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Ministry of Education
General Directorate of Vocational Education

English for Schools of Applied Arts

Book 2

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

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English for Schools of Applied Arts

Introduction

Aim:

The general aim of this course is to develop learners' language skills; listening, speaking, reading and writing to supplement what they learnt in the previous years but 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. sewing, fashion, child care, hand works, nutrition, etc,
- 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, 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- practice language learning skills such as speed reading skills, i.e. scanning, guessing, etc,
- 11- practice 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.

Features of the Book

- **Vocabulary** is introduced at the beginning of each 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.

- **Speaking** is presented to provide students with an opportunity to express themselves and actually use English in the form of activities and 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.

- **Reading Comprehension:** There is one main reading text preceded by **lead in** questions and activities to give students reason to read and to 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, expressions and material in more than one method. The reading texts are interesting, stimulating, and including examples of the main structure item of the unit.

- **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.

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

- **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 these 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 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 the 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, practice and help each other, to broaden their communication skills. If students enjoy working like this, as it

is a change of focus and that of activity, they will probably appreciate that they have to work quietly.

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 pairings or the groups.

Assessment Procedures

1. Oral Assessment

As is officially recommended, **10** marks are dedicated for oral assessment .forthe exam of end of the course These marks are to be distributed according to the activities shown in the table below:

| Activity | Mark |
|--------------------------------|-------------|
| Reading | 5 |
| Comprehension Questions | 5 |

2. Written Assessment

The rest **40** marks go to assess learners' achievement in the written test which includes every feature described in this prescribed textbook.

| Activity | Mark |
|-------------------------------|-------------|
| Unseen passage | 6 |
| Reading comprehension | 6 |
| Grammatical structures | 8 |
| pronunciation | 4 |
| Language functions | 4 |
| writing | 8 |

Unit One

Hand Works



Vocabulary

1.1 Name the hand work that is shown in the following pictures by using the words below.



(texture, embroidery, weaving, knitting, hair dressing, drawing, engraving)

1.2 Now identify other hand works and write them in your copybook.

1.3 Match hand works in list A with their definitions in list B.

| <u>List A</u> | <u>List B</u> |
|------------------|--|
| 1. Embroidery | a. to wash or cut or curl or arrange or dye the hair. |
| 2. Weaving | b. to combine parts of wood or metal to create new design. |
| 3. Hair dressing | c. to decorate fabric with needle and thread . |
| 4. Engraving | d. to cut designs on wood, stone, metal, etc. |
| 5. Texture | e. to make cloth by interlacing threads. |

1.4 Now try to define the hand works that you identified in 1.2.

Speaking

1.5 A lady is seeking an online advice about making dolls. Share the following conversation with your classmates.

Q: What kind of materials do you use to make a doll?

A: Cotton cloth, stretch cotton, cotton, excelsior (wood wool), wire, yarn etc.
I don't use any clay or sculpture.

Q: How tall are they?

A: About 10 to 15 inches tall.

Q: Will you sell your dolls?

A: I am sorry, but I am not selling the dolls. I want to keep them all at home.

Q: How can I obtain the paper pattern of the doll?

A: Please, download the paper pattern written "available" from my Web Site.

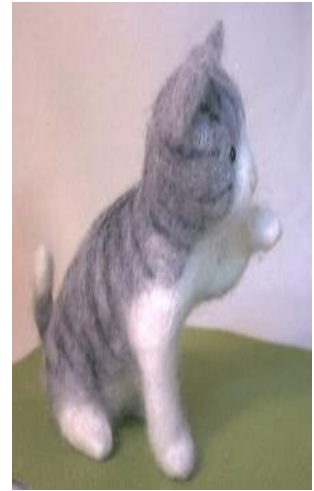
Q: Because I do not have stuffing material (excelsior), may I use the substitute?

A: It is necessary to block the part firmly hard. Therefore, the substitute cannot be used. Please use excelsior.

Q: Please, can you teach me how to make the doll?

A: Please, see "Doll Making Techniques Through Pictures" with my Web Site.

Reading



1.6 Try to answer the following questions before reading the text below.

1. What are the materials used for making dolls?
2. What kinds of dolls do you have?
3. What is the first doll you got from your parents?
4. Why do girls like collecting dolls?
5. How do modern dolls differ from the old ones?

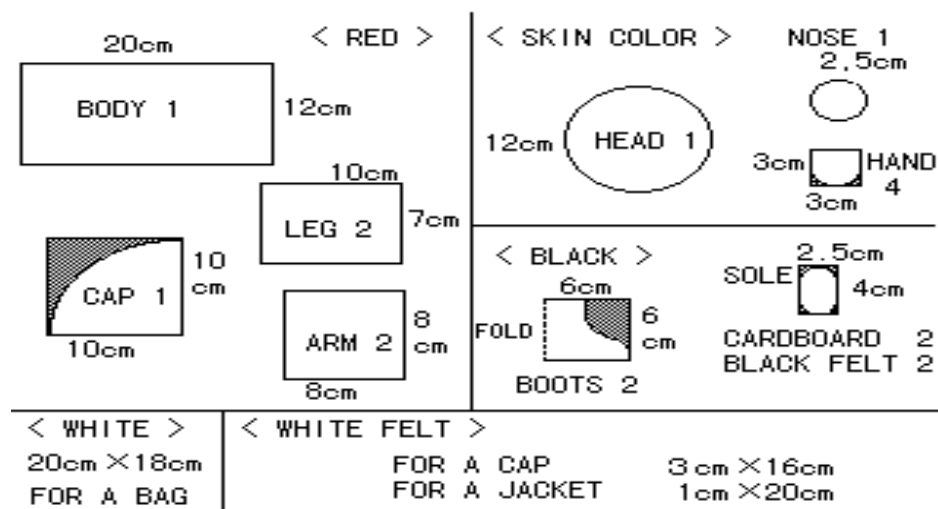
1.7

“HOW TO MAKE A DOLL”

MATERIALS

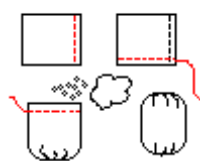
Cotton fabric (red, skin color, black, white), wool felt (black, white) polyester filling, pellets, and cardboard, thread (same color as the fabrics) one glue stick, color pencils (brown, pink) .

HOW TO CUT



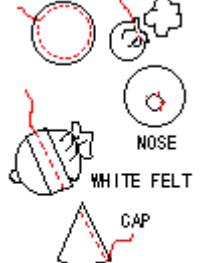
MAKING

BODY

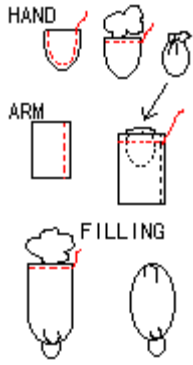


1. Fold the body part and sew the other side. Stitch around the bottom and pull up tightly.
2. Turn right side out, put some pellets in it as sinker (not all, only to the bottom), and put polyester fillings the upper body.
3. Stitch around the opening part and pull up, putting the seam allowance inside.
4. Stitch around the head part and pull the thread, putting some filling in to make a ball.

HEAD



5. Make a nose the same as the head. But put the seam allowance inside.
6. Put and stitch the nose on the face.
7. Sew the white felt (shorter one) around the head.
8. Sew a cap and turn right side out. Put the cap on the head and stitch around, putting a little filling in it. Then turn down the felt to cover the stitch.

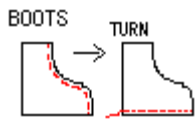


9. Put hands parts together and sew around **U**, and turn right side out. Put some filling, stitch the opening and pull.

10. Sew the side of arm. Stitch around one side of the opening, and put the hand inside, then pull the thread and sew together tightly.

11. Turn right side out and out a little filling. Stitch another side and pull, putting the seam allowance inside.

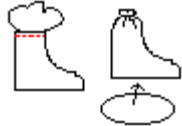
12. Fold the boots and sew the curve. Snip at the corner, and turn right side out.



13. Stitch around the bottom and put the cardboard in. Pull the thread and stick around the sole with glue.



14. Put some pellets, and then put fillings. Stitch around the opening and pull.



15. Stick the felt for sole with glue.

PUT FELT WITH GLUE

16. Sew legs and make together with the boots in the same way as arms. And put fillings a little bit. (But keep upper side open.)

17. Put the head on the body and sew tightly with ladder stitch.

18. Sew arms on the shoulder.

19. The opening of the leg: fold the edge inside and put under the hip, and sew tightly.



20. Stick the white border on the body with glue.

21. Cut out two small circles from the black felt as buttons, and stick with glue.



22. Make beard with polyester filling, and stick with glue.

23. Make the cap down and sew a little. Make small ball with filling and stick on the top of the cap.

24. Draw eyes; make cheeks pink with color pencil. As eyebrow,

cut white felt and make it rough, then put with glue.

25. Sew the bag and put pellets and fillings in it. Let Santa has the bag with his hand. And sew hand, body, bag together.

Activities

1.8 Summarize how you can make a doll.

1.9 Scan the text above to identify the steps followed to make each part of the doll.

1.10 Pronunciation

1- /i/:

Look how the following words are pronounced:

in /in/ did /did/ give /giv/ six /siks/ Italy /itəli/

All the words above have the vowel sound /i/.

Now pronounce the following words and point out where you find the /i/ sound:

India inch ill bring picture thick happy lovely lady

2 -/e/:

Look how the following words are pronounced:

egg /eg/ friend /frend/ head /hed/ guess /ges/ any /eni/
effort /efət/

All the words above have the vowel sound /e/.

Now pronounce the following words and point out where you find the /e/ sound:

says else engine excuse health pencil twelve went exercise

Now notice the /i/ and /e/ sounds in the following pairs of words:

| | | | | | | |
|------|------|-----|-------|------|-----|------|
| miss | win | Jim | b ill | Dick | sit | will |
| mess | when | gem | bell | deck | set | well |

3- /i:/

Look how the following words are pronounced:

eat /i:t/ eve /i:v/ evil /i:vl/ please /pli:z/ week /wi:k/ clean /kli:n/
he /hi:/ me /mi:/ free /fri:/ key /ki:/

All the words above have the vowel sound /i:/.

Now pronounce the following words and point out where you find the /i:/ sound:

receive flee people bee fields meal fifteen meeting

Now identify the /i/ and /i:/ sounds in each of the following words:

repeat greedy believe speedy freezing retreat delete teaches

Grammar

1.11 The Present Perfect Tense

Look at these examples:

He told us that the train **had left**.

I thought I **had met** her before, but I was wrong.

He explained that he **had closed** the window because of the rain.

I wondered if I **had been** there before.

I wasn't hungry. I **had** just **eaten**.

The structure of the past perfect tense is:

| | | | | |
|---------|---|------------------------|---|--------------------------------------|
| subject | + | The auxiliary verb HAD | + | The Past participle of the main verb |
|---------|---|------------------------|---|--------------------------------------|

Look at these examples:

I asked them why they **had not finished**.

They were hungry. They **had not eaten** for five hours.

I didn't know who he was. I **had never seen** him before.

" wasn't at home when I arrived.

"Really ? Where **had** she **gone**?

For negative sentences in the past perfect tense, we insert **not** between the auxiliary verb and main verb. For question sentences, we exchange the **subject** and **auxiliary verb**. See the table below.

| Positive | Negative | Question |
|---------------|-------------------|---------------|
| She had gone. | She had not gone. | Had she gone? |

When speaking with the past perfect tense, we often contract the subject and auxiliary verb:

| | |
|----------|---------------|
| I had | I'd |
| you had | you'd |
| he had | he'd |
| she had | she'd |
| it had | it'd |
| we had | we'd |
| they had | they'd |

When we speak about two actions in the past, the first action takes the past perfect form.

Examples:

1. I **had** never **seen** such a beautiful beach before I went to Kauai.

2-I did not have any money because I **had lost** my wallet.

3-Yusra knew Istanbul so well because she **had visited** the city several times.

4- **Had** Layla ever **studied** Thai before she moved to Thailand?

5-She understood the movie because she **had read** the book.

6-Kawakib **had** never **been** to an opera before last night.

7-We were not able to get a hotel room because we **had not booked** in advance.

8-A: **Had** you ever **visited** the U.S. before your trip in 2006?

B: Yes, I **had been** the U.S. once before.

Activities:

1.12 Write the verbs between brackets in the Past Perfect form.

1. The pupils talked about the film they (watch).

2. I was late for work because I (miss) the bus.

3. We lived in the house that my father (build).

4. We admired the picture that Linda (paint).

5. They watered the trees that they (plant).

6. The teacher corrected the tests that the pupils (write).

7. I received a good mark in my test because I (practice) well.

8. The mail order house did not send me the shirt that I (order).

9. I had to clean the floor because my cats (knock) over the flower pots.

10. My friend was in hospital because she (slip) on a banana skin.

1.13 transform the following sentences into the past perfect tense.

1. I do the laundry.
2. She makes some delicious cookies.
3. We visited Paris.
4. They are playing hockey.
5. He painted his house.

Family Song

1.14

“I Want You to Know, My Father”

Read the following poem and then try to discuss its lesson.

*As a young Child you held my hand and wiped away my tears.
You watched me grow with the years.
You spoke of love and life and dreams and helped to ease my fears.
I want you to know, my father; it is admiration and love in my tears.*

*Your passion for knowledge, connection to people, adventure, and food
Your desire to learn, to teach and help others, wherever you could.
You helped to inspire and form my life and I will miss you as I would.
But I want you to know, my Father, by example you taught me good.*

*I saw in your heart the fight and through that you gave me insight.
I want you to know, my father; you are still my guiding light.*

*Gratitude is all I feel, for having a father like you.
I hold in my heart your image so clear; it was a gift to see you through.
I want you to know my father, in my heart you'll be - so true.*

*Nothing but love and light and peace is my wish for you this day.
I want you to know, my father, this is what I pray.*

Writing

1.15 write a message to one of your friend telling her how you developed your hand work after studying this unit.

Unit Two

Elements of the Art



Vocabulary

2.1 Match words in list A with their definitions in list B

List A

1. Design
2. Dimension
3. Surface
4. Ornamentation
5. Creativity

List B

- a. The outside of any object.
- b. The act of great work of arts.
- c. Decorating something to add beauty.
- d. Drawing or outline from which something is made.
- e. Measurement of breadth, length, height, etc.

2.2 Choose the correct choice.

1. Line, shape color, value, texture, space, and form are called the _____ of art.
a. principles b. values c. elements d. ethics
2. Plans for organizing colors are called _____.
a. still life b. color scheme c. color wheel d. focal point
3. When mixing red and yellow together, the resulting color is _____.
a. orange b. blue c. green d. violet

4. A _____ line changes direction gradually.

- a. vertical b. curving c. zigzag d. horizontal

5. A shape has _____ dimension(s).

- a. one b. two c. three d. four

Speaking

2.3 Stand in front of the class and explain how you can draw a rose. Use a chalk to draw a sample on the board.

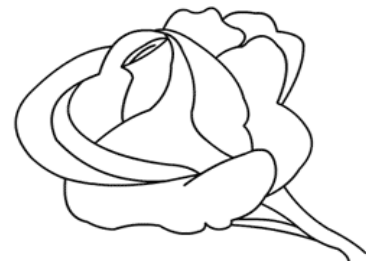
Step 1

Outline the major shapes of the rose;

the petals, stem and bud of the rose.

Remember to draw lightly at all times

so you can erase your lines at the end.



Step 2

Begin to darken some of the lines that

make up the major shapes of the rose.

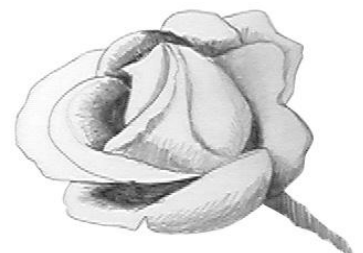


Step 3

Continue on with darkening your lines, and adding in shading.

Remember that you can add in additional details

that you did not make in your original quick sketch.



Step 4

Finish shading your drawing, and go over your major shape lines.

Notice that the shading on the stem is also a lot darker than

in the previous images.



Reading

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

1. What are the basic elements of art?
2. Does painting carry a title?
3. Does painting express any emotion or special meaning?

2.5 “ Elements of the Art”

Knowing the basics of the elements of art can help any artist to create a well-balanced and beautiful work of art. Here are the basics about elements of art that can be followed to create your own expression, no matter the medium you choose.

Art has given wings for creativity to many and has been expressed in various ways, whether through realism or abstract, impressionism or cubism. Although some of the most famous artists have not always been trained formally in any specific way, there are certain basic elements of art that need to be followed for any basic design.

So, what exactly are elements of art? These are components that are required to create any work of art. Read on to know more about these elements.

“The Seven Elements of Art”

Line:

This is a mark that is made on a surface. Lines are the first element of art and are continuous marks that are made on any surface with a moving point. A line can be used to express various things or feelings; it can be used to show various moods or anything abstract. Lines can be used in various ways to create different compositions. A horizontal or a vertical line can be used to express various things in different ways, such as, only vertical lines can be used to express an orderly feeling where are only horizontal lines can give a feeling of peace and

stillness. Diagonal lines are used to create feelings of movement. It is up to the artist how he/she conveys it, in the best way possible through the use of lines. (A ship sailing a stormy sea will need diagonal lines to represent movement.)

Shape

A shape always has two dimensions, length as well as width. This is represented as an enclosed area that is defined by colour, value, space, texture and form. When lines form together, they form shapes. Shapes can be geometrical, rectangles, ovals and squares.

Form

A form always has three dimensions; length, width and height. Examples of such form would be cubes, pyramids, spheres or even cylinders. Therefore, form has depth as well as height. Sculptures and decorative arts serve as good examples for form.

Value:

The value refers to the changes in the base colour. This is also determined by how much light is reflected or absorbed by any surface. Values mean the various intensities of the tones or colours. This could be the highlights, midtones or even shadows in any painting or sculpture.

Texture:

The texture is the quality of a surface or the way any work of art is represented. There are three kinds of basic textures: actual, simulated and the invented texture. Lines and shading can be used to create different textures as well. For example, if one is portraying certain fabrics, one needs to give the feeling of the right texture so that it closely resembles what the artist is trying to convey.

Colour

Colour always has three characteristics, which are hue, value and the intensity. Hue means the shades (red, yellow or pink), value refers to the lightness or the darkness and intensity refers to the brightness or dullness of the work of art.

Space

Space is the creation of visual perspective; this gives the illusion of depth. Space can also mean the way an artist uses the area within the picture plane. Real space is actually three-dimensional. The way any artist uses the combination of positive and negative space can have a great effect on his/her entire composition. The right use of space can go a long way in creating a bigger impact with even minimum use of lines. Three-dimensional space can be created with the help of shading and perspective to give a feeling of depth.

Elements and principles of design also need to go hand in hand. Principles of design are used to organize the structural elements of design. The elements of art should be used in the right proportion to create any great work of art.

Now check your answers for (2.4)

2.6 Scan the text to find out:

1. The names of some art movements.
2. The feelings that the lines give.
3. The meaning of 'intensity' .
4. The dimensions of a form.
5. The elements used to create different textures.

2.7 Complete the following sentences with information from the text.

1. To create a beautiful work of art, we should know.....
2. The right use of space can
3. is the way an artist uses the area within the picture plane.

4. A feeling of depth can be created by.....

5. Art has given wings for

2.8 Pronunciation.

1- /a/:

Look how the following words are pronounced:

act /akt/ apple /apl/ Arabic /arəbik/ have /hav/ fact /fakt/ stand /stand/.

All the above words have the vowel sound /a/.

Now try to find out which syllable of the following words has the /a/ sound:

(marry, cabbage, exact, marriage, contact, angry, shadow, mechanic, examine, Africa, Adam)

2- /a:/:

Look how the following words are pronounced:

Arm /a:m/ ask /a:sk/ aunt /a:nt/ stars /sta:s/ calm /ka:m/ France /fra:ns/
star /sta:/ far /fa:/ tar /ta:/.

All the above words have the sound /a:/.

Now try to find out which syllable of the following words has the /a:/ sound:

(market, demand, artist, remark, garden, rather, command, darling).

Look how the following words are pronounced:

early / ɜ:li/ earn /ə:n/ earnest /ə:nɪst/ learn /lɜ:n/ word /wɜ:d/ girl /gɜ:l/
her /hɜ:/ prefer /prɪfə:/ occur / əkə:/.

Notice the difference in pronunciation of /e/ and /ə:/ sound in the following words:

Head bed ten west edge

Heard bird turn worst urge

Now identify whether the following words have /a/ or /a:/ or /ə:/ sound:

(hers, Ann, hard, flat, heart, flirt, has, hurt, farm, flat, earn, star)

Grammar

2.9 Past Continuous Tense

Examples:

1. Last night at 6 PM, I **was eating** dinner.
2. At midnight, we **were** still **driving** through the desert.
3. Yesterday at this time, I **was sitting** at my desk at work.

While vs. When

Examples:

I was studying **when she called**.

While I was studying, she called.

- I **was watching** TV when she called.
- When the phone rang, she **was writing** a letter.
- While we **were having** the picnic, it started to rain.
- What **were** you **doing** when the earthquake started?
- You **were not listening** to me when I told you to turn the oven off.
- While Tariq **was sleeping** last night, someone stole his car.
- Sami **was waiting** for us when we got off the plane.

- While I **was writing** the email, the computer suddenly went off.
- A: What **were** you **doing** when you broke your leg?
B: I **was snowboarding**.

In English, we often use a series of parallel actions to describe the situation at a particular time in the past.

Example:

- When I walked into the office, several people **were** busily **typing**, some **were talking** on the phones, the boss **was yelling** directions, and customers **were waiting** to be helped. One customer **was yelling** at a secretary and **waving** his hands. Others **were complaining** to each other about the bad service.

- **The Form of the Past Continuous (Past Progressive)**

| subject | Positive | Negative | Question |
|-------------------|--------------------|------------------------|--------------------|
| I / he / she / it | I was speaking. | I was not speaking. | Was I speaking? |
| you / we / they | You were speaking. | You were not speaking. | Were you speaking? |

Examples:

- **Were** you **listening** while he **was talking**?
- I **wasn't paying** attention while I **was writing** the letter, so I made several mistakes.
- What **were** you **doing** while you **were waiting**?
- Thomas **wasn't working**, and I **wasn't working** either.

Exceptions in Spelling

| Exceptions in spelling when adding <i>ing</i> | Example |
|---|--|
| Final <i>e</i> is dropped (but: <i>ee</i> is not changed). | come – coming (but: agree – agreeing) |
| after a short, stressed vowel, the final consonant is doubled | sit – sitting |
| <i>l</i> as final consonant after a vowel is doubled | travel – travelling |
| final <i>ie</i> becomes <i>y</i> | lie – lying |

Uses of Past Progressive

1. An action in the past

Example: He *was playing* football.

2. Two actions happening at the same time (in the past)

Example: While she *was preparing* dinner, he *was washing* the dishes.

3. An action going on at a certain time in the past

Example: When I *was having* breakfast, the phone suddenly rang.

Activities

2.10 Write the *ing* form of the following verbs.

| | |
|-------|--------|
| live | travel |
| stay | begin |
| run | hit |
| win | stay |
| cycle | meet |

2.11 Complete the table in past continuous.

| positive | negative | question |
|-------------------|------------------------|------------------|
| It was raining. | _____ | _____ |
| _____ | They were not playing. | _____ |
| _____ | _____ | Was I listening? |
| _____ | Caron was not eating. | _____ |
| You were singing. | _____ | _____ |

2.12 Write sentences in past progressive.

1. he / the car / wash → _____
2. she / home / go → _____
3. they / not / the match / watch → _____
4. you / in the shop / work → _____
5. I / not / a magazine / read → _____

Family Poem

2.13 Read the following poem, close your book and try to remember what you have read.

'Mommy Do You Love Me?'

Mommy, do you love me?
Of course I do dear!
Let's snuggle a minute. Come sit, over here.
I prayed every bedtime for a little girl like you.
And when I saw your funny face, no one else would do!

Your face was all wrinkled.
Your skin was all red.
You were bald as a beach ball, not a hair on your head.

You cried and you yelled and you burped and you spit.
You threw the odd tantrum and you took the odd fit.

SO, you ask: "DO I LOVE YOU?"
My answer is simple.
I love every freckle. I love every dimple.
I love every giggle. I love every smile.
You make life worthwhile.

Writing

2.14 Write a visual composition on the steps of drawing the following landscape.



Describe each step after examining the following pictures.



Step No. 1



Step NO 2



Step NO.3



Step NO 4

You can re-order the following hints:

1. Start off with a black-and-white sketch to
2. From the panel of tools we choose a brush and black color for sketch creation
3. We draw a horizon line, and then we plan side areas between
4. The second step is a choice of color to fill ...
5. We fill with ... a back background, the sky. Then we cover with ... colors the image foreground.
6. The third step - we strengthen a color score.
7. Then we cover with the SATED warm flavovirent colors the ... of the image and we add colors on sites the fullest light.
8. The fourth step - we add branches on ...

Unit Three

Family Relations

Vocabulary

3.1 Match the following pictures to their situations.



-
1. Family looking at photo album.
 2. Family having outdoor birthday party.
 3. A three-generation family.
 4. A young family.

3.2 Complete the following sentences with the suitable choice from the box.

| | | | | | | |
|-------------|----------------|-------|------|---------|--------|----------|
| Grandmother | brother-in-law | niece | aunt | brother | cousin | grandson |
|-------------|----------------|-------|------|---------|--------|----------|

1. Your father's sister is your ____.
2. Your sister's daughter is your ____.
3. Your sister's brother is your ____.
4. Your sister's husband is your ____.
5. Your uncle's son is your ____.
6. Your mother's mother is your ____.

Speaking

3.3 Read and memorize the following poem:

“I Miss My Mother”

I miss your voice that used to softly sing my special lullaby.
I miss your hands that used to hold me when I was scared.
I miss your eyes that would bring me to ease each time I stared into them.
I miss your nicknames you gave me when I would act badly.
I miss you falling asleep to your heartbeat when I would lay my head upon your chest.
I miss the prayers you taught me when we prayed together.
I miss our talks on the car ride over to school.
I miss the "I love you" & "Be careful" everyday.
I miss the "Good morning" & "Good night".
I miss our tickle fights.
I miss our arguments knowing you were always right.
I miss you.....the way you once were.

Reading

3.4 Try to answer the following questions before you read the text in 3.5.

1. How can parents maintain good family relations?
2. How can parents be friendly to children when they grow up?
3. What are the family responsibilities to children?
4. Why is poverty the most powerful risk to families?
5. Why do divorce and remarriage cause serious challenges to families?

3.5 **“ Family Relations”**

Healthy communities are based on strong family relationships. Keeping your family close must start when your children are very young. An important way to ensure family closeness is by creating special family traditions. Of course, as your children grow, marry and have children of their own, it is not an easy to spend each holiday together. Be flexible and pick a few specific holidays where the entire family will be together. Sometimes this sounds like an overwhelming feat, especially if you have a large family, but children, even when they become adults, need those special occasions and traditions and they will go out of their way to make sure they happen.



family in tent on camping trip

Another basic premise for keeping your family close is raising them in such a way that they like each other. Treat your children equally as they are growing; do not favor one over the other as this will lead to jealousy and resentment and will probably continue into adulthood. Foster closeness among your children and praise them equally for their own accomplishments without comparing them to each other.



Treat your children equally.

As your children reach adulthood, you have to become more of a friend than a parent. Don't make them feel guilty when they do not call or visit you on a daily basis. This will only lead to a relationship based on obligation rather than anticipation. While modern technology will never replace the warmth of a mother's hug or the pat on the back from his father, keeping close is possible. When a family is built on love, respect and devotion, they will always find a way to be close – if not in body, then in spirit.

Family Functions

In order for the family to meet the child's psychological needs, its members must be nurturing, convey mutual respect, provide for intimacy, and engage in bonding and attachment. The family also socializes the child, and guiding him to be a member of the society beyond the family. The family conveys religious and cultural beliefs to the next generation. The family is the child's source of food, shelter, clothing, health and dental care.



mother and children are smelling flower

Common Problems

Poverty is the most powerful risk for families and children. Poor families are less able to provide educational and cultural experiences for their children. Parents' economic status (education, occupation, and income) controls the parents' ability to provide adequate housing, a safe environment, and responsible child care while the parents work.



poverty portrait

The frequency of divorce and remarriage produces stepfamilies with their own difficulties and challenges. The new stepfamily members may have no shared family history or common lifestyle, and members may have different beliefs. In addition, children may feel torn between the custodial parent, with whom they live, and the non-custodial parent, whom they visit.



a wedding bouquet



a bride and her groom

Activities

3.6 Now check your answers for 3.4.

3.7 Scan the reading passage in 3.5 to find out the **nouns** of the following verbs in the box below.

Example: grow growth

| | | |
|----------|---------------|-----------|
| Add | accomplish | engage |
| Marry | adult | religious |
| Flexible | guilty | frequent |
| Keep | warm | poor |
| jealous | psychological | difficult |

Pronunciation

3.8

1. /o/: Notice how the following words are pronounced:

on /on/, knock /nok/, office /ofis/, want /wont/, cough /kof/, doll /dol/.

All the words above have the vowel sound /o/.

Give more examples.

2. /o:/: Notice how the following words are pronounced:

all /o:l/, ought /o:t/, August /o:gəst/, awful /o:fl/, tall /to:l/, walk /wo:k/, yours /jɔ:z/

nor /no:/, draw /dro:/, store /sto:/, explore /iksplɔ:/

All the words above have the vowel sound /o:/.

Give more examples.

Now, pronounce the following words showing the difference between /o/ and /o:/:

| | | | | |
|-------|-------|-------|-------|-------|
| shot | fox | stock | cot | phone |
| short | forks | stork | court | forty |

3. /u/: Notice how the following words are pronounced:

Book /buk/, foot /fut/, would /wud/, woman /wumən/, wool /wul/, put /put/

All the words above have the vowel sound /u /.

Give more examples.

Now pronounce the following words showing the difference among /o/, /o:/ and /u/:

| | | | |
|------|------|------|------|
| pot | cock | fox | doll |
| port | cord | fall | door |
| put | cook | full | dull |

Grammar

3.9 Gerunds and Infinitives

Read the following sentences:

- | | |
|---|---|
| 1. I <i>adore</i> reading your books. | 1. They <i>managed</i> to fix the problem. |
| 2. They <i>anticipated</i> winning the election. | 2. I can't <i>afford</i> to go to the pub. |
| 3. I <i>quit</i> smoking. | 3. You should <i>learn</i> to express yourself. |
| 4. Do you <i>recall</i> seeing someone like that? | 4. He <i>agreed</i> to practise more. |

Gerunds are formed with **ING**: **walking, talking, thinking, listening, etc.**

Infinitives are formed with **TO**: **to walk, to talk, to think, to listen, etc.**

Gerunds and infinitives can do several jobs:

Both gerunds and infinitives can be the **subject of a sentence**:

Examples:

Writing in English is difficult.

To write in English is difficult.

Both gerunds and infinitives can be the **object of a verb**:

Examples:

I like writing in English.

I like to write in English.

But... **Only gerunds** can be the **object of a preposition**:

We are talking about writing in English.

It is often difficult to know when to use a gerund and when to use an infinitive. These guidelines may help you:

Gerunds are often used when actions are **real, concrete or completed**:

I stopped smoking.

(The smoking was real and happened until I stopped.)

Infinitives are often used when actions are **unreal, abstract, or future**:

I stopped to smoke.

(I was doing something else, and I stopped; the smoking had not happened yet.)

When a verb follows a verb it either takes the gerund or infinitive form.

Some verbs can take either the gerund or the infinitive with no loss of meaning.

For example:

- With the verb *start*: "It started **to rain**." or "It started **raining**." Both sentences have the same meaning.

Sometimes ,the use of the gerund or infinitive changes the meaning of the sentence.

For example:

- With the verb *remember*: "I remembered **to do** my homework", or "I remembered **doing** my homework."

In the first sentence (I remembered to do my homework), the person who is speaking remembered that he had some homework first and then carried out the action and did it. In the second sentence (I remembered doing my homework.), the person who is speaking carried out the action (his homework) first and then remembered doing it.

Note other verbs only take one or the other; unfortunately there is no rule as to which form the verb takes. The same is true when the verb follows an adjective.

The best way to learn their correct use is with practice. The following lists may help:-

Note verbs that are normally followed by the gerund form:-

Acknowledge | admit | adore | anticipate | appreciate | avoid | celebrate | confess | contemplate | delay | deny | describe | detest | discuss | dislike | dread | endure | enjoy | fancy | finish | imagine | involve | keep | justify | mention | mind | miss | omit | postpone | practice | quit | recall | recommend | regret | report | resent | resume | risk | suggest | tolerate | understand

Give examples.

Verbs which are normally followed by the infinitive form:-

afford | agree | appear | arrange | ask | attempt | care | choose | claim | come | consent | dare | decide | demand | deserve | determine | elect | endeavour | expect | fail | get | guarantee | hate | help | hesitate | hope | hurry | incline | intend | learn | long | manage | mean | need | offer | plan | prepare | pretend | promise | refuse | resolve | say | seem | tend | threaten | want | wish

Give examples.

Verbs which can be followed by the gerund or infinitive form:

Some verbs can be followed by the gerund or infinitive **with no change in meaning**:-

begin | continue | hate | like | love | neglect | prefer | start | try

For example:-

- He began *to learn* English when he was eight.
- He began *learning* English when he was eight.
- I hate *to leave*.
- I hate *leaving*.

Note - We often use the gerund when we speak about things in general and the infinitive for particular situations **with a change in meaning**.

forget | remember | stop

For example:-

- I forgot *to feed* the cat. (The cat is hungry - he has not been fed)
- I forgot *feeding* the cat. (The cat is ok - I fed him and then forgot about it)

Gerunds after Prepositions

When a verb is used after a preposition the verb takes the *-ing* form.

For example:-

- You can't make an omelet *without breaking* eggs.

The gerund (-ing form) *must* be used when a verb comes after a preposition:-

against / at / after / by / on / instead of / talk about / tired of / without

For example:

- I am **against smoking** in public places.
- She is good **at speaking** English.
- I went home after **leaving** the party.
- You can improve your English **by using** the Internet.
- We need to keep **on going**.
- You should tell the truth **instead of lying** all the time.
- We can **talk about going** home.
- I'm **tired of hearing** excuses.
- You can't learn English **without making** mistakes.

Activities

3.10 Decide if the following verbs are followed by a verb in the **gerund** or in the **infinitive** form. Both possibilities may be correct with some of them.

| Verb | Gerund | Infinitive | Both |
|--------------|--------|------------|------|
| 1. finish | | | |
| 2. like | | | |
| 3. hope | | | |
| 4. feel like | | | |
| 5. seem | | | |
| 6. forget | | | |
| 7. start | | | |
| 8. manage | | | |
| 9. agree | | | |
| 10. avoid | | | |

3.11 Put in the verbs in brackets in the gerund or the infinitive.

Example: They promised _____ (*sell*) the old comics.

Answer: They promised *to sell* the old comics?

1. We decided ----- (buy) a new car.
2. They have got some work ----- (do).
3. My father gave up ----- (smoke).
4. He'd like ----- (fly) an airplane.
5. I enjoy ----- (write) picture postcards.
6. Do you know what ----- (do) if there's a fire in your house?
7. Avoid ----- (make) silly mistakes.
8. My parents wanted me ----- (be) at home at 7 o'clock.
9. I dream about ----- (build) a big house.
10. I'm hoping ----- (see) Linda.

3.12 Put in the blank correct preposition from the list below.

(of, like, at, about, to, with, on, for)

Example: He concentrates ----- physics.

Answer: He concentrates **on** physics.

1. My friend is good ----- playing volleyball.
2. She complains ----- snoring.
3. I'm afraid ----- losing weight.
4. She doesn't feel ----- working on the computer.
5. We are looking forward ----- going out in the weekend.
6. Marwa dreams ----- living on a small island.
7. Yasmin apologized ----- being late.
8. Do you agree ----- staying in a foreign country?
9. Girls insist ----- going out.
10. Elham thinks ----- watering the flowers this afternoon.

3.13 Fill in the correct infinitive forms to the given verb forms.

| Verbs | Infinitives |
|-----------|-------------|
| Called | call |
| Saw | |
| Staying | |
| Driven | |
| Dyed | |
| Answering | |
| Told | |
| Checked | |
| Smells | |
| Whispered | |

Family Song

3.14 Read the following song. Close your book and then try to repeat what you have read.



♥If one day you feel like crying, Call me ♥

♥I don't promise that I will make you laugh♥

♥But I can cry with you♥

♥If one day you want to run away♥

♥Don't feel afraid to call me♥

♥I don't promise to ask you to stop♥

♥But I can run with you♥

♥If one day you don't want to listen to anyone, Call me ♥

♥I promise to be there for you but also promise to remain quiet♥

♥But one day if you call♥

♥And there is no answer♥

♥Come fast to see me♥

♥Perhaps I need you♥

Writing

3.15 Your child comes home from school visibly upset. She tells you that she believes that some of the other girls were teasing and making fun of her.

1-What do you do?

2- Do you immediately offer your quick take on the situation and offer her some advice?

3- Do you offer her a quick and easy solution?

4- Are you positive that is what your child wants, and indeed, what she needs right now?

Discuss the situation above with your classmates and find solutions.

Unit four Revision one

1. Put the verbs between brackets in the correct form

- 1- Dalia **had phoned** Dad at work before she (**leave**) for her trip.
- 2- Susan (**turn on**) the radio after she **had washed** the dishes .
- 3- when she **had arrived** at the match , it ready (**start**) .
- 4- After Eman (**make**) breakfast, she **phoned** her friend.
- 5- I (be) very tired because **I had studied** too much .

2. Match the beginnings in the List A with the suitable endings in the list B

| | List A | | List B |
|---|--|---|--------------------------------------|
| 1 | By the time I got to her house. | a | I hadn't seen her for year . s |
| 2 | When I turned on the TV. | b | I 'd never met her before . |
| 3 | It was nice to see Linda again. | c | I had left the door open . |
| 4 | I wasn't hungry in the evening . | d | She had already left . |
| 5 | I went to see if the painters finished . | e | But they hadn't even started . |
| 6 | I met Jasim's wife at the party . | f | I'd had a huge lunch . |
| 7 | I bought him a camera | g | The programmer had already started . |
| 8 | When I got home , I realized | h | but he had already got one . |

3- Put the verb between bracktes in to the correct tense (simple past or past continuous form)

- 1- While Wasan was reading , Ameena (watch) a documentary on TV .
- 2- Manal (come) home , (switch) on the computer and (check) her emails.
- 3- The thief (sneak) in to the house, (steal) the jewels and (leave) without a trace.
- 4- Nobody (listen) while the teacher was explaining the tenses .
- 5- He (wake) up and (look) at his watch .
- 6- The receptionist (welcome) the guests and (ask) them to fill in the form .

- 7- The car (break) down and we (have) to walk home .
8- The boy (swim) while the girls (sunbath) .
9- My father (come) in ,(look) around (tell) me to tidy up my room .
10- Maryam (turn) off the light and (go) to bed .

4- Change each sentence into the past continuous tense .

Ex : I played baseball I was **playing** baseball .

- 1- I spoke to my teacher . I was..... to my teacher.
- 2- She listened to the song . She was To the song.
- 3-My friend laughed at my joke. My friend was at my joke.
- 4- I sang. I was Yesterday.
- 5- They did their homework. They were Their homework.
- 6- We had a party. We were a party .
- 7- The band played a beautiful song. The band was a beautiful song .
- 8- I tried to explain. I was To explain.

5- put the verbs between brackets in the Gerund or the to – infinitive form .

Example : They go on (read) the book .

Answer : They go on **reading** the book .

- 1- I can't imagine Reyam (**go**) by bik .
- 2- He agreed (**buy**) a new car .
- 3- The question is easy (**answer**) .
- 4- The man asked me how (**get**) to the airport .
- 5- I look forward to (**see**) you at the weekend .
- 6- Are you thinking of (**visit**) London ?
- 7- We decided (**run**) through the forest .
- 8- The teacher expected Sarah (**study**) hard .
- 9- She doesn't mind (**work**) the night shift .
- 10- I learned (**ride**) the bike at the age of 5 .

6- Choose the correct form (infinitive with or without to) .

- 1- I can (speak ,to speak) English .
- 2- We have (do , to do) our homework .
- 3- You must (stay, to stay) at home .
- 4- I will (help , to help) you .
- 5- The manager cannot (meet , to meet) us .
- 6- My little sister learns (speak , to speak) .
- 7- They want (go , to go) to the cinema .
- 8- You should (ask , to ask) your parents .
- 9- I'd like (buy , to buy) a bag .
- 10 – May we (come , to come) in ?

Unit five

Hand Stitches

Vocabulary

5.1 Match the words in List A with their meanings in List B:

List A

1. hem
2. decorative
3. trim
4. raw
5. edge
6. garment

List B

- a. a piece of clothing
- b. intended to look attractive or pretty
- c. the outside limit of an object or cloth
- d. not yet made into something else
- e. material used to decorate clothes
- f. the folded edge of a piece of cloth

5.2 Name the objects which are shown in the pictures using one of the words between brackets

(ribbons, tape measure, thread snips, glass head pins, sewing threads)





Speaking

5.3 Manar is on a diet to lose weight, but her friend, Tara, is trying to coax her into eating a bowl of ice-cream. Can Manar stand the temptation? Share the following conversation with your classmates.

Tara: Would you like to have some ice-cream? I've got a variety of flavors for you to choose from. I've got strawberry, peach, chocolate, coffee and vanilla.

Manar: Wow! What choices you have! I wish I could, but I just can't. I'm on a diet to lose weight.

Tara: Come on, it's just a bite. It doesn't really hurt to have just a bite.

Manar: I'd better not. Please don't tempt me. Please!

Tara: You are really strong-willed.

Manar: You're right. I'm not so easily coaxed into doing something that I think is wrong.

Tara: Well, I'd better not tempt you. Otherwise, if I give you a piece of cake, you might ask for a glass of milk.

5.4 Ask your classmate about the hand stitches she knows.

Reading

5.5 Before you read the text below, try to judge whether the following statements are true or false.

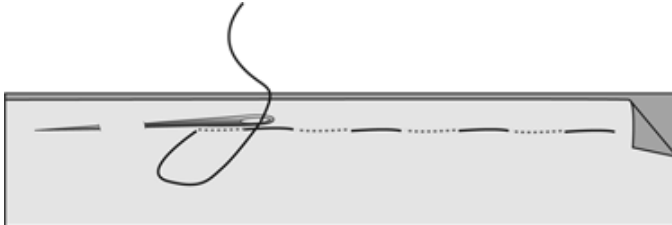
1. Basting is temporarily used in preparation for machine or hand sewing.
2. A backstitch is mainly used to hem heavy or bulky fabrics.

3. A buttonhole is necessary to finish raw edges, especially in loosely –woven fabrics.
4. A pick stitch is a variation of a backstitch, used as a decorative element along a garment edge or parallel to a seam line.
5. It is impossible to make hand-stitched buttonholes.
6. Though we use a sewing machine, some hand stitches are quite useful.

5.6 Useful Hand Stitches

There are some useful hand stitches which are used in sewing. Below are some of the widely used stitches:

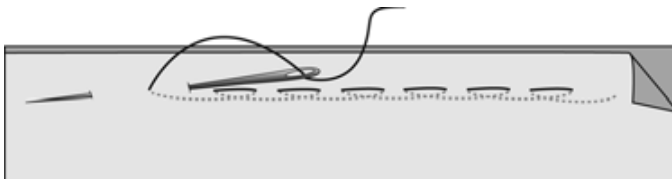
1. Running, Basting:



It is mainly used for,

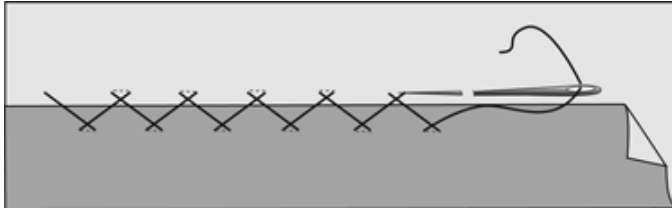
- Gathering.
- Securing fabric layers that won't be subjected to stress.
- Decorative purposes in lieu of machine topstitching.
- Basting temporarily in preparation for machine or hand sewing.

2. Backstitch:



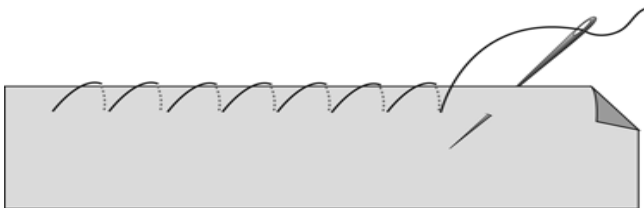
This stitch is used whenever strength is important.

3. Catch Stitch:



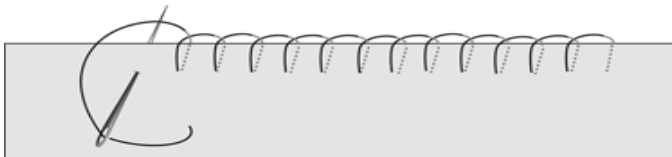
The two main reasons behind using this stitch are to hem heavy or bulky fabrics and to secure facings.

4. Overcast:



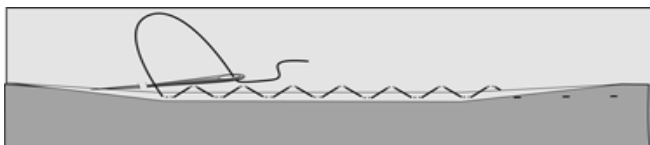
This stitch is used when one wants to finish raw edges, especially in loosely – woven fabrics.

5. Buttonhole/Blanket:



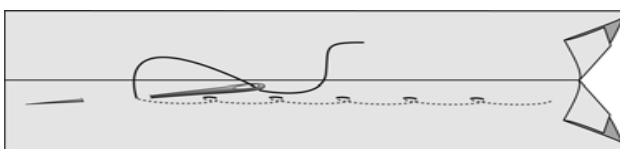
It is highly preferable to overcast edges and to make hand-stitched buttonholes.

6. Blind Hem Stitch:



It is usually used to hem a garment.

7. Prick/Pick Stitch:



It is useful for getting a variation of backstitch used as a decorative element along a garment edge or parallel to a seam line.

5.7 Now check your answers for 5.5 and write down your answers in your copybook.

5.8 Re-read the text to complete the following statements.

1. To secure fabric layers that won't be subjected to stress, we should use stitch.
2. A blanket stitch is used toedges.
3. A seamstress depends on stitch to hem a garment.
4. Catch stitches are preferable in hemming fabrics.
5. Backstitches are necessary to hem a

5.9 Fill in the blanks with the appropriate word from the list below.
(garment, decorative, prick, zipper, buttonhole)

1. The shirt is almost ready. I am left with the
2. Who did designed this beautiful?
3. The needle her finger.
4. When are you going to attach the to the skirt?
5. You'll need some material to add to the garment.

Pronunciation

5.10

1- /u: /

Notice how the following words are pronounced:

acute /ækju:t/, mule /mju:l/, cube /kju:b/, huge /hju:dʒ/, mute /mju:t/

suit /su:t/, fruit /fru:t/ , fluid /flu:ɪd/

few /fju:/, flew /flu:/, new /nju:/, view /vju:/, knew /nju:/ .

group /gru:p/, wound /wu:nd/, through /θru:/, soup /su:p/, you /ju:/

do /du:/, who /hu:/

moon /mu:n/, spoon /spu:n/, school /sku:l/

All the words above have the vowel sound /u:/ sound.

1. Now give other words that have the same sound.
2. Identify which syllable of the following words has the /u:/ sound:

(excuse, beauty, remove, useful, student, useless, review)

2- /ʌ /

Notice how the following words are pronounced:

but /bʌt/, cut /kʌt/, run /rʌn/, uncle /ʌnkl/, luck /lʌk/, ugly /ʌgli/, up /ʌp/
double /dʌbl/, couple /kʌpl/, trouble /trʌbl/, enough /inʌf/, country /kʌntri/
son /sʌn/, won /wʌn/, one /wʌn/, done /dʌn/, love /lʌv/, blood /blʌd/ .

All the words above have the vowel sound /ʌ / sound.

1. Now give other words that have the same sound.
2. Identify which syllable of the following words has the /ʌ / sound:

(mother, discover, become, judge, Monday, unseen, month)

3- /ə/

Notice how the following words are pronounced:

ago /əgou/, away /əwei/, again /əgen/, about /əbaut/, alone /əloun/, around /əraund/
picture /piktʃə/, future /fju:tʃə/, culture /kʌtʃə/, adventure /ədventʃə/
measure /meʃə/, pleasure /pleʃə/, treasure /treʃə/, leisure /leʃə/
actor /aktə/, doctor /doktə/, visitor /vizitə/, sailor /seilə/, translator /transleitə/
Complete /kəmpli:t/, contain /kəntein/, police /pəli:s/, England /ɪŋglənd/

All the words above have the /ə/ sound.

1. Now give other words that have the same sound.
2. Identify which syllable of the following words has the /ə/ sound:

(lemon, salad, welcome, collect, alarm, second, succeed, after, never, human)

Grammar

5.11 Adjectives: -ed / -ing adjectives

Many English adjectives are formed from the -ed / -ing forms of verbs:

| verb | -ed | -ing | noun |
|---------------------|------------------|---------------------|-------------|
| You ____ me! | I'm ____! | How ____! | |
| please | pleased | pleasing (pleasant) | a pleasure |
| relax | relaxed | relaxing | relaxation |
| surprise | surprised | surprising | a surprise |
| tempt | tempted | tempting | temptation |
| thrill | thrilled | thrilling | a thrill |
| humiliate | humiliated | humiliating | humiliation |
| interest | interested | interesting | interest |
| amaze | amazed | amazing | amazement |
| challenge | challenged | challenging | a challenge |

5.12 Fill in the blanks using one of the adjectives from the above table:

1. I'm so to meet you.
2. Though Samir has so many duties, he seems !
3. Don't be It is my sister who made this shirt.
4. This piece of cake is so !
5. The movies are full of action! They are
6. Stop begging for money! It is so
7. She is in sewing .
8. How could you remember all these details? It is!
9. This riddle is

5.13 Order of Adjectives:

When we have a number of adjectives in one sentence, they are usually arranged as follows:

THE ORDER OF ADJECTIVES

| Determiner | Observation | Physical Description | | | | Origin | Material | Qualifier | Noun |
|------------|-------------|----------------------|---------------|-------|-------|---------|----------|-----------|----------|
| | | Size | Shape | Age | Color | | | | |
| an | expensive | | | new | | English | | sewing | machine |
| a | beautiful | | | old | | | Silver | | chain |
| two | cheap | | short-sleeved | | white | | Cotton | | shirts |
| her | | | long | | fair | | | | braids |
| his | | little | | young | | French | | | cat |
| those | | | star-like | | | | Golden | hand-made | earrings |
| that | abandoned | big | | | | | | haunted | castle |
| these | | tall | | young | | Italian | | football | players |
| some | spicy | | | | | Indian | | | food |

Exercise:

5.14 Re-arrange the following adjectives in the right order.

1. silken , shirt , French, her .
2. design , Italian, an ,old .
3. foggy, that , day , British .
4. apples , green , three, American.
5. white, Japanese , big , car , a.
6. interesting, French ,an, film , comic.
7. cat, Persian, sweet , a.

5.15 IF Clauses (THE CONDITIONAL)

Read the following sentences:

| | |
|----------------------------------|-------------------------------|
| If I study hard, | I will pass the exams. |
| If you see Jinan tonight, | tell her to e-mail me. |
| If Basima gets up early, | she can catch the bus. |

The sentences above have the following forms respectively:

| if clause | main clause |
|-----------------------|--|
| simple present | will-future or infinitive or modal + infinitive |

The if-clause can be at the beginning or at the end of the sentence.

| | |
|------------------------------|-------------------------------|
| If I study , | I will pass the exams. |
| I will pass the exams | if I study . |

Activities:

5.16 Complete the following sentences using the correct tense for the verbs in brackets:

1. If you think hard, you (solve) the mystery.
2. If they don't dress well, they (get) sick in such a cold weather.
3. If you throw the stone, the window (break).
4. Stand still! If you step on the glass, your feet (get) hurt.
5. Don't joke with him! If you do so, he (not) take the matter seriously.
6. If she does not use her dictionary, she (not get) the meaning.
7. If he sings so well, he (win) their admiration.

5.17 Family Poem

My Sister, My Friend

Read the following poem, close your book and then try to remember what you have read.

*To me you are an angel in disguise.
Full of intuition, intelligent and wise.
Always giving and helping through good and bad times.*

*If I had one wish it would surely be
to give you as much you've given me.*

*Though I've put our relationship through some cloudy days,
you've been my sunshine in so many ways.*

*Through trials and tests, right by me you stood,
and gave me your hand whenever you could.*

*Thank you so much my sister, my friend.
My gratitude for you has no end.*

Writing

5.18 Answer the following questions to tell your friend about your interest in sewing.

1. Why do you enjoy sewing?
2. Have you considered buying ready-made dresses or do you prefer making them yourself all the time? Why?
3. Do you choose fabrics or ask for the help of others? If you do so, what are the qualities that you search in a fabric?
4. Do you consider sewing as a hobby or is it your profession?
5. What kind of benefit do you get out of sewing ? explain

Unit six

Computers

Vocabulary

6.1 Label the following pictures using the suitable words from the box below.



hard drive computer technician printer cables flat screen monitor

6.2 Match the parts of the computer in List A with their functions in List B.

List A

1. keyboard
2. mouse
3. CPU
4. modem
5. speakers

List B

- a. connects the computer to the Internet
- b. plays sound
- c. types texts into the computer
- d. executes software programmed instructions
- e. points to and selects items

6.3 Complete the following words with the missing letters from the following list.

(oo , ei , ai , ua , ou , ow , ie , aw , oa , ow)

| | | | | |
|------------|------------|-------------|------------|--------|
| m----ce | keyb----rd | shut d----n | rec----ve | z----m |
| downl----d | m----l | prev----w | lang----ge | dr---- |

Speaking

6.4 A customer has a problem with his keyboard. He is asking for a helpdesk operator's help. Share the following conversation with your classmate.

Customer: My keyboard is not working anymore.

Helpdesk: Are you sure it's plugged into the computer?

Customer: No. I can't get behind the computer.

Helpdesk: Pick up your keyboard and walk 10 paces back.

Customer: OK

Helpdesk: Did the keyboard come with you?

Customer: Yes

Helpdesk: That means the keyboard is not plugged in. Is there another keyboard?

Customer: Yes, there's another one here. Ah...that one does work!

Reading

6.5 Try to answer the following questions before reading the text below.

1. What do you think a computer is?
2. Is a keyboard used mainly for typing text into the computer?
3. How do you use a mouse?
4. Which part of the computer executes software program instructions?
5. Do floppy disk drives store large or small amount of data?
6. What do you need to connect your computer to the Internet?

6.6 Read the following text to check your answers.

History

The first use of the word 'computer' was recorded in 1613 , referring to a person who carried out calculations, or computations, and the word continued to be used in that sense until the middle of the 20th century . From the end of the 19th century onwards though , the word began to take on its more familiar meaning , describing a machine that carries out computations .

Definition :

The computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores.

Parts of the computer:

Monitor

A monitor (visual display unit) is a piece of electrical equipment, usually separate from the computer case, which displays viewable images generated by a computer without producing a permanent record.

Keyboard

A keyboard is a device used mainly for typing text into your computer.

Mouse

A mouse is a small device used to point to and select items on your computer in many shapes.

Case

A computer case is the enclosure that contains the main parts of a computer.

CPU (The central processing unit)

It is that part of a computer which executes software program instructions.

CD and DVD drives

CD drives use lasers to read data from a CD, while DVD drives can do everything that CD drives can produce, plus reading DVDs.

Floppy disk drives store small amount of data (information) on floppy disks.

Modem

To connect your computer to the Internet, you need a modem.

Printer

A printer transfers data from a computer onto paper.

Speakers

Speakers are used to play sound. They may be built into the system unit to allow you to listen to music and hear sound effects from your computer.

Activities:

6.7 Say whether the following statements are true or false.

1. In 1613, the word 'computer' was first used.
2. A monitor displays viewable images and produces permanent record .
3. You need a modem to connect your computer to the Internet.
4. The speakers transfer data from a computer onto paper .
5. DVD drives use lasers to read data from a CD .

Pronunciation

6.8 English Diphthongs

Some long English vowels are similar to two vowels in pronunciation .These are called 'diphthongs'. There are eight diphthong sound s:

1. /ou/ is found in such words as:

bone phone flow cold bold float know flow clone

2. /au/ is found in such words as:

brown crown how cow house browse foul frown

Notice the difference between /ou/ and /au/ in the following pairs of words:

no throne cold bow(n)

now frown cloud bow(v)

3. /ai/ is found in such words as:

cry while high I ice I've climb die eye why

4. /ei/ is found in such words as:

away wait fate eight may age station reign same

Notice the difference between /ai/ and /ei/ in the following pairs of words:

island crime pie why my

aim claim pay way may

Grammar

6.9 If Clauses Type (2) Unreal Conditional

Look at the following examples:

| | |
|-----------------------|--------------------------------|
| If I studied , | I would pass the exams. |
| If I studied , | I could pass the exams. |
| If I studied , | I might pass the exams. |

Use

It is theoretically possible to fulfil a condition which is given in the if-clause.

Form

| if clause | main clause |
|--------------------|---|
| Simple Past | would + infinitive or could + infinitive or might + infinitive |

The if-clause can be at the beginning or at the end of the sentence.

| | |
|-------------------------------|--------------------------------|
| If I studied , | I would pass the exams. |
| I would pass the exams | if I studied . |

Activities:

6.10 Put the verbs in brackets into the gaps. Form a **Conditional sentence**.

Example: If I ___ (**go**) to the cinema, I _____ (**watch**) an interesting film.

Answer: If I **went** to the cinema, I **would watch** an interesting film.

- 1) If I (**come**) home earlier, I (**prepare**) dinner.
- 2) If we (**live**) in Rome, Francesco (**visit**) us.
- 3) If Tim and Tom (**be**) older, they (**play**) in our hockey team.

- 4) If he (*be*) my friend, I (*invite*) him to my birthday party.
- 5) If Susan (*study*) harder, she (*be*) better at school.
- 6) If they (*have*) enough money, they (*buy*) a new car.
- 7) If you (*do*) a paper round, you (*earn*) a little extra money.
- 8) If Michael (*get*) more pocket money, he (*ask*) Doris out for dinner.
- 9) If we (*hurry*), we (*catch*) the bus.
- 10) If it (*rain*), Nina (*take*) an umbrella with her

6.11 Complete the following sentences.

- a. If I got high marks, I
- b. Where would you travel if you?
- c. I would tell you if I
- d. If we had enough time this afternoon, we.....

6.12 Choose the correct verb tense.

- a. Mazin would get better marks if hehis grammar.(improve, improves, improved)
- b. If you clicked the red button, you.....the download.(cancel ,would cancel, will cancel)
- c. If he.....old enough , he would play in the school basketball team. (is, were,am)
- d. If you used a pencil, the drawing.....perfect.(will be ,would be ,was)
- e. We would come to the party if it.....at eight o'clock. (started , starts ,start)
- f. Linda.....the garden if she stayed at home.(will water ,would water, water)



6.13 Read the following poem, close your book and try to memorize its lines.

When you've got a family like mine,
You surely would not mind
They would cheer you on at any game,
All the way until you walk through the hall of fame.
They make you feel better when you are blue
And whisper in your ear, I love you
They would teach you something new everyday
And help you find success in everyway
They attend to your everyday needs
Whether it is buying pencils or beads
They make sure you are comfortable where you are
Whether you are in a house or a car
They would not let obstacles keep you down
And create a smile from your frown
They teach you wrong from right
And encourage you to keep your dreams in sight
They wipe your tears away when you are sad
And calm you down when you get mad
Thank you family for all that you do
I don't know where I would be if it weren't for you

Writing

6.14

A. In about 50 words, describe a computer.

B. Fill in the gaps with the appropriate words below. Write the paragraph in your copybook.

[school, country, Parents, smartest, mall, original, children, back-to-school, summer, Smart shoppers, sale, September, seasons, items, buying]

In _____, it's time for _____ shopping. _____ take their _____ to the _____ to buy new clothes for _____. But what are the _____ shoppers _____? They are buying _____ clothes. _____ know that "off season" clothes are 60-80% less than the _____ price. As the _____ change, so do the _____ on sale.

So what's for _____ at different times during the year in your _____?

Unit seven



Vocabulary

7.1 Identify the following pictures using the words in the box below.



Knits

knitting kit

threads

knitting machine

7.2 Match the words in List A with their definitions in List B.

- | | |
|--------------------|--|
| 1. thread | a. a long thin piece of plastic or metal used for knitting |
| 2. stitch | b. a tall tropical plant with thick light-brown stems |
| 3. knitting needle | c. a piece of wool that has been put round a needle |
| 4. yarn | d. a long thin fiber used for sewing and weaving |
| 5. bamboo | e. cotton, wool, or other fiber in the form of thick thread. |

7.3 Add –ing to the following words:

weave sew knit need identify lie

Speaking

7.4 Share with your classmates the possible answers to the following questions.

1. Someone asks you a question you do not want to answer. What do you say?
2. You need to borrow some money from a friend. What do you say?
3. You broke your sister's favorite vase. What do you say?
4. You forgot your mother's birthday. What do you say when you see her?
5. You want to buy an item located behind the cashier. What do you say?
6. You arrive late to a meeting because you couldn't get a taxi. What do you say?
7. Your friend "wiped out" while skiing and looks hurt. What do you say?
8. The man in the seat next to you is smoking. What do you say?
9. Your child is playing with matches. What do you say?
10. You need more time to finish an exam. What do you say to the teacher?

7.5 Share the following questions with your classmate.

1. Would you prefer to knit your sweater or buy a ready made one? Why?
2. How is knitting useful?
3. Do you follow the fashion lines in knitting?
4. What did you knit before?
5. Do women usually knit in winter or summer? Why?

Reading

7.6 Try to answer the following questions before reading the text below.

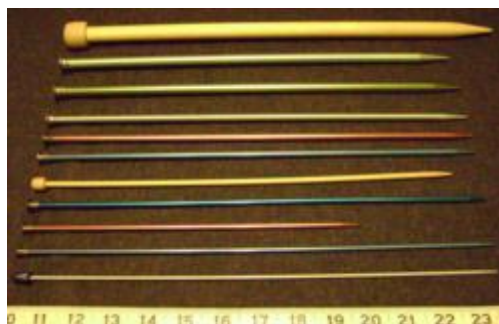
1. What is knitting?
2. What do you need to knit?
3. How can you knit? What do you prefer?

Knitting

Knitting is a method by which thread or yarn may be turned into cloth. Knitting consists of loops called stitches pulled through each other. The active stitches are held on a needle until another loop can be passed through them.

Knitting may be done by hand or by machine. By hand, there are different styles and methods. Flat knitting, which can be done on two straight needles or a circular needle, produces a length of cloth, while circular knitting, which is done on circular or double-pointed needles, produces a seamless tube.

Different yarns and knitting needles may be used to achieve different end products by giving the final piece a different colour, texture, weight, or integrity. Using needles of varying sharpness and thickness as well as different varieties of yarn adds to the effect. Knitting is usually carried out using tools such as knitting needles, knitting machines or rigid frames.



Knitting needles are in a variety of sizes (US 2, 4, 5, 6, 7, 8, 9, 10, 11, 13 and 15 from the bottom). The US size 7 and 15 needles are bamboo and wood, whereas the others are aluminum. Circular needles may be used for flat or circular knitting.



Now check your answers to 7.6

7.7 Re-read the text to complete the following sentences.

1. Stitches are -----.
2. In flat knitting you need two -----needles or ----- needle.
3. Knitting needles are in a variety of -----.
4. Different types of knitting come from -----.
5. Knitting needles are made of -----.

7.8 Scan the text to check if the following sentences are true or false.

1. By knitting, we make cloth from thread.
2. There is only one method of hand knitting.
3. You can make a tube form of knitting by using two straight needles.
4. The size of needles and the type of yarn affect the thickness of the cloth.
5. You cannot circular needles for flat knitting.

Pronunciation

7.9

5. /oi/

Notice how the following sound are pronounced:

| | | | | | |
|------|--------|----------|------------|--------|----------|
| oil | /oil/ | ointment | /ointmənt/ | oyster | /oistə/ |
| boil | /boil/ | coin | /koin/ | noise | /noiz/ |
| toy | /toi/ | destroy | /distroi/ | employ | /imploi/ |

Activities:

1. Give other words that have the same diphthong.
2. Identify /oi/ and /o:/ sounds in the following words:

Joy jaw bore boy toil tall

6. /iə/

Notice how the following sound are pronounced:

ear /iə/ clear /kliə/ dear /diə/ fear /fiə/ near /niə/ hear /hiə/

Activities:

1. Give other words that have the same diphthong.
2. Identify /iə/ and /i:/ sounds in the following words:

he here bee beer me mere knee near

7. /eə/ Notice how the following sound are pronounced:

airport /eəpo:t/ area /eəriə/ airway /eəwei/

stairs /steəz/ cares /keəz/ dairy /deəri/

where /weə/ hair /heə/ spare /speə/

Now identify which of the following sound has /eə/ sound and which has /iə/ sound.

| | | | | | |
|-----|--------|------|------|------|-------|
| air | where | fair | hair | rare | share |
| ear | we' re | fear | hear | rear | sheer |

8. /uə/

newer /njuə/ cure /kjuə/ pure /puə/ fuel /fjuəl/ jewel /dʒuəl/

Notice the difference between /iə/ and /uə/ diphthong sounds in the following words:

| | | | | |
|---------|------|------|------|------|
| Year | tear | dear | mere | peer |
| You' re | tour | doer | more | poor |

Grammar

7.10 Adverbs:

Adverbs describe verbs and tell us how somebody does something or how something happens (e.g. quickly, carefully etc.).

There are three kinds of adverbs:

1. Adverbs of manner: Most of them are derived from adjectives by adding the suffix (ly) at the end of most adjectives , and they describe how the verb has been done.

Examples:

hopefully, skillfully, slowly, quickly

Notice that the adverb from the adjective (good) is (well).

- Basim is **careful** and he drives **carefully**.
- Muna is **beautiful** and she dresses **beautifully**.

2. Adverbs of time: these adverbs describe the time of the verb and show the tense of the verb.

Examples:

usually, always, often, sometimes, yesterday,
last, ago, tomorrow, tonight, next, soon, yet, already,
just, now, at the moment, since, for, before, after,

- Salwa has not finished her homework **yet**.
- Sally got the driving license **last week**.

3. Adverbs of place: these adverbs describe the place of the verb; where the verb has been done.

Examples:

in the school, in the house, outside, inside, in the street, above, below, at the top, at the bottom,

- Mary went out **the office**.
- The children are playing **in the yard**.

Note: The following words are both adjectives and adverbs:

hard, fast, early, high, late, near, long, straight, right, wrong.

- She is a **hard** working student. She works **hard**.
- I came on the **fast** train. It went quite **fast**.

Good is an adjective and **well** is its adverb.

He is a **good** mechanic. He repaired my car **well**.

Note: if the three types of adverbs are used in one sentence, they are usually used in the order of adverbs:

manner → place → time

- The team played **well in the game yesterday**.
- The baby is sleeping **quietly in his bed now**.

7.11 If Clauses (impossibility condition)

Look at the following sentences:

If I **had found** her address, I **would have sent** her an invitation.

I **would have sent** her an invitation if I **had found** her address.

I **could have gone** to the party if he **had invited** me.

If I **had had** much money, I'd **have bought** a car.

Salma **might have attended** the lecture if she **had not been** ill.

Use

It is impossible to fulfil a condition which is given in the if-clause.

Form

| if clause | main clause |
|--------------|--|
| Past Perfect | would + have + past participle or could + have + past participle or might + have + past participle |

Examples

| | |
|---------------------------|---------------------------------------|
| If I had studied , | I would have passed the exams. |
| If I had studied , | I could have passed the exams. |
| If I had studied , | I might have passed the exams. |

The if-clause can be at the beginning or at the end of the sentence.

| | |
|--------------------------------------|---------------------------------------|
| If I had studied , | I would have passed the exams. |
| I would have passed the exams | if I had studied . |

Activities:

7.12 Complete the following sentences with the correct order of the adverbs between brackets.

Example:

- a. The worker fixed a new machine (last week, carefully, on the wall).
- b. The worker fixed a new machine carefully on the wall last week.

- 1- It rained (yesterday, heavily, here).
- 2- The girls will arrange (tomorrow, the meeting hall, well).
- 3- Hala finished the report (last week, perfectly, in the office).
- 4- Sally dresses (beautifully, in the party, every time).
- 5- The students work (every day, in the lab, skillfully).

7.13 Put the word between brackets in the correct form.

- 1. The holiday was for a week. The time passed (quick).
- 2. Layla is careful on roads. She drives (careful).
- 3. Noor studies English. She speaks English (fluent).
- 4. I cooked this meal (special) for you.
- 5. Ahmed feels (nervous) before exams.
- 6. Our football team played (good) last week.
- 7. They moved into a new house. They lived (happy) there.

7.14 Complete the following sentences.

- 1. If he had oiled the machine, it(stop).
- 2. He would have painted the house if he (have time) .
- 3. If you had gone out, you(catch cold).
- 4. Nada would have finished the report if she(start early) .
- 5. If Noor had not worked hard, she.....(not pass the exam easily)

7.15 Join each pair of the following sentences with (if).

- 1. Sameer had read English well. He might have succeeded.
- 2. We could have improved the production. We had used modern machines.
- 3. Abeer had been tired. She could have had some rest.
- 4. Susan had done well in the exam. She might have studies so hard.
- 5. They'd have held a party. They'd won the game.

7.16 Correct the verb between brackets.

1. If I'd known your new address, I (visit) you.
2. If you (be) on time, you'd have caught the train.
3. Zainab (bring) me a present if she'd remembered my birthday.
4. We'd have gone out if I (finish) the report.
5. If Fatima had taken a taxi, she (attend) the meeting on time.
6. Hani would have bought a new computer if he (save) some money.

Family Poem

7.17 A woman writes of becoming a mother. She holds her child in her arms for the first time and dreams of the life ahead that they will share together. Read the following poem and then try to repeat by heart.

The day you were born,
You touched my soul.
You were the missing link,
That made my life whole.

Those beautiful blue eyes,
Stare at me in awe.
Gazing at the woman
Who just became your mom.

As days turned to months,
And months turned to years.
I watched you grow,
Facing life's challenges and fighting your fears.

Now that you've grown,
You take that next step.
Those years gone by,
In my heart they're kept.

If you get lost along your way,
Not sure what to do or what to say.
Know that I'm present in spirit and soul
With open arms and a hand for you always to hold.

7.18 Writing

A. Write a paragraph about knitting. Make use of the following questions:

1. Do you prefer hand- made or ready- made items?
2. Why?
3. Is it hard to find knitting material in the market?
4. Where do you usually find knitting material?
5. How long does it take you to make a sweater if you can knit? If not can you guess how long?

B. Growing plants

7.19 Unscramble the sentences below.

1. carrots, want ,grow, to, We

2. do, plants ,What, need?

3. need, Plants, a light, lot of,

4. some, water, too, need, Plants

5. we, should, water, plants? How, often

6. you ,water, they, will, your, die, don't , If, plants

7. slowly, will, They, grow

8. Without, light, won't, grow, Plants.

Unit Eight

Revision Two



round small reading lamp



German old yellow car



wooden huge sailing ship



sugar blue round bowl



slim Canadian handsome snowboarder

2- Put the verbs between brackets in the correct form .

- 1- If it rains, the children (**not, go**) for a walk .
- 2- If she (**not, read**) the novel , she **will not pass** the literature test .
- 3- If we **don't take** the bus , we (**not , arrive**) in time.
- 4- If Diana (**not, buy**) the sweets, her friends **will be** angry with her .
- 5- If you eat too much , you (**not, lose**) weight .

3- put the verbs between brackets in the correct form.

- 1-If Ali sold his old mobile , he (**buy**) a new mp3 player .
- 2- we (**come**) to the party if it started at 8 o'clock.
- 3- The boy **would be** in the Olympic team if he (**train**) harder .
- 4- If you (**click**) the red button , you **would cancel** the download .
- 5- If you **were** old enough , he (**play**) in the school basketball team .
- 6- Marina (**understand**) the text if her teacher **marked** the important sentences.
- 7- Yasmine **would get** better marks if she (**improve**) her grammar .

- 8- If we (**recycle**) these cans , we **could reduce** rubbish .
- 9- If you **changed** your money at a bank , you (**save**) commission .
- 10- If it (snow) during the night , I **might go** snowboarding the next morning .

4- Put the verbs between brackets in the correct form.

- 1- If you **had checked** the car , it (**not , break**) down in the middle of the desert .
- 2- If it (**not, rain**) , the children could **have played** outside.
- 3- If my parents **had not been** so tired, they (**watch**) the film on TV .
- 4- If we (use) the town map, we **might have not got** lost.
- 5- If Tom **had eaten** more salad , he (**not, catch**) a cold .

Mini Dictionary

Mini Dictionary

| | | | |
|-----------------|------------------|------------------|--------------------|
| abstract | مجرد، خلاصة | loop | عقدة |
| accomplishments | منجزات | lullaby | ترنيمه |
| achieve | ينجز | mainly | بالأساس |
| add | يضيف | maintain | يديم |
| advice | نصيحة | making fun | يسخر |
| amount | كمية | mess | فوضى |
| attachment | ملحق | metal core | لب معدني |
| attractive | جذاب | method | طريقة |
| available | متوفر | obligation | إلزام |
| bamboo | خيزران | obstacles | معوقات |
| basting | طري اللحم بالدهن | occasions | مناسبات |
| beard | لحية | occupation | احتلال |
| beliefs | معتقدات | odd | شاذ |
| bonding | رابطة، صلة | overwhelm | يهزم |
| bud | برعم | pellets | قطع من الورق |
| bulky | ضخم | permanent | دائم، ثابت |
| burped | يتجشأ | petals | ورقة من تاج الزهرة |
| calculations | حسابات | port | ميناء |
| cardboard | ورق مقوى | pot | قدر، إناء |
| cheer | يسر، يفرح | poverty | فقر |
| circuits | دوائر | praise | يمدح |
| coax | يلطف | pretty | جميل |
| cock | صنبور | previous | سابق |
| collect | يجمع | prick | يثقب |
| comfortable | مريح | psychological | نفسي |
| communities | مجتمعات | raising | رفع، ظهور |
| connect | يربط | raw | خام |
| convey | ينقل | realism | واقعية |
| cords | أوتار، حبال | religious | ديني |
| cot | سرير متحرك | resentment | استياء |
| court | محكمة | respect | احترام، يحترم |
| creativity | إبداع | responsibilities | مسؤوليات |
| cultural | ثقافي | retreat | ينسحب |
| custody | رعاية | ribbons | شريط زينة |
| diagonal | مائل | rigid | صلب |
| dimple | غمزة | rug | سجادة |
| dolls | دمى | seeking | يبحث |
| drawing | رسم | select | يختار |
| economic status | حالة اقتصادية | sell | يبيع |
| edge | حافة | serious | جاد |
| embroidery | تطريز | shading | تظليل |
| engage | يرتبط | shape | شكل |
| engraving | نقش | share | يشارك، حصة |
| ensure | يؤكد، يضمن | shelter | ملجأ |

| | | | |
|---------------|------------|----------------|--------------|
| entire | كلي، تام | short | قصير |
| equipment | معدات | simulate | يتصنع |
| erase | يمحو | sketch | مخطط |
| execute | ينفذ | smart shopper | متسوق ذكي |
| explore | يستكشف | snuggle | يدنو من |
| expression | تعبير | society | مجتمع |
| eyebrow | حاجب | sound effects | مؤثرات صوتية |
| fabric | قماش، نسيج | spit | يبصق |
| familiar | مألوف | stare | يحدق |
| feat | عمل مجيد | stem | ساق النبات |
| flat screen | شاشة | stepfamilies | عوائل متشعبة |
| flexible | مرن | stitch | غرزة |
| floppy disk | قرص مرن | stock | خزين |
| forks | شوكات | stork | اللقلق |
| fox | ثعلب | stuff | يحشو |
| freckle | نمش | substitute | بديل |
| frequency | تردد | tantrum | غضب، إنفعال |
| frown | يعبس | tease | يفغض |
| garment | رداء، ثوب | technician | فني |
| gem | جوهرة | techniques | تقنيات |
| glue | صمغ | temptation | إغراء |
| greedy | طماع | texture | نسيج |
| guess | يحزر | Thai | تايلندي |
| guilty | مذنب | theoretically | نظرياً |
| hair dressing | تصفيف شعر | thick | سميك |
| hard drive | قرص صلب | thread | خيوط |
| horizon | أفق | traditions | تقاليد |
| impressionism | انطباعية | transfer | ينتقل |
| in lieu of | بدلاً من | trim | مرتّب، أنيق |
| income | دخل مالي | upset | منزعج |
| instructions | تعليمات | variety | تنوع |
| integrity | استقامة | visibly | مرئياً |
| intimacy | ألفة، مودة | visual display | عرض مرئي |
| intricate | صعب الحل | volume | حجم |
| jealousy | غيرة | weaving | حياكة |
| kit | علبة | whisper | يهمس |
| knitting | حياكة | worthwhile | ذو قيمة |
| label | يصنف | wrinkled | متجدد |
| ladder | سلم، درج | yarn | غزل |
| layers | طبقات | | |

ثم بعون الله