

**Republic of Iraq  
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:

<b>Activity</b>	<b>Mark</b>
<b>Reading</b>	<b>5</b>
<b>Comprehension Questions</b>	<b>5</b>

### **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.

<b>Activity</b>	<b>Mark</b>
<b>Unseen passage</b>	<b>6</b>
<b>Reading comprehension</b>	<b>6</b>
<b>Grammatical structures</b>	<b>8</b>
<b>pronunciation</b>	<b>4</b>
<b>Language functions</b>	<b>4</b>
<b>writing</b>	<b>8</b>



# 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.

#### List A

1. Embroidery
2. Weaving
3. Hair dressing
4. Engraving
5. Texture

#### List B

- a. to wash or cut or curl or arrange or dye the hair.
- b. to combine parts of wood or metal to create new design.
- c. to decorate fabric with needle and thread .
- d. to cut designs on wood, stone, metal, etc.
- 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.

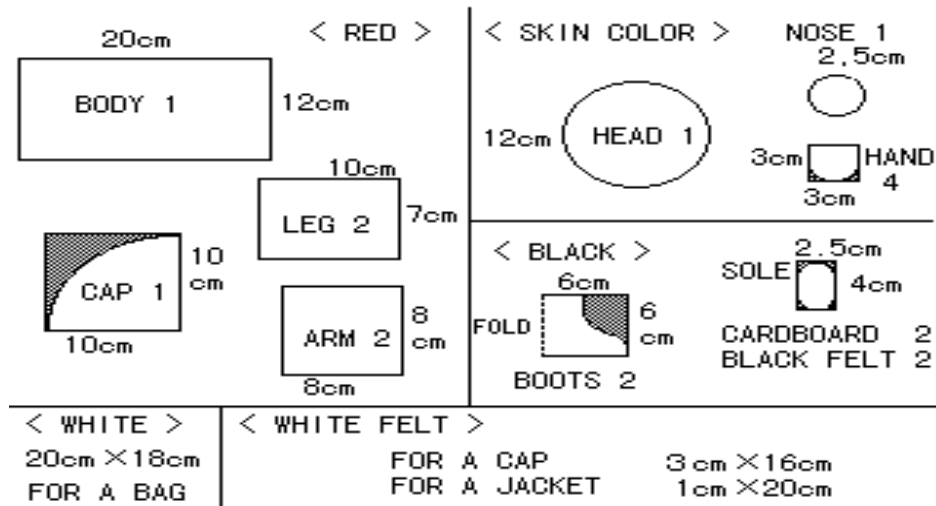
1. What are the materials used for making dolls?
2. What kinds of dolls do you have?
3. What is the first doll you got from your parents?
4. Why do girls like collecting dolls?
5. How do modern dolls differ from the old ones?

### 1.7 “HOW TO MAKE A DOLL”

#### MATERIALS

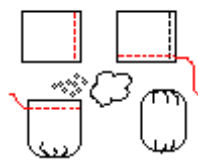
Cotton fabric (red, skin color, black, white), wool felt (black, white) polyester filling, pellets, and cardboard, thread (same color as the fabrics) one glue stick, color pencils (brown, pink) .

## HOW TO CUT



## MAKING

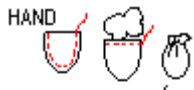
BODY



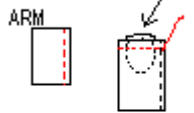
1. Fold the body part and sew the other side. Stitch around the bottom and pull up tightly.
2. Turn right side out, put some pellets in it as sinker (not all, only to the bottom), and put polyester fillings the upper body.
3. Stitch around the opening part and pull up, putting the seam allowance inside.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



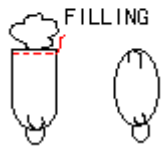
5. Make a nose the same as the head. But put the seam allowance inside.
6. Put and stitch the nose on the face.
7. Sew the white felt (shorter one) around the head.
8. Sew a cap and turn right side out. Put the cap on the head and stitch around, putting a little filling in it. Then turn down the felt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

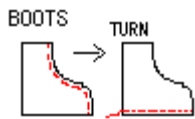


10. Sew the side of arm. Stitch around one side of the opening, and put the hand inside, then pull the thread and sew together tightly.



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

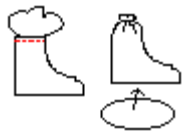
12. Fold the boots and sew the curve. Snip at the corner, and turn right side out.



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.

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	bill	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:vɪ/    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 Past 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
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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 **hadn't 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	<b>I'd</b>
you had	<b>you'd</b>
he had	<b>he'd</b>
she had	<b>she'd</b>
it had	<b>it'd</b>
we had	<b>we'd</b>
they had	<b>they'd</b>

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 Writes 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

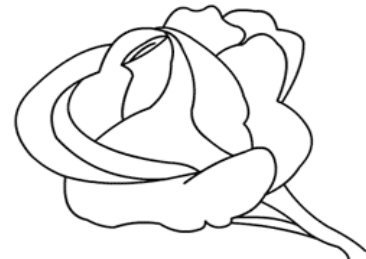
## Speaking

**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 / ɜ:n/    earnest / ɜ:nɪst/    learn / lɜ:n/    word / wɜ:d/    girl / gɜ:l/  
her / hɜ:/    prefer / prɪfə:/    occur / əkɜ:/.

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

Head    bed    ten    west    edge

Heard    bird    turn    worst    urge

Now identify whether the following words have /a/ or /ɑ:/ or /ɜ:/ 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 <b>was speaking</b> .	I <b>was not speaking</b> .	<b>Was I speaking?</b>
you / we / they	You <b>were speaking</b> .	You <b>were not speaking</b> .	<b>Were you speaking?</b>

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
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 /iksplo:/

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



## Unit five

# Hand Stitches

### Vocabulary

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

##### List A

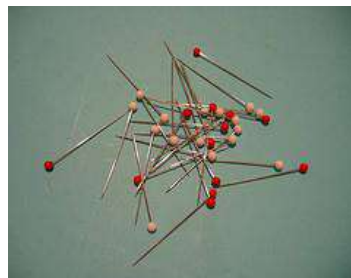
1. hem
2. decorative
3. trim
4. raw
5. edge
6. garment

##### 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

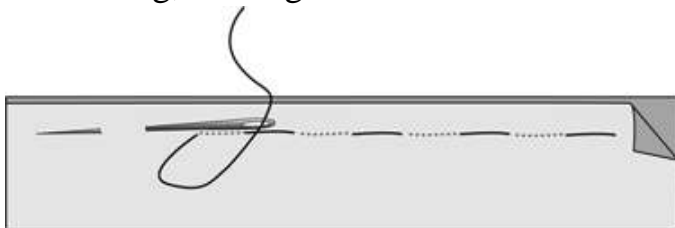
### **5.5 Before you read the text below, try to judge whether the following statements are true or false.**

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:

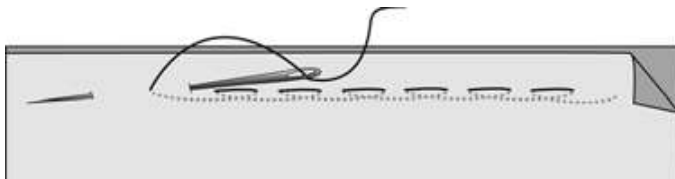
1. Running, Basting:



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.

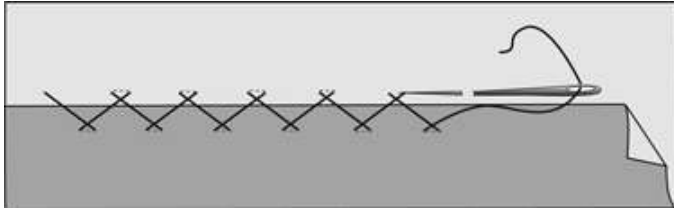
2. Backstitch:



This stitch is used whenever strength is important.

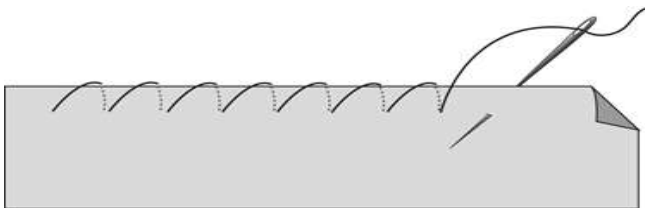


### 3. Catch Stitch:



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

### 4. Overcast:



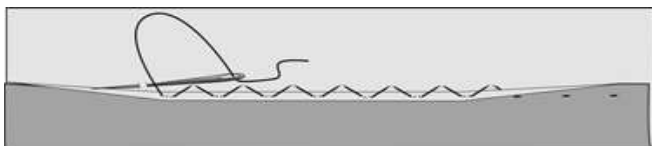
This stitch is used when one wants to finish raw edges, especially in loosely – woven fabrics.

### 5. Buttonhole/Blanket:



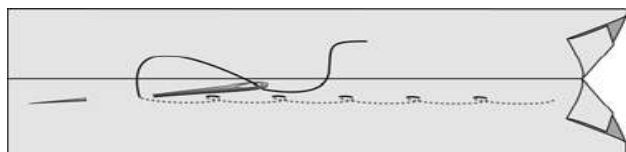
It is highly preferable to overcast edges and to make hand-stitched buttonholes.

### 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 to .....edges.
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 /əɡou/, away /əwei/, again /əgen/, about /əbaut/, alone /əloun/, around /əraund/

picture /piktʃ ə/, future /fju:tʃ ə/, culture /kʌtʃ ə/, adventure /ədventʃ ə/

measure /meʒə/, pleasure /pleʒə/, treasure /treʒə/, leisure /leʒə/

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
<b>You ____ me!</b>	<b>I'm ____!</b>	<b>How ____!</b>	
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	ear rings
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 <b>study</b> hard,	I <b>will pass</b> the exams.
If Basima <b>gets up</b> early,	she <b>can catch</b> the bus.

The sentences above have the following forms respectively:

if clause	main clause
<b>simple present</b>	<b>will-future</b> OR <b>modal + infinitive</b>

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

If I <b>study</b> ,	I <b>will pass</b> the exams.
I <b>will pass</b> the exams	if I <b>study</b> .

### 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 20<sup>th</sup> century. From the end of the 19<sup>th</sup> 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 <b>studied</b> ,	I <b>would pass</b> the exams.
If I <b>studied</b> ,	I <b>could pass</b> the exams.
If I <b>studied</b> ,	I <b>might pass</b> the exams.

*Use*

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

*Form*

if clause	main clause
<b>Simple Past</b>	<b>would + infinitive</b> or <b>could + infinitive</b> or <b>might + infinitive</b>

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

If I <b>studied</b> ,	I <b>would pass</b> the exams.
I <b>would pass</b> the exams	if I <b>studied</b> .

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.

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

### 6.12 Choose the correct verb tense.

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

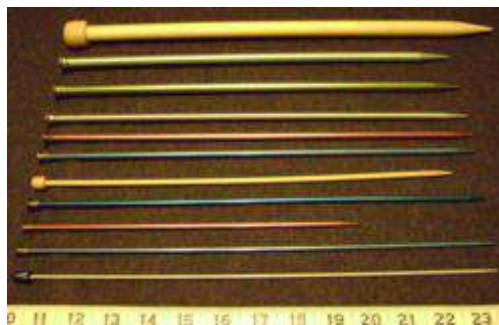
1. What is knitting?
2. What do you need to knit?
3. How can you knit? What do you prefer?

## Knitting

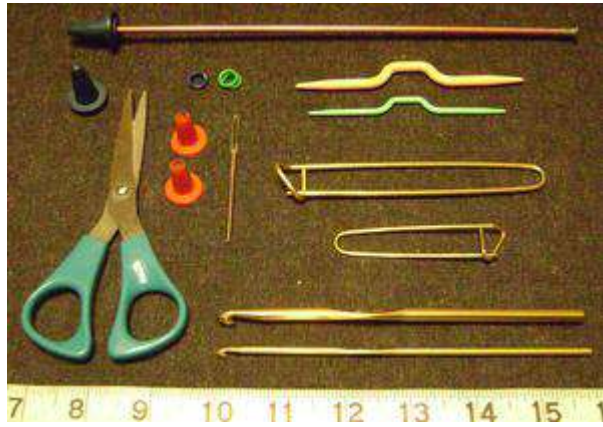
**Knitting** is a method by which thread or yarn may be turned into cloth. Knitting consists of loops called stitches pulled through each other. The active stitches are held on a needle until another loop can be passed through them.

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 /eəpɔ: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 /pjuə/ 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 <b>had studied</b> ,	I <b>would have passed</b> the exams.
If I <b>had studied</b> ,	I <b>could have passed</b> the exams.
If I <b>had studied</b> ,	I <b>might have passed</b> the exams.

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

If I <b>had studied</b> ,	I <b>would have passed</b> the exams.
I <b>would have passed</b> the exams	if I <b>had studied</b> .

## 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	ترنيمية
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	يلاطف	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	يغيض
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	مرتب، 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		

نعم بـعون الله