. Wash the jars and lids,

Step 4. Get the lids warming in hot (but not boiling) water,

Step 5. Wash and cut up the figs!

Step 6. Measure out the sweetener,

Step 7. Mix the figs with the pectin and bring to a full boil,

Step 8. Add the remaining sugar and bring to a boil,

Step 9. Skim any excessive foam,

Step 10 . Testing for "jell" (thickness),

Step 11 . Let stand for 5 minutes and stir completely,

Step 12 . Fill the jars and put the lid and rings on,

Step 13 . Process the jars in the boiling water bath,

Step 14 . Remove and cool the jars - Done!

Try to write an article about making *Apple Jam* by following the same steps which are mentioned above in making fig jam.



Unit Six

Cleanliness

Vocabulary

6.1 Match the words in List A with their meanings in List B.

List A

1. hygienic
2. asthma
3. detergent
4. indispensable
5. odour
6. community

List B

- a. smell
- b. all the people living in one place
- c. necessary
- d. of health
- e. substance used for removing dirt
- f. chest disease

6.2 Give the opposites for the following words.

healthy , cleanliness , useful , important , less , reward , hygienic

Speaking

6.3 A. Discuss with your teacher and classmates the importance of being clean. Begin like this:

Teacher: *Who can tell us about the importance of being clean?*

Student A: *We should always be clean in order to live a happy life.*

Student B: *We should clean our bodies and the place we live in to live a healthy and pure life.*

Teacher: *How often do you brush your teeth?*

Student C: *I brush my teeth three times a day.*

Teacher:.....

6.3. B.

Lamia didn't show up for class because her car broke down. Play roles with your classmate.

Rasha: *Why didn't you show up for class this morning?*

Lamia: *I don't even want to talk about it. My car broke down.*

Rasha: *What happened?*

Lamia: *The engine seems to be busted. It's driving me crazy!*

Rasha: *Wow. Have you thought about getting a new car?*

Lamia: *Yeah, I've thought about that, but I can't afford a new car. I'm broke.*

Rasha: *Maybe you can lease a car. It doesn't cost much. I know Toyota is running a promotion.*

Lamia: *Really? How much is it?*

Rasha: *Zero down and \$219 per month.*

Lamia: *That's a good deal. I might consider it.*

Reading

6.4 Read the text in 6.5 to answer the following questions.

- 1.What does cleanliness mean?
- 2.What is one way of achieving cleanliness?
- 3.Does cleanliness mean an absence of germs and other waste?
- 4.Why is cleanliness very important?
- 5.What do religions put emphasis on?
- 6.How do you feel if the place you live in is cleaned and organized?
- 7.What can pollution cause?

6.5 Cleanliness

Cleanliness means that there is no dirt, no dust, no stains, and no bad smells. The purposes of cleanliness are health, beauty, absence of offensive odour and to avoid the spreading of dirt and contaminants to oneself and others. In the case of glass objects such as windows or windshields, the purpose can also be transparency. Washing is one way of achieving cleanliness, usually with water and often some kind of soap or detergent.

Since the germ theory of disease, it has also come to mean an absence of germs and other waste. In industry, certain processes need conditions of exceptional cleanliness which are achieved by working in *clean rooms*. A very new idea is that ‘dirt’ may play a useful role in our immune systems.

Cleanliness is very important to keep yourself very well organized, methodical and energetic. You need to practice cleanliness which is interrelated to your health. You keep yourself clean then you invite fewer problems. Every bit of effort you put helps the world keep clean. It is important to make sure in our minds that cleanliness is needed in our everyday routine to grow ourselves in a better place. We are humans. We need to emphasize on the cleanliness and its importance.

Religions place great emphasis on cleanliness, in both its physical and spiritual aspects. On the physical side, they require people to clean their bodies, their clothes, their houses, and the whole community, and they are rewarded by God for doing so. On the spiritual aspect, they regard cleanliness an indispensable fundamental, the faith by purifying their entire way of life.

If the place you live in is cleaned and organized, you will feel a kind of peace in your mind! The place where you pray has to be clean or your mind will not concentrate. It is important to concentrate in one's life because then you can develop discipline.

Pollution can cause many problems by being unhygienic... simple cold to high risk in getting cancer. The germs which are not seen by common eyes are all around us. With lenses, it shows how many unhealthy germs are there and how fast they can spread if a person is unhygienic! Diseases start from cancer to asthma, chest disease, ,are caused by pollution.

It is suggested that every person should practise cleanliness .If a person can relate it to peace of mind, every person will tend to keep himself/herself clean.

It is not suggested that anyone must be obsessed with cleanliness and make their life miserable in not touching anything or not breathing the air . But whenever or wherever we keep ourselves clean and keep our environment clean and contribute ourselves even if it is in a small amount, the world will be a better place to live in.

Activity:

6. 6 complete the following sentences using information from the passage.

1. Washing is one way of.....
2. In industry, certain need conditions of exceptional cleanliness.
3. You need tocleanliness which is interrelated to your health.
4. We need to emphasize on the cleanliness and the of it.
5. The place where you pray has to be clean or your mind will not
6. It is not suggested that anyone must be with cleanliness.

Pronunciation

6. 7 Vowel Sounds (Revision)

There are two kinds of vowel sounds: pure vowel sounds and diphthongs.

Pure vowel sounds are as follows.

1./i:/ This vowel sound can be found in such words as:

feel heel meet seat seize these niece machine thief sheet meal oblique we he she freeze complete each key brief kneel police see receive sea

2. /ɪ/ This vowel sound can be found in such words as:

rich minute Sunday English women language spinach pretty orange ink pink shrink lyric ladies cities it fit sit kit kill fill till will ill in fit city symbol

3. /e/ This vowel sound can be found in such words as:

leopard egg head breath hell well tell any bury dead friend said leisure

4. /a/ This vowel sound can be found in such words as:

cat fat rat fan can sang crank ankle black sat glad man at sank

5. /ɑ:/ This vowel sound can be found in such words as:

clerk bath after are fast aunt vase father heart laugh rather march

6. /ə/ This vowel sound can be found in such words as:

alone again ago fracture future adventure away around about

7. /ə:/ This vowel sound can be found in such words as:

burn certain skirt third sir heard hurt nurse curved early journey

8. /o/ This vowel sound can be found in such words as:

quantity adopt odd pot on want quarrel wander wash not fox was

9. /o:/ This vowel sound can be found in such words as:

worn awful daughter sought warm fault draw sport four court fork saw

10. /u/ This vowel sound can be found in such words as:

foot would sugar put wolf wool woman full pull should

11. /u:/ This vowel sound can be found in such words as:

*do you suitor flew suit drew crew future beauty ruin true
through food boot fool pool cool group dew new wound fluid use excuse*

12. /ʌ/ This vowel sound can be found in such words as :

*but cut hut run done love glove young trouble country touch month
son one double enough much couple blood uncle cough much but shut
up cup tough*

Activity:

6.8 A. Circle the word that has the given vowel sound.

1. /ʌ/ gold found fun wear
2. /o:/ on phone door cow
3. /a:/ eight can can't tired
4. /u/ food pool cool foot
5. /u:/ stood stool cold hold
6. /e/ feel felt we mean

B. Write any words that carry the given vowel sound.

1./o/ 2./u/ 3./ə:/ 4./ə/ 5./i:/ 6./i/

C. Match the words in list A with the sounds they carry in list B.

List A

1.pot

2.father

3.all

4.feel

5.foot

list B

a./i:/

b./u/

c./o/

d./o:/

e./a:/

Grammar

6.9 Clauses of Result

Adverb clauses of result are introduced by the subordinating conjunctions **that, so...that, so that** and **such...that**. They are often used when you want to indicate the result of something.

Clauses of result with such / so ... that...

...such + adjective + noun

*He is such a good chess player
that he usually beats
his opponents very quickly.*

*...so + adverb / adjective (not followed by a
noun)*

*He plays chess so well that
he usually beats his
opponents very quickly.
He is so good at chess that he usu
beats his
opponents very quickly*

Activity:

6.10 Join each pair of the following sentences using the given conjunctions.

1. The famine was severe .Thousands perished. (so.....that)
2. They fought bravely .The enemy fled. (so.....that)
3. He is a good man. All respect him. (such.....that)
4. He spoke in a low voice .Few people could hear him. (such ... that)
5. Jim gave me some money. I went to the cinema.(so)

Punctuation

6.11 The Colon (:)

The Colon (:) is a punctuation mark consisting of two equally sized dots centred on the same vertical line. As a rule, however, a colon informs the reader that the following proves, explains or simply provides elements of what is referred to before. The following classification of the functions that a colon may have is generally valid for English.

Syntactical-deductive: introduces the logical consequence, or effect, of a fact stated before

There was only one possible explanation: the train had never arrived.

- **Syntactical-descriptive:** introduces a description—in particular, makes explicit the elements of a set

I have three sisters: Catherine, Sarah, and Mary.

- **Appositive:** introduces a sentence with the role of apposition with respect to the previous one

Luruns could not speak: he was tired.

.Segmental: introduces a direct speech, in combination with quotation marks and dashes. The segmental function was once a common means of indicating an unmarked quotation on the same line. The following example is from Fowler's grammar book, *The King's English*:

Benjamin Franklin proclaimed the virtue of frugality: a penny saved is a penny earned.

It is commonly used to replace quotes in a dialogue:

Patient: *Doctor, I feel like a pair of curtains.*

Doctor: *Pull yourself together!*

Cleanliness Tips

6.12 Children should be taught to wash their hands carefully

AFTER

1. Leaving the toilet or bathroom.
2. Touching garbage and anything dirty (including children's play-sand).
3. Touching a dirty nose.
4. Touching an open cut or sore.
5. Touching an animal, bird or insect.
6. Touching raw meat or fish.

BEFORE

1. Touching food.
2. Eating.
3. Tending a cut or sore.
4. Inserting or removing contact lenses.

The hands should be washed with soap and water. When hot water is not available, the hands should be washed thoroughly with cold water and soap. The entire surface of the hand should be washed up to the wrist, including the palms and back of the hands, the fingers and under the nails. The hands should be rubbed together with soap and rinsed well with water. The hands should be dried with a clean towel, preferably disposable, or with a hand-drying machine.

Factors that contribute to better standards of hygiene and cleanliness include:

1. Adequate supplies of toilet paper.
2. Soap for washing of hands.
3. Clean towels. Where possible in educational and other institutions, these should be disposable, or hand-drying machines should be provided.
4. It is best to keep children's nails short, and they should be taught the importance of keeping them clean.
5. Parents should provide their children with tissues to clean their noses.
6. Parents and teachers must repeatedly remind children about the importance of keeping their hands clean in order to make sure that the message gets across.

Writing

6.13 Write an essay about 'cleanliness'. In your essay, include information from 6.3, 6.5, and 6.12, talking about the importance of cleanliness and giving some suggestions for your classmates.

You can make use of the following tips.

-Cleanliness is.....

-Cleanliness is very important..... (give reasons)

-We should teach our children.....

-I suggest every one of us should.....

Unit Seven

Home Budget

Vocabulary

7.1 Go to the mini dictionary and find the meaning of the following words and phrases.

(bill, budget, debt, expense, household expense, income, loan, mortgage, payment, personal expense, rent, savings)

7.2 Fill in the blanks with the suitable word or phrase from the list above.

1. The owner of the house told me that I have to pay the ----- in advance.
2. One of the parents' responsibilities is home -----.
3. Spending much money on ----- affects negatively your plans.
4. You have to work overtime in order to increase your -----.

7.3 Choose the *best* answer to complete the following sentences.

1. Which of these is not a source of income?
a. allowance b. salary c. interest d. savings
2. Which of these are not expenses?
a. wages b. gifts c. things we need d. things we want
3. What can help you buy your future, wants, and needs?

a. impulse buying b. expenses c. overspending d. savings

4. A budget helps you to -----.

- a. buy everything you want. b. earn more money.
c. cover splendid. d. balance your income with your expenses.

5. Which of these is not a reason to budget?

- a. to put you in control of your money.
b. to determine how much money you have to spend.
c. to increase your income.
d. to decrease your impulse spending.

Speaking

7.4 Hiyam finds that her co-worker has worked for a long time at her desk and suggests they have a coffee break, but her co-worker seems reluctant, fearing she may not be able to finish her work before the deadline. Play roles with your classmate.

Hiyam: *Let's take a coffee break, shall we?*

Azhar: *I wish I could, but I can't.*

Hiyam: *What keeps you so busy? You've been sitting there for hours. You've got to walk around. You can't just stay on computer forever.*

Azhar: *Well, I'm up to my neck in work. I've got to finish this report. Sarah needs it by noon. I don't want to be scolded if I can't finish my work by the deadline.*

Hiyam: *I understand that, but you'd feel better if you took a break, even for just a short while.*

Pronunciation

7.5 English Diphthongs

1. /**ei**/ day, pay, say, lay
2. /**ai**/ sky, buy, cry, tie
3. /**oi**/ boy, toy, coin
4. /**au**/ now, about, crown
5. /**iə**/ near, clear, fear
6. /**ou**/ go, snow, yellow
7. /**eə**/ **there, care, air**
8. /**uə**/ poor, cure, shure

Reading

7.6 Home Budget

Budgeting involves understanding how much money you earn and spend over a period of time. When you create a budget, you are creating a plan for spending and saving money. An important first step to learn budgeting is to track your income and expenses. Preparing a personal budget can be a mystery if the amount of money coming in and out of your pocket is not known.

Starting a home budget is a great idea and it can really set you on the path to financial freedom. However, you just don't know where to start! Well, the following tips will walk you through the process of starting a home budget and allow you to see how easy it can be!

First, you need to sit down with all of your **bills**. This means all the monthly payments you are required to make each and every month. This will include credit card payments, car payments, mortgage payments, groceries, gas, power, water, cable, Internet, entertainment, and all the other bills you might have to pay. Now, add up the total amount. The total may vary from month to month a bit, but in general it will be about the same.

Now, evaluate your household **income**. How much money you have received to cover those bills. You need to compare the two numbers and see where you stand. You may have plenty of money to pay the bills or not enough; regardless you will get a clear picture of your situation.

Next, begin evaluating how much money you spend on **extras** that you can cut out. Do you buy foods you don't need at the grocery store? Do you leave the lights on all the time? Do you feel like you must buy a cup of coffee every day? If this is the case then these are places where you can reduce your spending. Cut these expenses back and you will save money. Your home budget will show you where excess money is being spent and you can begin cutting back on certain things. Doing this will really save you lots of money over the long haul.

Now that you have completed your home budget, there is one important step left. Follow it! If you don't follow your home budget then there is no reason to have one. You want to get your finances under control and the best way to do that is to have a home budget. So, follow these tips and before long you will see that you are saving money and still enjoying life like always.

Activities:

7.7 Scan the text above to find out the definitions of the words written in bold.

7.8 Complete the following sentences with information from the text.

1. When you create a budget, you -----.
2. Bills include -----.
3. Cut extra expenses and you will -----.

Grammar

7.9 Contrast Clauses

A Clause is a subject noun or noun phrase followed by a verb or verb phrase; e.g. 'grammar' is a noun, 'some very easy grammar' is a noun phrase, 'is' is a verb, and 'has been' is a verb phrase.

A Noun phrase is a noun, or a noun with an article or determiner, and/or an adjective in front of it, and sometimes with a relative clause after it; e.g. apple (noun), some apples (determiner and noun), some red apples (determiner, adjective and noun), some red apples which I am going to eat (determiner, adjective, noun and relative clause).

1. Although / Even though + Clause

Although he is strong, he can't lift the weight.

2. In spite of / Despite + noun

In spite of / Despite his strength, he can't lift the weight.

3. In spite of / Despite + ing form

In spite of / Despite being strong, he can't lift the weight.

4. In spite of / Despite the fact that + clause

In spite of / Despite the fact that he is strong, he can't lift the weight.

5. However / Nevertheless

He is strong. However / Nevertheless, he can't lift the weight.

Activities:

7.10 Complete the sentences below with '*although, despite, in spite of*'.

1. the weather was bad, we enjoyed our trip.

2. The children slept well the noise.

3. earning a low salary, Lemis gave money to her parents.

4. I rarely see Ibrahim.....we live in the same town

5. My son failed in the exam of working very hard.

6. it was cold, she didn't put on her coat.

7. My father went to work not feeling very well.

8. Ahlam never learned English..... she lived in Englandfor two years.

9. of the difficulty, they managed to climb to the top of the mountain.

10. I couldn't eat I was very hungry.

7.11 Complete the following sentences.

1. Although she didn't study much, -----.

2. In spite of being new, -----.

3. Despite being very fat, -----.

4. We decided to go out -----.

5. Even though he seems a good person, -----.

6. They gave me the job -----.

7. He was really tired; -----.

8. Despite the cold, -----.

Punctuation

7.12 Apostrophe and Quotation Marks

1- Apostrophe (')

is used:

- ☐ to show that numbers or letters have been left out.
Example: '86 (=1986); don't (= do not).
- ☐ to show that something belongs to someone or something.
Example: Suha's mother, Huda's book
- ☐ to the plural of letters and numbers.
Example: Your 5's are too big. (= fives)

Activity:

7.13 Punctuate the following sentences with apostrophes according to the rules.

1. Whose the winner of the World Cup this year?
2. Our neighbor's car is an old Chrysler, and it's just about to fall apart.
3. In three weeks time well have to begin school again.
4. Didn't you hear that they're leaving tomorrow?
5. It's important that the kitten learns to find its way home.
6. She did not hear her children's cries.

7. My address has three 7s, and Muneers phone number has four 2s.

8. Didn't he say when he would arrive at Ahmed's house?

9. Its such a beautiful day that I've decided to take a sun bath.

2-Quotation Marks (“ ”)

are used:

- ☐ to show the beginning and end of reported speech.

Example: “Turn on the light”, she said to me.

- ☐ to show a quoted word, phrase or title.

Example: “War and Peace” is a novel by Leo Tolstoy.

Activity:

7.14 In the following sentences put in quotation marks wherever they are needed.

1. Huda is trying hard in school this semester, her father said.

2. No, the taxi driver said curtly, I cannot get you to the airport in fifteen minutes.

5. She asked, Is this the magazine you read regularly?

Home Budget Tips

7.15 Study the following tips and try to guess what they refer to. Then discuss them in pairs and groups. Finally, try to memorize them to help you organize your future budget.

- Identify your wants versus your needs.
- Categorize expenses then distribute income accordingly.
- Prioritize your expenses. Have smaller and supporting budget plans aside from the major one.
- Always save for the rainy day.
- Make your budget simple and flexible.

Writing

7.16 Write an essay on ‘Home Budget’. The following information can help you.

Speak about home budget in general and then give details describing how to organize your budget in a way that every single detail of it goes in the right way without spoiling the expenses in a carefree way. Make use of the information you studied in speaking, reading and domestic tips .Show what you write to your teacher and share ideas with your classmates.

Unit Eight

Revision

1.Fill in the blanks with the suitable verbs from the list below.

(used, broken, kept, given, seen, invited, hurt, told, sacked, stung, offered, born)

- 1. There was a big fight in the hotel night club but nobody got**
- 2. How did that window get?**
- 3. 100,000 babies are in this hospital every year.**
- 4. Unless you start working more, you'll get**
- 5. I was sitting quietly in the garden at home and I got by a bee.**
- 6. We spent a lot of money installing a company gym and it hardly gets at all.**
- 7. He came along to the meeting without being**

2. Put in the missing verb form.

Example: ring rang rung

1. blow -----

2. choose -----

3. fall -----

4. feed -----

5. forget -----

6. freeze -----

7. hit -----

8. hurt -----

9. lead -----

10. keep -----

11. mean -----

12. set -----

13. spend -----

14. teach -----

15. throw -----

3. Match the beginning of the sentences in List A with the suitable relative clause in List B.

1. A bee is an insect	a. which can go several days without water
2. A butcher is a person	b. which lies in Europe
3. A camel is an animal	c. which is essential for human life
4. Vincent Van Gogh was the first person	d. which produces honey
5. France is a country	e. which is used for driving nails
6. Oxygen is an element	f. which has a lot of Vitamin C
7. A tailor is a person	g. who painted ' <i>Starry Night</i> '
8. A hammer is a tool	h. who cuts up and sells meat
9. An orange is a fruit	i. who makes suits

Mini Dictionary

Unit One

adequate	كاف	isolated	منعزل
adult	شخص بالغ	let down	يخذل
appreciation	تقدير، تقييم	maintain	يحافظ على
attitude	توجه، موقف	positive	ايجابي
celestial	سماوي	rear	ينشئ، يربي
conscious	واعي	self-esteem	تقدير الذات
enhance	يعزز	shift	تحول ، انتقال
gifted	موهوب	supportive	مساند
gratifying	سار	talented	موهوب
harmony	تناغم	wonders	معجزات

Unit Two

approximate	تقريبي	ovation	احتفاء
brush	فرشاة	pores	مسامات
chinks	شقوق	portrait	صورة
detergent	منظف	primary colors	ألوان أساسية
drafting	مسودة	putty	معجون تثبيت الزجاج
exterior	السطح الخارجي	range	مدى
eyebrow	حاجب العين	relished	استمتع به
gallery	قاعة عرض	replicate	يطوي
Greyscale	تدرج اللون الرمادي	satisfaction	اقتناع
guide	دليل	secondary colors	ألوان ثانوية
latex	مطاط	sketch	رسم تخطيطي
lollipop	أنبوب ماص	T- square	مسطرة رسم

Unit Three

appearance	مظهر	lease	عقد الإيجار ، يؤجر
boulevard	شارع مشجر	medicinal	لأغراض طبية
community gardening	زراعة الأنواع	orchards	بساتين فاكهة
container gardening	زراعة بالحاويات	ornamental	تزييني
foilage	أوراق النبات	patios	المذمة، أداة لتسوية التربة
granules	حببيات	rake	مجرفة
gravel	حصى	residential	سكني
hand trowel	مالح	shrubs	شجيرات
herbaceous	أعشاب	spade	المذمة، أداة لتسوية التربة
hoe	معزقة	trowel	مالح
hose	خرطوم ماء	swelter	يتصبب عرقاً
intimidate	يرعب	tub	حوض
labour intensive	عمل كثيف	weed	عشب ضار
lawnmower	جزاة العشب	wheelbarrow	عربة يد بعجلة واحدة

Unit Five

apricots	مشمش	mushy	دقيق مغلي
avoid	يتجنب	peach	خوخ
benefits	فوائد	pears	كمثرى، أجاص
cane	قصب السكر	plums	فطيرة
cinnamon	نبات القرفة	pour	يسكب
citric acid	حامض الليمونيك	reducing	تقليل
combination	تجميع	ripeness	نضوج
elapse	ينقضي	scrupulously	باعتناء
fat	سمن	sterilized	معقم
frequently	بتكرار	sticky	لزج
granulated	مبرغل	stir	يخلط
heating	تسخين	strawberry	فراولة
mint	نعناع	substance	مادة

Unit Six

asthma	ربو	indispensable	لا يمكن الاستغناء عنه
community	مجتمع	interrelated	متداخل بالعلاقة
contribute	يسهم	obsess	يقلق
detergent	منظف	odour	عبير
dust	غبار	purify	يطهر
hygienic	خالي من الجراثيم	stains	بقع
immune	منيع، حصين	transparency	شفافية

Unit Seven

amount	مبلغ	impulse	دافع
bill	فاتورة حساب	income	دخل، وارد مالي
budget	ميزانية مالية	increase	يزيد
create	ينشئ	loan	قرض
debt	دين	mortgage	رهن
decrease	ينقص	payment	دفع مالي
earn	يكسب	personal	شخصي
expense	نفقة	rent	بدل إيجار
haul	مدى	savings	مدخرات مالية
household	أهل الدار، المنزل	source	مصدر

تم بحمد الله