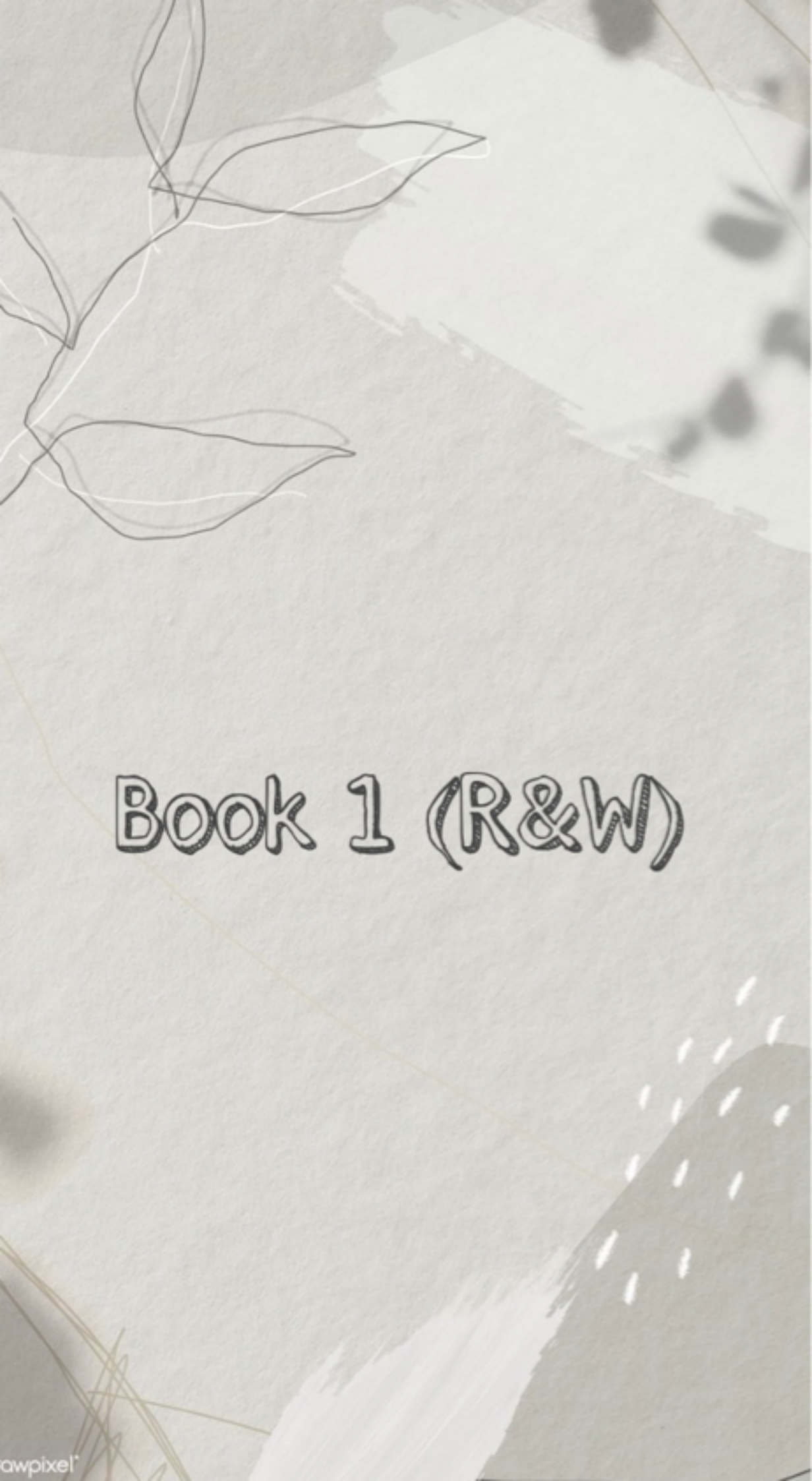


اهلا يا أصدقاء

جمعنا لكم مراجعة مسك نجوى مشرفة الانقلاش بينبع،
مراجعة الفاينل ١٥١ English
ويا رب تفيدكم 🙏 ✨ .

- دعواتكم لنا



Book 1 (R&W)

ص ١٠٨ : كلمات اعرفي معناها بالعربي و هي **noun or**

verb or adj or adv

كلمتين ٥ و ٦ مهمات ركزي عليها .

ص ١١٣ : ريدينق سكيلز مهم ، تفهمي انوم تكرري الاسم
مرتين ، مثال :

**(Ahmed) says (he) is coming here
tomorrow.**

بدال :

**(Ahmed says (Ahmed) is coming here
tomorrow.**

وان ال **S** كيف يصير اذا تحول **Object** (المربع اللي
بالقاعدہ)

* غالباً تجي مع اسئلة القطعة ♦ .

ص ١١٥ : كلمات نفس الشئ تعرفي هي ناون او فيرب ومعناها
بالعربي .

كلها معانا بس برضو ركزي ع كلمات هذي

**admit , avoid , patient , respect ,
treatment**

Vocabulary Skill Collocations

Tip for Success

You can use a collocations dictionary to help you learn common collocations. You can also find collocation information in most dictionaries.

Collocations are words that often go together.

✓ make the bed
✗ do the bed

✓ do the dishes
✗ make the dishes

In the examples, *do the bed* and *make the dishes* are possible grammatically, but speakers do not use these words together. *Make the bed* and *do the dishes* are the collocations that we use. Learning common collocations will help you speak and write more naturally.

A. Complete the collocation in each sentence with a word or phrase from the box. These collocations are in Readings 1 and 2.

a decision questions
hours relationship
needs studies
online

1. I sometimes go online to research products.

2. All of the choices are good, but I need to make a decision.

3. It's important that teachers meet the needs of the students in their classes.

4. Studies show that people are happier when they have better choices.

5. It's important to ask questions before making a medical decision.

6. My brother spends hours looking for information online.

7. My father and I have a good relationship.

B. Look at more collocations from Readings 1 and 2. Write a sentence using each collocation.

the best decision the best choice
friends and family a medical expert
a serious problem a good reputation

1. ask friends & family

2. ask a medical expert

3. have a good reputation

4. have a serious problem

5. _____

6. _____

C. Go online for more practice with collocations.

ص ١٢٠ : القاعدة هذي مهمه

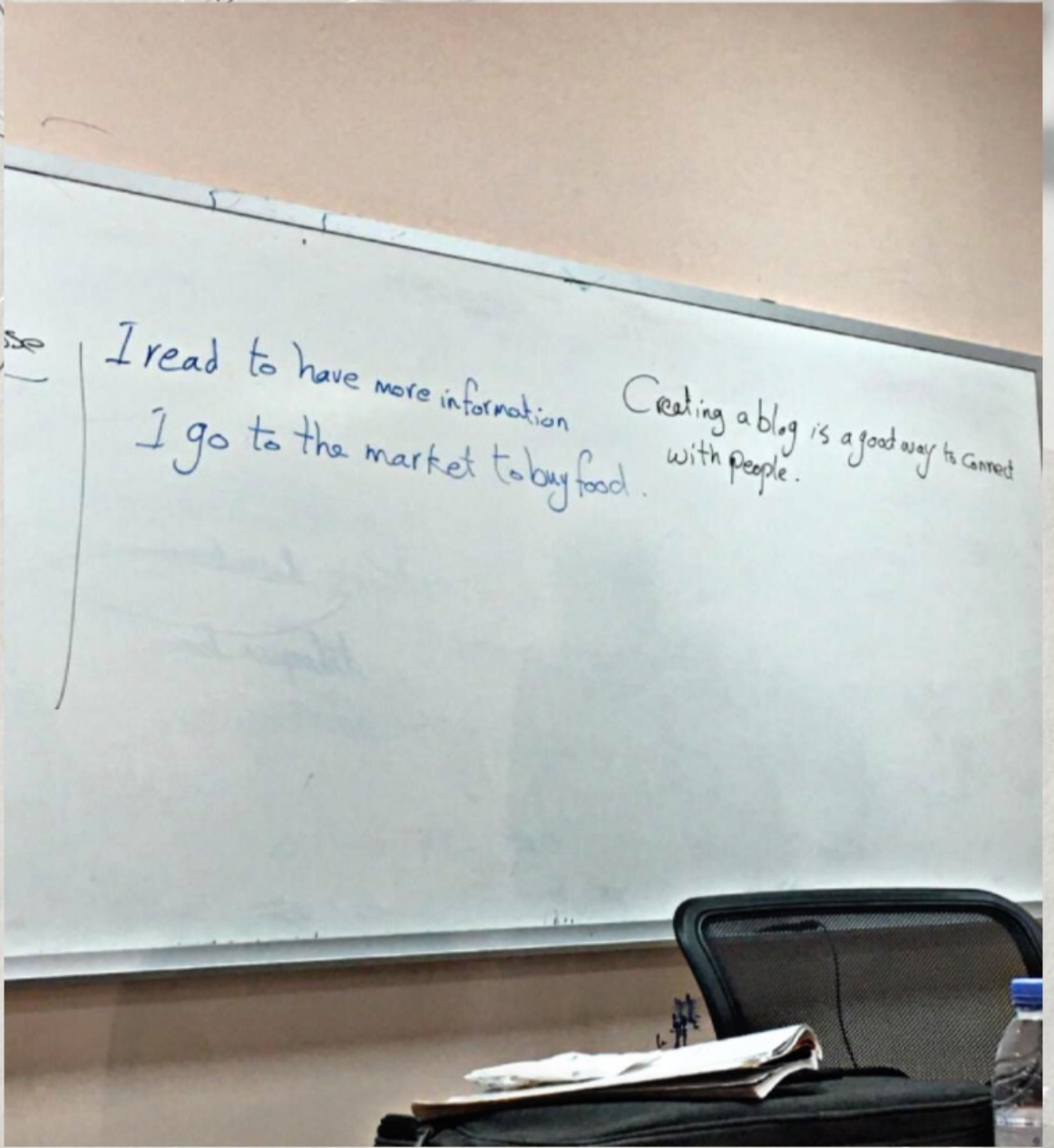
احفظوها

ص ١٢٢ : رايتنق سكيلز (تتكلم عن جمله

الختامية)

اعرفي انو تكون الجملة الختامية نفس شروط التويك

، وتدربي عليها بس 🙌👍



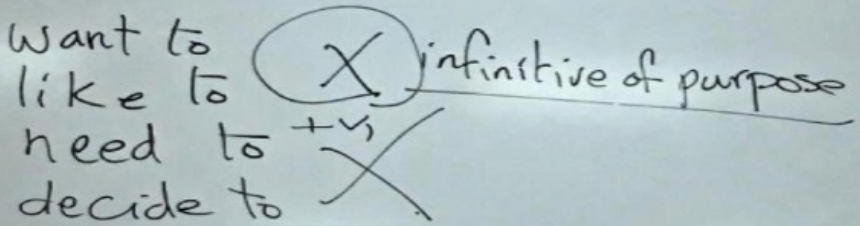
ص ١٢٥ قرامر : مهم جداً جداً
اعرفني انو كلمة **purpose** تعني : غرض او
هدف من عمل هالشئ مثل :

She pkays to have fan

هي تلعب عشان المتعة

~

هنا الكلمات ذي مالها دخل في **purpose** :



want to
like to
need to +vi
decide to

infinitive of purpose

هنا الكلمات ذي مالها دخل في

purpose:

مثال ع القاعدة

Infinitive of purpose

I read to have more information

Creating a blog is a good way to connect with people.

I go to the market to buy food.

in order to + v₁

She goes to the market in order to buy food.

buying - buy - to buy

السؤال بالاختبار اختاري من
الجمل الاتيه **infinitives of purpose:**

ويجيب ثلاث

خيارات خطأ ، و واحد صح

او كذا

ص ١٢٠ الكلمات مهمه و نفس المتطلبات اللي قبل
كلها مهمه بس الكلمات ذي ركزي عليها :

legal , organize

ص ١٢١ ريدينق سكيلز : مهم

اعرفي الهوامش و اش معناها

- راح يجيب لك بالاختبار مثلاً علامة التعجب و يقول اش معناها ؟ و احد الخيارات بيكون معناها الصحيح اللي

هو **!That's interesting**

برضو سؤال فقرة **A** جاء مرا في **LS** فاهتمي لها و لاسئلتها > كلام مس نجوى

ص ١٢٥ الكلمات برضو نفس المتطلبات اللي قلت لك عنها ومهمه ، و ركزي ع الكلمات اللي برقم ٢ و ٨

ص ١٢٧ مهمه هذي القطعة مع اسئلتها .

ص ١٤٢ القاعده هذي مهمه نفس اللي جات بالشهري فركزوا عليها مع الكلمات اللي بسؤال **A** (كلمة

responsible) .

ص ١٤٤ قرامر مهم جداً جداً : لازم تعرفي ترتيب ال **after and after that** (راح يجيب لك ٤ جمل

وانت تختاري اللي ترتيبيها صح)

* **After:**

1- After +event1 + , + event2

2- event 2 +after + event1

او يجيبيها لك كذا (اختيار)

EX:

..... she studied, she slept.

a) After .

b) after that

c) but

d) so

او كذا :

She slept..... she studied.

a)after .

* **after that:**

1- event 1 + . + event 2 + after that

2- event 1 + . + After that + , + event 2

EX:

He plays. _____ , he wentho y

a) after that .

الكلمة الاخيره مو متأكده منها (م شفت السبوره كويس معليش)

ص ١٥٢ = برضو الكلمات مهمه و نفس
الطريقة ✓

ص ١٥٣ = بس خذي فكره بأنو بجيب
نفس الرسمه ذي او بشكل ثاني تحت
القطعه نفس الميـد.

ص ١٥٦ = ريـدـنـق سـكـيـلـز مـهـم جـدأ جـدأ
= جـدأ

كلمات تدل على الرأي و الحقيقة ، راح
تجي في قطعة الريدنق

ايت وحده فيها حقيقة ، او ايت وحده
فيها رأي

Which sentences is facts

=

**Which sentences is
opinion:**

الصورتين هذي كلمات تدل ع الحقيقة
و الرأي
فأكيد بالجملة حتكون فيه وحده
منها ، عشان تدل لك ع الجملة هذي
هي حقيقه او رأي

Fact

numbers
names (details)
date
percent
time

Studies show
Experts say
Research says
Survey shows
According to
information
London is the Capital of English.

Opinion

I think
I believe
I feel that
I see
I guess
for me
In my opinion
In my view

adjectives

Should + V₁
Shouldn't -

ص ١٥٨ كلمات مهمه ✓.

ص ١٦٤ : قاعده هذي مهمه مع

A تمرين

تحفظي الكلمات اللي بالمربعين

وهي شنو

هذي الدلائل اللي تجي قبل **adj**

مثال عليها

adj + noun

I live in a neighborhood
[Safely - Safety - Safe - Save]
X X X

ص ١٦٦ رايتنق سكيلز : لكلمة

however

يجيب جمل وانت تختاري الترتيب

الصح او تختاري الكلمة الصح

للي تجي بالفراغ ✓.

ص ١٧٠ : قرامر مهم وذا

شرحها له

Comparative

Short adj long

Short adj

short adj ~~er~~ ~~r~~ ~~er~~ ~~r~~ than

Sami is taller than Ahmed.
Ahmed is shorter than Sami.

Long adj

more long adj → than

English is [difficult - more difficult - the most difficult] than French.

Football is [Common - more Common - the most Common] than Tennis.

good → better than
bad → worse than

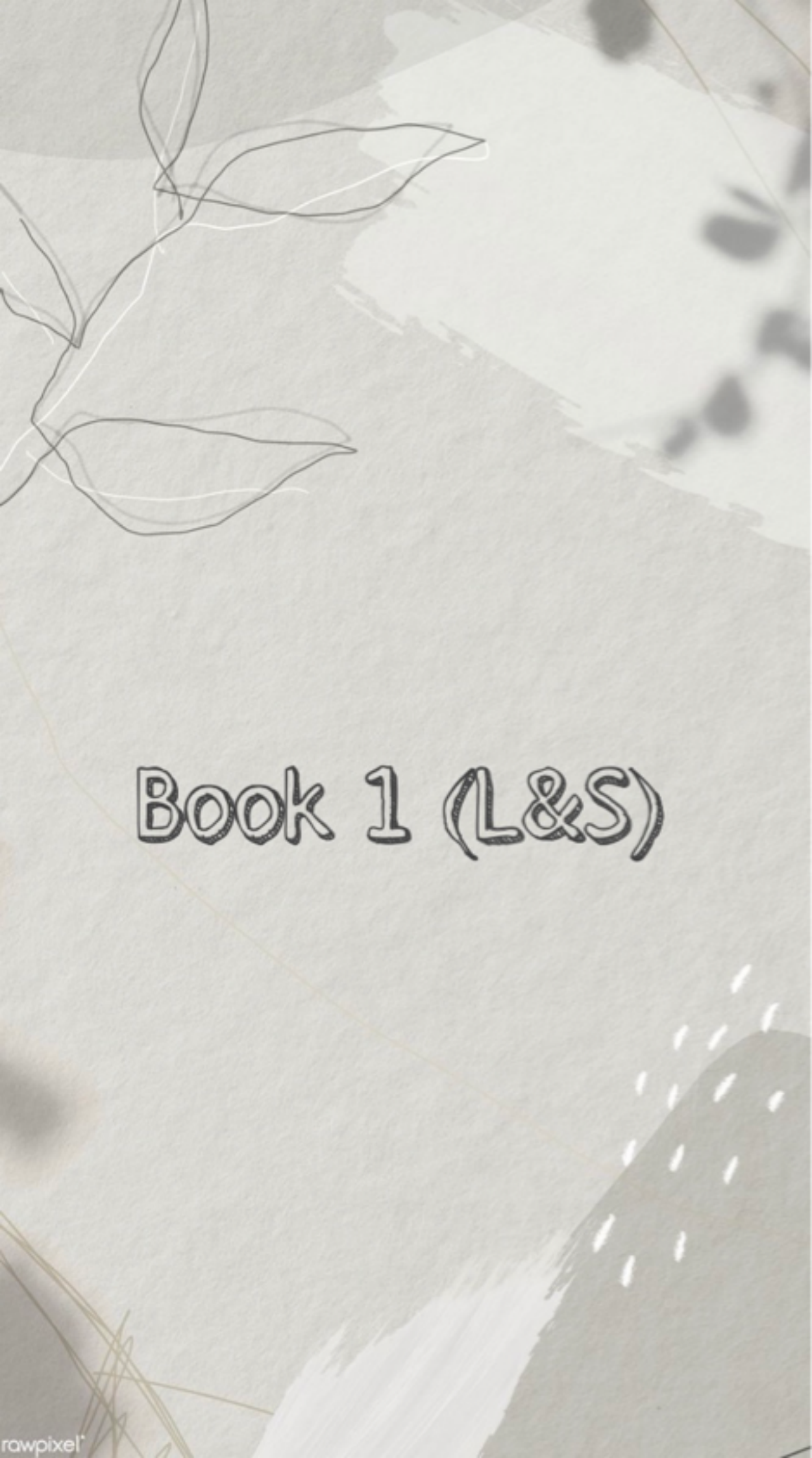
Football is [Common - more Common - the most Common] than Tennis.

~~Commoner - more Commoner~~

good → better than

bad → worse than

~~more difficult - the most difficult~~
than French.



Book 1 (L&S)

ص ١٠٦ : القاعدة هذي مهمه ، راح يجيب لك الكلمة و تختاري الاختصار ، او الكلمة و تختاري الرمز (علياً حفظ هذي القاعدة)

ص ١٠٧ : كلمات يرضو نفس الفكرة اللي دايم

ص ١٠٨ : الاستماع هذا مهم و اسئله مهمه **A** و **B** (المقاطع الصوتيه بتلاقيها بموقع الانقلش)

ص ١١١ : القاعدة ليسبق سكيلز فكرتها انو يجيب مقطع استماع و تستتجي اش يقصد بكلامه + تمرين **A** مهم و راح يجي منه سؤال

ص ١١٢ : كلمات مهمه و نفس الفكرة + ركزوا ع كلمة اللي برقم ٢ مهمه جداً .

ص ١١٥ : قاعدة مهمه جداً احفظي طريقة كتابة الرقم كتابة و نسبة متويه و كسر ، و عليها سؤال **A** و السؤال هذا اكد راح يجي فاسمعي الصوت و حلني معا

ص ١١٧ : قاعدة القرامر لروابط **and** و **but** :

افهمي انو **and** تدل ع اكسترا معلومات و انو قبل كلمة **and** تجي فاصلة .

Sentences 1 , and sentences 2 .

و افهمي انو **but** تدل ع تناقض بين الجملتين و يرضو تجي قبلها فاصلة .

ص ١١٨ : قاعدة ربط الحرف الساكن بالحرف المتحرك فكرتها انو لما الكلمة الاولى تنتهي بـ **consonants** و ثانية تبدأ بـ **vowels** نفر جمع الكلمتين بكلمة وحدة بالتطيق .

كيف تجي بالاختيار ؟ راح يجيب مقطع صوتي و اربع خيارات و انت راح تسمعي الكلمات و الكلمة اللي فيها تطيق لهذي القاعدة راح تختارها ، الكلمات غالباً م راح تطلع من هذي اللي مكتوبه و اللي بتمرين **A** فاسمعوا الصوت عشان تفهموا الفكرة و احفظوا الكلمات

ص ١٢٤ : كلمات نفس الفكرة

ص ١٢٨ : هذي القاعدة (تحفظيها) ، يقول لك اش العبارة اللي فيها موافقه و تختاري وحده من الخيارات الاربعة ، او العكس بالغير موافق .

ص ١٢٠ : كلمات نفس الفكرة

ص ١٢٤ : القاعدة ذي (تحفظيها) ، راح يجيب لك الكلمة و اش معناها زي :

Change attitude & mind معنا

كيف يجي بالاختبار ؟ تدري بس احتمال كبير يجيب الجملة و انت تختاري الكلمة من الخيارات ، بحاول ادوركم سؤال عليها بتجميعات و ارسلو لكم ، لان مس نجوى م تكلمت عن طريقته كيف يجي بالاختبار

ص ١٣٦ : معانا هذي القاعدة

Being
To be polite is good.
Be
To being
Been

Not be
Doesn't be
Don't be
Isn't be

Be + adj Pay attention
Be + adj + to + v₁
x Don't be + adj
Don't be + adj + to + v₁
Be careful.
Be careful to study all the notes.
Don't be lazy.
Don't be lazy to enjoy your life.

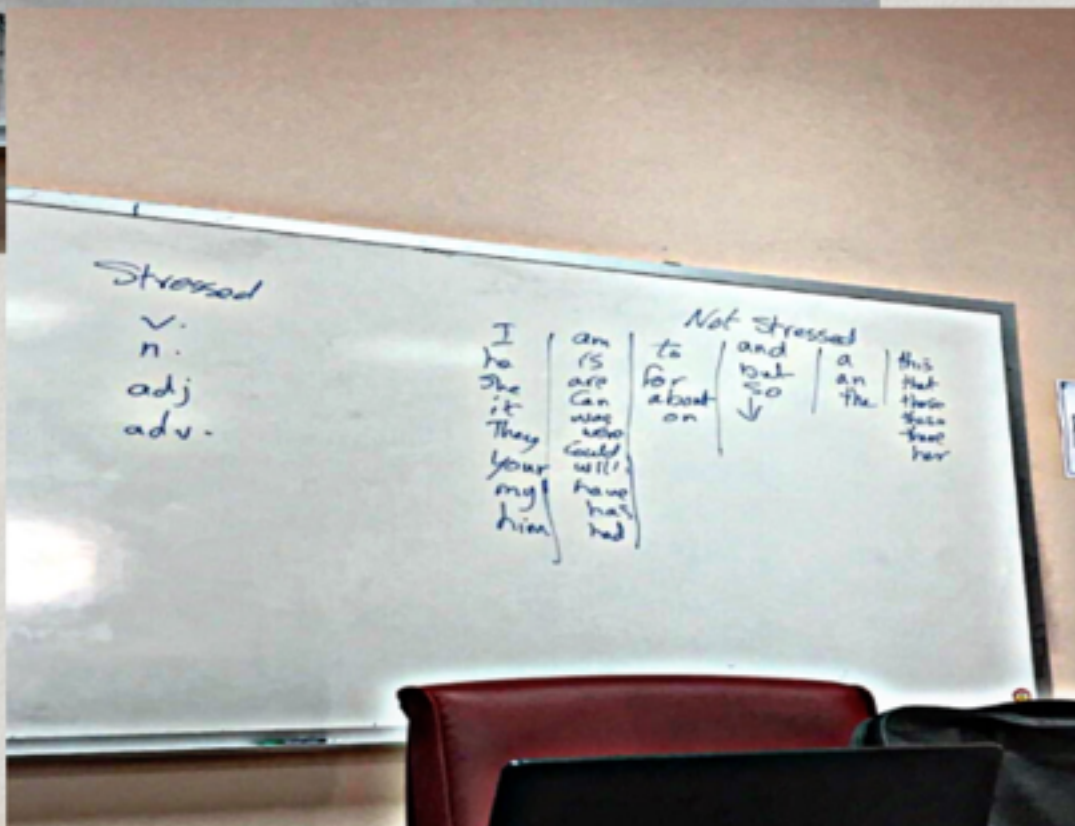
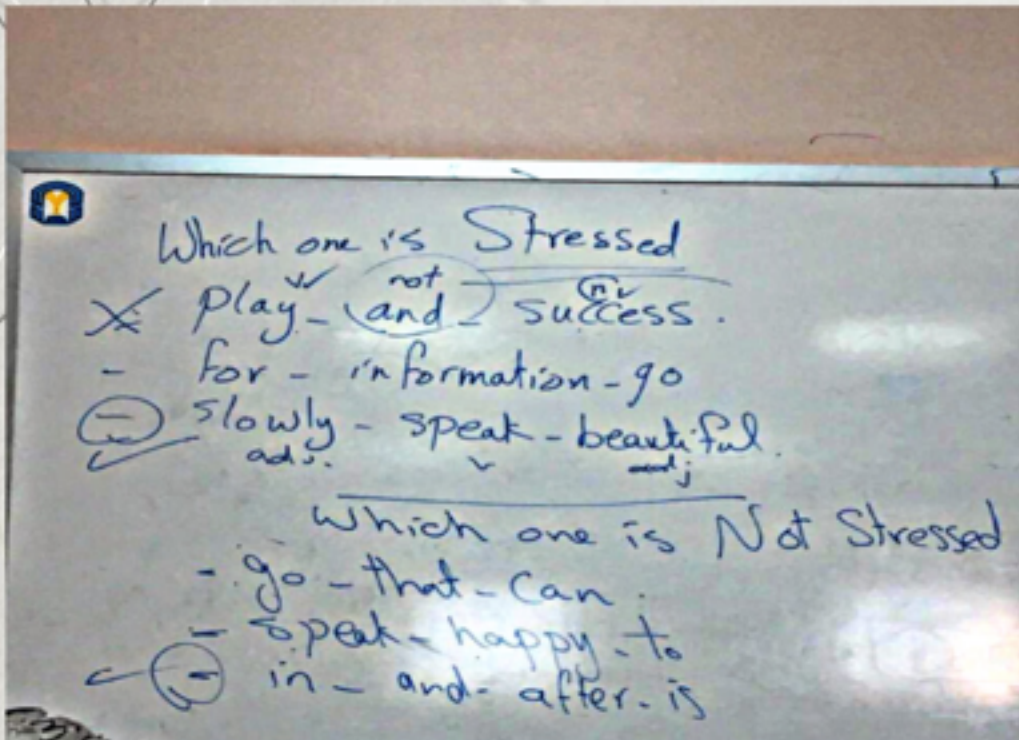
Be ready.
~~go~~ - to go - ~~going~~ - ~~to going~~

مثال عليها 🙏

ص ١٣٨ : قاعدة هذي برضو

مهمه راح يطلب منك تختاري

خيار كله **stress** او **not stress**



دلائل تفيدك بنفس الجملة 🙌

ص ١٤٠ : هذي القاعدة حفظ راح
يجيب لك جمل و يسألك ايت من
الجمل الآتية تستخدم في التحقق
من فهم المستمع ؟ وتختاري وحده
من الجمل الصحيحه .

Speaking Skill Checking for listeners' understanding

When you give instructions or an explanation, it's helpful to stop and check that the listener understands everything. Here are some expressions you can use to check other people's understanding.

Does everyone understand?

Does that make sense?

Is that clear?

Are there any questions?

Tip for Success

It's polite to acknowledge an audience member's question before you answer it. Speakers often use expressions

A. Look back at Activity A on page 136. Think about places where you can stop to check for listeners' understanding.

هنا اشياء نبهت عليها

Listening Skill Listening for examples

Speakers often give examples to help make information clearer and to make a lecture or presentation more interesting. Listening for examples can often help you understand better and enjoy a presentation or lecture more.

Listen for the following words and phrases that signal examples.

for example like
for instance such as

1. Listen to the excerpts and continuation of the presentation in Listening 1. Listen for the examples and write them down.

Excerpt 1

1. Examples of emotions

2. Example of a situation that makes people feel fear

Excerpt 2

3. Examples of animals that cause phobias

4. Examples of situations that cause phobias

Excerpt 3

5. Examples of amazing things people do when they feel fear

Excerpt 4

6. Examples of things people do

ONLINE

- B. Go online for more practice.

WORK WITH THE LISTENING

1. **A. LISTEN AND TAKE NOTES** Prepare a sheet of paper for taking notes using the Cornell method. Listen to the conversation and complete the Notes column.

2. **B. Listen** again and add any important information to your notes. Then complete the Questions/Key words column and write a short summary of the conversation.

3. **C. Compare notes** with a partner. Discuss any differences.

4. **D. Read the statements.** Then check (✓) the four reasons Marcie came to the doctor.

1. She wants to stop having nightmares.
 2. She plans to live in a tall building.
 3. She wants to do more things with her friends.
 4. She hopes to find a new job.
 5. She wants to go rock climbing with her boss.
 6. She wants to have a normal life.



5. **E. Marcie** talks about the negative effects of her phobia. Write a sentence to explain how her phobia affects each part of her life.

1. her health: _____
2. her hobbies: _____
3. her friendships: _____
4. her career: _____

وهنا كمان اشياء نبهت عليها

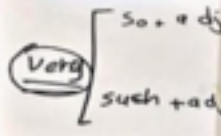
SPEAKING

UNIT OBJECTIVE

At the end of this unit, you are going to tell your classmates about a time when you were in a frightening or dangerous situation. As you speak, you will need to express emotion.

ص ١٥٦

Grammar So and such with adjectives



We use **so** and **such** with adjectives to express a stronger feeling than the adjective by itself.

We usually use **so + adjective**.

I was **so** scared! (I was very scared!)

We use **such + a/an + adjective + singular noun**.

It was **such** a loud noise! (It was a very loud noise!)

We use **such + adjective + plural noun**.

They were **such** scary programs! (They were very scary programs!)

He is so polite.
His such a polite.

A. Complete each sentence with so or such.

- The spider was _____ big that I thought it was a mouse.
- The apartment was on _____ a high floor that I couldn't live there.
- I was _____ nervous that my knees were shaking.
- Lama is _____ afraid of snakes that she can't even look at a picture of one.
- The rat had _____ sharp teeth that it could bite through wood.
- I hid under my bed covers because it was _____ a bad storm.
- May was _____ tired that she slept through the horror program.
- My brother had _____ a hard time getting used to the small elevator in his building.

Such + a/an + adj + noun

Such + adj + noun

so + adj

شعير
عقرب

شعير
عقرب
So → فزع

2. Why do you think some fears are good and some are bad?

Vocabulary Skill Idioms and expressions

Idioms and expressions are phrases or sentences that have a special meaning. These phrases or sentences can be difficult to understand because you cannot easily guess the meaning, even if you know all of the words. Speakers often use idioms and expressions, so it's important to learn them.

Idiom or expression	Meaning
Don't sit down	Sit down
Go about your business	I'm listening carefully

ص ١٥٤

... with a partner. Read the sentences from Listening 2. Underline the idiom in each sentence.

- When I woke up, I was sweating and shaking like a leaf.
- I can't stand being up above the ground.
- You can say that again. It really makes my life difficult.
- So, I guess I'll just keep the job I have—even though my boss drives me crazy.
- You may have a hard time looking at the photos at first.
- You will get used to it before you know it.

B. Match each idiom from Activity A with the correct meaning.

- makes someone feel annoyed or angry
 - very quickly
 - unable to control your body's movement because you feel very afraid
 - have difficulty
 - don't like at all
 - you're right
- shaking like a leaf
 - can't stand
 - You can say that again.
 - drives me crazy
 - have a hard time
 - before you know it

ص ١٥٥

GO ONLINE

Go online for more practice with idioms and expressions.

وهنا كمان نبهت عليها

A. Underline the pair of words in each sentence where the first word ends with a vowel sound, and the second word begins with a vowel sound. Then write the correct linking sound, /w/ or /y/.

1. Are you afraid of bears? i } > w
2. Why are you scared of snakes? u } > w
3. Julio is afraid of high places.
4. She always screams when she hears thunder.
5. Do you know anyone here? a } > y
6. He is making me nervous. e } > y
7. I don't see anyone I know here.
8. I know three other people who have a phobia of closed spaces.

B. Listen to the sentences. Check your answers. Then take turns reading the sentences aloud with a partner.

iQ ONLINE C. Go online for more practice with linking vowel sounds with /w/ or /y/.

Speaking Skill Expressing emotion

Part of having a conversation is listening and responding. It's important to know how to respond to different types of information. It shows that you are listening and interested in what they are saying. Here are some expressions you can use to react to what someone tells you.

Expressing surprise	Expressing happiness	Expressing sadness
No kidding!	I'm glad to hear that.	I'm sorry to hear that.
No way!	That's wonderful.	That's terrible!
Are you serious?	Super.	How awful.

A. Read the conversations. Circle the expression that best completes each conversation.

1. A: I'm really afraid of bears.

(an important test)

iQ ONLINE

C. Take turns reading your sentences aloud with a partner.

D. Go online for more practice with *so* and *such* with adjectives.

E. Go online for the grammar expansion.

Pronunciation

Linking vowel sounds with /w/ or /y/

When a word ends with a vowel sound and the next word begins with a vowel sound, we link the words with /w/ or /y/.

Linking vowel sounds with /w/

If our lips are round at the end of the first word (as with /o/ or /u/ sounds), we link another word beginning with a vowel with /w/.

Listen to these phrases.

you are
w

who is
w

go up
w



Linking vowel sounds with /y/

If our lips are wide at the end of the first word (as with /i/, /e/, or /a/ sounds), we link another word beginning with a vowel with /y/.


Listen to these phrases.

I am
y


she is
y

we aren't
y





Book 2 (R&W)



كتاب RW الازرق :

ص ٤ : كلمات اعرفي معناها بالعربي عشان تفيدك لما تختارها مع الجملة المناسبة + اعرفي هي ناون او فيرب
عشان لو م عرفتي معناها و حصلتي دليل من دلائل الفيرب او ناون تحطي الكلمة المطلوبة .

ص ٨ : اعرفي ماين ايديا من شروطها :

* تكون عامة*

* شاملة لكل الموضوع*

* مافيها ارقام ولا تفاصيل*

ص ٩ : الكلمات و نفس الطريقة اعرفي معناها و هي ناون او فيرب او صفة .. الخ .

ص ١٤ : يجيب لك اربع اختيارات جمل و تختاري المطلوب منك مثلاً:

• ايت الجمل تكون فيها كلمة **influence** فيرب ؟ تروحي تختاري الجملة اللي فيها كلمة ذي فيرب مو ناون ،
او العكس يطلبها تكون ناون .

* كيف تعرفي هي فيرب او ناون ؟ من الدلائل حقت الفيرب و ناون .*

تمريين B معنا

ص ١٦ : يجيبك كذا :

Which sentences has descriptive adjectives ?

- They like to play football.
- The restaurant has delicious food.
- They go to USA in sammer.

اختاري الجملة اللي فيها صفة (الجواب ٢)

ص ٢٦ : كلمات معانا نفس الطريقة

ص ٢٢ : قاعده هذي مع تمرينها **A** : اعرفني انها الحصول ع معنى
من صياغ الكلام ، كيف تجي ؟ يجيب لك الكلمات الثانية و تعرفي انو
يقصد الكلمة اللي بالخط العريض يعني نفس اللي بتمرين **A** .
زي **feeling** دل عليها كلمة **warnth** و **comfort** و **anger**

ص ٢٣ : الكلمات هذي نفس الشئ ، بس ركزي زياده ع الكلمات
اللي برقم ٤ و ٥ و ٧ و ٨

القطعة اللي بصفحه ٢٤ جاء شبه منها باختبار ماضي

ص ٢٧ : يجيب الجملة وانت تحدي اش الكلمة اللي بالفراغ هي
ناون او فيرب زي كذا

Rakan's favoritisms..... is purple .

a) color

b) colorful

او يجيب لك مشتقات الكلمات

نفس اللي بالمربع تحت

+ تمرين **A** معنا

ص ٤٢ معانا هذي القاعده برسل صورة فيها طريقة ترتيب الجملة و
امثلة عليها 🙌 .

why it is popular. This paragraph
readings and your own ideas.



Skill Writing a **descriptive** paragraph

When you write a **descriptive paragraph**, you give the reader information about your topic. The following are important elements in a descriptive paragraph.

- A **topic sentence** introduces what you are going to describe. The topic sentence introduces the **topic**, or subject, of the paragraph. It also gives the **controlling idea**, which is what you want to say about the topic.

topic controlling idea
Exciting events are one way for companies to gain interest in their products.
Word of mouth is a useful and inexpensive way to advertise.
topic controlling idea

- In a descriptive paragraph, your **supporting sentences** help the reader understand the topic. They use descriptive words, such as adjectives and

الجملة التي فيها adj فقط

become popular?

Vocabulary Skill **Word families**

Learning about word families can help you improve your vocabulary. Word families are groups of words that come from the same root. If you know the meaning of the **noun form** of a word, you may also recognize the **verb form**.

In some word families, the noun form and the verb form are the same.

His teacher had a strong **influence** on him. Parents **influence** their children.

noun

verb

- which sentence has the word influence as a verb?

✓ She can **influence** - The teacher has a good **influence** X

Tip for Success

To help you determine if a word is a noun or a verb, remember that a noun is a person, place, or object.

choice/choose

RW14

discuss/discussion

الامثلة التي جنبها +

Reading Skill Identifying the main idea of a paragraph

maybe an opinion

A paragraph is a group of sentences about one topic. The **main idea** of a paragraph is the most important point about the topic. You can often find the main idea in the first or second sentence of a paragraph. This is the **topic sentence**. The other sentences help explain or support the main idea. Identifying the main idea of a paragraph will help you to understand and remember what you read.

A. Read the paragraphs. Then circle the main ideas.

1. Experts often influence our actions and purchases. For example, a doctor on a TV health show may recommend a medication. Because the doctor is an expert in healthcare, we expect her to be very knowledgeable about what medicines are best. We are more likely to follow her advice.
2. Other consumers also influence our purchases. When a consumer uses a product, we listen to his or her opinion. On the Internet, consumers can

تدريب على التآين ايديا RW8

iO
READ
U
OBJECT

Getting meaning from context

If you find a word you don't know in a text, you can use the **context** to help you understand the meaning of the word. The context is the other words near the **unknown word**.

It was a **joyful** celebration. Everyone was very happy.

The red sign told me that there was **danger** and some possibility of injury.

From the context, you can understand that the word **joyful** means "very happy."
From the example, you can understand that **danger** means "a chance that someone might get hurt."

يجيب كلمة غريبة ويسال عن معناها والمعنى تطلعو من سياق
الجملة

امثلة لما يطلب لك جملة تكون فيها
كلمة **verb** او **noun**

Which sentence has the word 'review' as a verb?

often usually sometimes never always

tv - She had a different opinion and can review well.

- They wanted to review the new book.

- Her review was good.

- My friend's review about the film was negative.

~~ad~~ ... n amount of information.

Consider - Considerable - Consideration - Considerably

My
His
Her
Our
Your
Their

Which sentence has the word 'review' as a verb?

often usually sometimes never always

tv - She had a different opinion and can review well.

- They wanted to review the new book.

- Her review was good.

- My friend's review about the film was negative.

~~ad~~ ... n amount of information.

Consider - Considerable - Consideration - Considerably

My
His
Her
Our
Your
Their
Ahmed's

of about in

My ...

ad + noun

ad + noun

noun + noun

ad + noun

دلائل الناون و الفيرب

adj

am
is
are
was
were
be
feel
look
sound

adj → noun

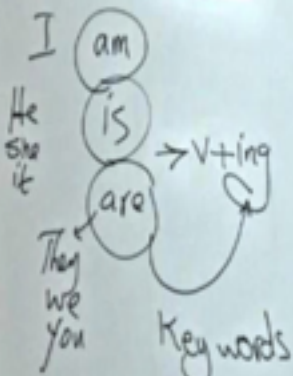
adj ← noun

→ adj

دلائل الـ adj (الصفه)

القاعدة ذي مهمه ص ٢٠

Present Continuous



Key words
now, now today
This month, at the moment

= I'm
I am playing.
She is reading.
He is cooking.
It is raining.
They are speaking.
We are writing.
You are eating.

Negative ^{am is are} not ^{ing}
I'm not playing.
She isn't reading.
He isn't cooking.
It is not raining.
They aren't speaking.
We are not writing.
You aren't eating.

Question I am → Are you?
Is / S / V+ing?
Are / S / V+ing?
Are you playing?
Is she reading?
Is he cooking?
Is it raining?
Are they speaking?
Are we writing?
Are you eating?

... She
Does-
Is he
They read

Playing.
reading.
Cooking.
raining.
speaking.
writing.
eating.

Negative ^{am is are} not ^{ing}
I'm not playing.
She isn't reading.
He isn't cooking.
It is not raining.
They aren't speaking.
We are not writing.
You aren't eating.

Question
Is / S / V+ing?
Are / S / V+ing?
Are you playing?
Is she reading?
Is he cooking?
Is it raining?
Are they speaking?
Are we writing?
Are you eating?

I am → Are you?
... She cleaning?
[Does-Is-Will-Did]
Is he [reads-read-reading]?
They read [sleep-sleeping-slept]

القاعدة ذي مهمه ص ٤٢

Future Simple
will + V₁

Key words
tomorrow
next
tonight
soon
in the future
2020

= I'll
I will go.
She will study.
He will eat.
It will rain.
They will play.
We will cook.
You will sleep.

Negative
will + not + V₁
won't + V₁
I won't go.
She won't study.
He won't eat.
It won't rain.
They won't play.
We won't cook.
You won't sleep.

Question I → You
Will / Won't + V₁
Will you go?
Will she study?
Will he eat?
Will it rain?
Will they play?
Will we cook?
Will you sleep?

Question You → I
Will / Won't + V₁
Will she study?
Will he eat?
Will it rain?
Will they play?
Will we cook?
Will you sleep?

كبروا الشاشة عشان توضح

شوي، اعتذر اذا مو واضح مره

حاولت اوضحها قد م اقدر 😞

Future with will

Future Simple		Negative	Question
Form	will + V ₁	will not + V ₁ = won't + V ₁	I → you I will → will you? will / S / V ₁ → ?
Key words			
Next, tomorrow	I will be good. She will study. He will go to work. It will rain. They will play. We will eat. You will read.	I won't be good. She won't study. He won't go. It won't rain. They won't play. We won't eat. You won't read.	Will you be good? Will she study? Will he go? Will it rain? Will they play? Will we eat? Will you read?
tonight, 2020			

* **going to** (S + am, is, are + going to + V₁) ex: she is going to study - they are going to play

السؤال يبدأ بالفتح الساعة

previously. This form is more common in informal English.

I am going to have dinner with my cousin.

She is going to study

* is going to + V₁ = They are going to swim

iQ ONLINE Go online to watch the Skill Video.

Future Simple: Form S + will + V₁

- I will be good - She will study - He will go to work.
- It will rain - They will play - we will read

* Key word → Next, tomorrow, tonight, 2020

* Negative → will not + V₁ = won't + V₁
* I won't be good - she won't study - He won't go

* Question: will / S / V₁ → ? * I will → will you?
* Will you be good? - will she study? - will he go?
will they play?

42 UNIT 2 | How do colors affect the way we feel?

Future Simple

Form will + V₁

Key words

Next, tomorrow
tonight, 2020

I will be good.
She will study.
He will go to work.
It will rain.
They will play.
We will eat.
You will read.

Negative

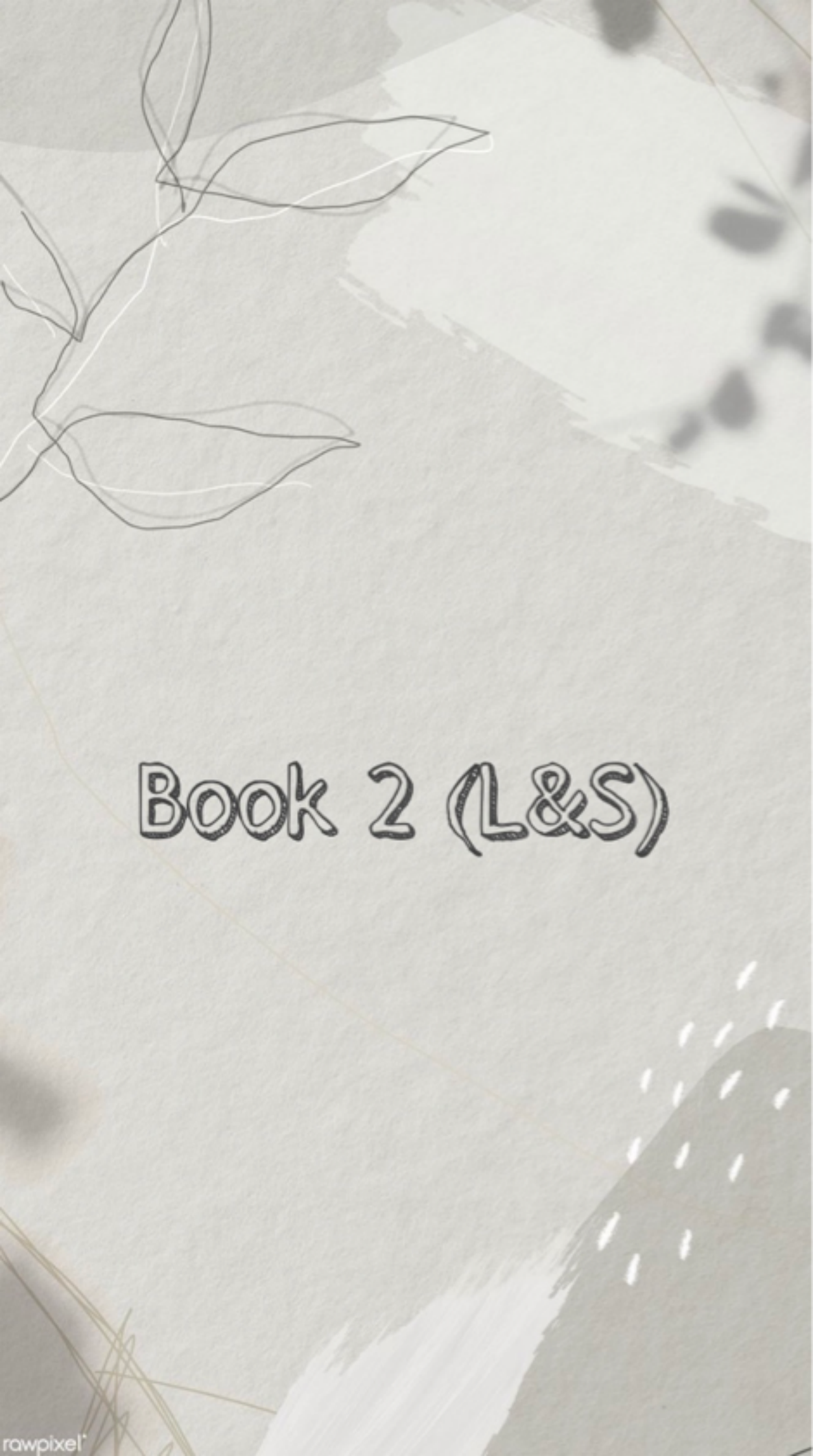
will not + V₁
= won't + V₁

I won't be good.
She won't study.
He won't go.
It won't rain.
They won't play.
We won't eat.
You won't read.

Question I → You I will → will you?

will / S / V₁ → ?

Will you be good?
Will she study?
Will he go?
Will it rain?
Will they play?
Will we eat?
Will you read?

The background features a light beige, textured surface. In the upper left, there is a simple line drawing of a tree branch with several leaves. In the upper right, a sun is depicted with several dark, irregular shapes representing rays. In the lower right, a dark grey, curved shape is shown with several white, vertical, dashed lines, suggesting a shadow or a specific light effect.

Book 2 (L&S)

UNIT OBJECTIVE Listen to a conversation and a class discussion
information and ideas to role-play a news c
about a new office building

B Listen to The Q Classroom online. Then answer these questions.

1. How does Sophy describe modern architecture? What is her opinion of it?
2. Does Marcus agree with her? Why or why not?

C Go online to watch the video about architect Frank and the museum he designed for the city of Bilbao. Then check your comprehension.



اول حاجه ومهمه تركزي عليها ،
بداية كل وحده تلاقي مقطع
صوتي هذا مهم لازم تسمعي له
لانو بيجي 🙌

ص ٢١ صوت مهم تسمعيه

When you speak, help listeners understand your main ideas.

- **Repeat** an important idea with different words.

Buildings should serve people, not the other way around. In other words, architects should remember the real, practical purpose of a building as they design it.

- Use phrases for emphasis.

The key point is that buildings should serve people, not the other way around.

- Summarize the main ideas of the presentation.

To sum up, architects should consider both the form and function of a building.

السؤال يجي اللي بالاقواس و
اللي بالمستطيل انت تختاربه 🍷

ص ٥: كلمات نفس الطريقة

ص ٦ : المقاطع الصوتية **A** و **B** و **C** و **D** مهمه
بصفحة 7 تمرين **E** معنا

ص ٨ : الماين ايديا معنا نفس الشروط اللي قلت لك عنها بس هالمره بيجيك مقطع صوتي

ص ٩ : كلمات كلها معنا بس الكلمات هذي ركزي عليها
Benefit / economics/ roof / sustainable

ص ١٢ هذي القاعده معنا بيجي لك بالاختبار
..... home

a) go b) follow

تحفظي المخطط انو هوم تجي معاها **go** و **build** و **desing**

ونفس الشئ بصفحة ١٤ معنا تبع ترند

People.....a trends

a) set b) being c) finish

ص ١٥ هذي القاعده معنا

ص ١٦ : يجيب لك مقطع صوتي وانت تختاري نوع الصوت هو سعيد او معصب نفس اللي بتمرين **A** ومعنا **A**



ص ١٧ : يسالك اش اسوي اذا ابغى المستمعين ينتبهو؟ تقول **Repeat** ونفس الشئ مع النقاط اللي بالقاعده

• **Use phrases for emphasis?**

The key point it : تختاري

و نفس الشئ بالنقطه اللي تحتها

(بصوره لك اوضح لانني م عرفت اشرحها كتابه 😊❤️)

ص ٢٢ كل الكلمات مهممه ركزي عليها

ص ٢٤ و ٢٥ المقاطع الصوتيه مهمه جداً فيها مع تمارينها ركزي عليها راح تجي 🙌

ص ٢٧ هذي القاعده اكيده راح
تجي : يجيب لك مقطع صوتي فيه
جمل يقولها و انت تحدي اللي
في بدايتها نتيجة **effect** مثلاً

effect Cause
She studies hard because she has an exam.
Which Part has Cause in the second sentence.

because X

She studies

She has an exam.

m.

Cause So effect
She has an exam, So she studies.

Which part has effect

So

She has an exam

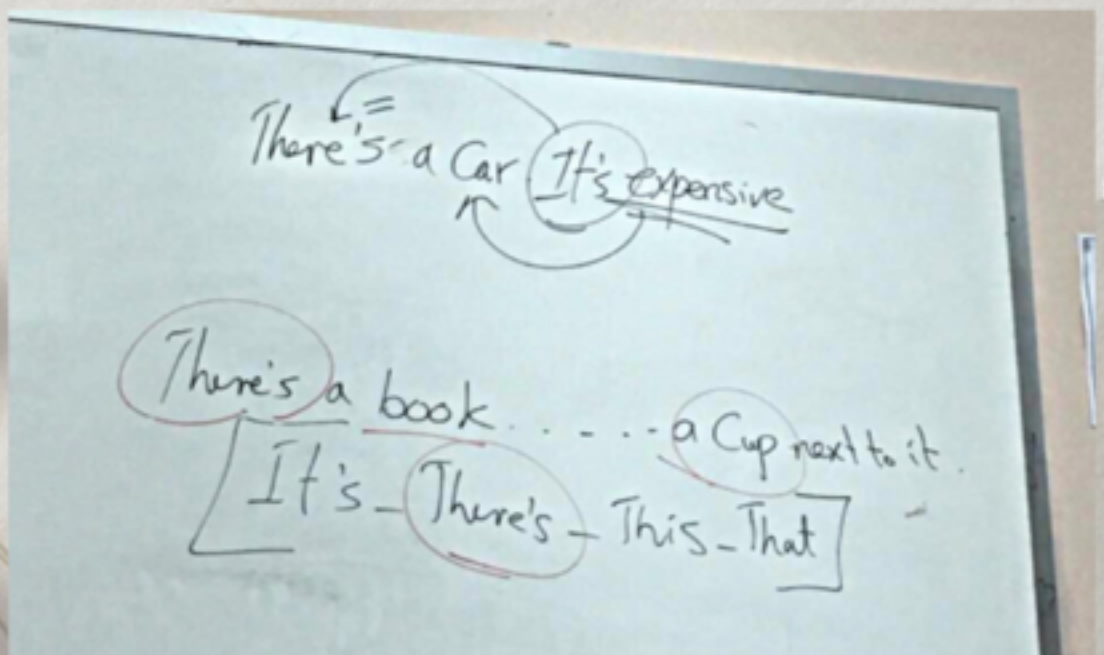
She studies

ص ٢٨ : الكلمات نفس الطريقة ، وركزي ع كلمة
اللي برقم ٣

ص ٣٢ : نفس السؤال اللي بكتاب **RW** ، يطلع منك
جملة تكون فيها كلمة **verb** تو **noun** او يجيب
جملة وتختاري الكلمة تكون ناون او فيرب حسب
الدلائل ، ، سؤال اللي بصفحه ٣٣ معانا اعرفي ليه
هي ناون او فيرب وهي نفس الطريقة الثانيه اللي
ممكن يجيبها لك بالاختبار

ص ٣٤ : القاعده هذي مهمة جداً :
اعرفي انو **There's** يجي اذا اول مره اتكلم عن
الشئ
وانو **It's** يجي اذا هذي ثاني او اكثر من مره اتكلم
عن الشئ

EX: There's car . It's expensive



ص ٣٤ مثال + طريقة السؤال

ص ٣٥ : القاعده هذي حفظ مع
تمارينها كلها مو شرط تفهميها
لأنها تتكلم عن **schwa** يجيب
مقطع صوتي يقول فيه الكلمات
وتحددي الكلمة اللي هي
schwa

Which one is asking for example?
 Where do you live?
 What's your nationality?
 Can you give me an example?
 Here's an example.

ص ٣٦ حفظ هذي القاعده تجي
كذا

Pronunciation Schwa /ə/ in unstressed syllables

banana

The schwa sound is the most common vowel sound in English. It is the same sound speakers make when they pause and say Uh. It is a very relaxed sound. Unstressed syllables often use the schwa. In dictionaries the pronunciation of the schwa is usually shown with the symbol /ə/.

The word banana is a good example of the schwa. The first and last syllables have the schwa. Note that the stressed syllable /næ/ is longer than the other syllables.

/bə 'næ nə/

The underlined syllables in these words also use the schwa. These are all unstressed syllables. Remember that any vowel can have the schwa sound.

a-ni-mal poi-son sur-vive pre-da-tor for-est

The schwa is common in unstressed syllables, but it is sometimes used in stressed syllables.

except

hun-gry mo-ney

A. Listen and write the words. There is one unstressed syllable with the schwa sound in each word. Circle the syllable that contains the schwa sound.

- | | |
|----------------------|--------------------|
| 1. <u>camouflage</u> | 5. <u>advice</u> |
| 2. <u>fanous</u> | 6. <u>believe</u> |
| 3. <u>klafake</u> | 7. <u>ordinary</u> |
| 4. <u>around</u> | 8. <u>recent</u> |

B. Listen again. Then practice with a partner. Take turns saying the words.

C. Listen to these pairs of words. Which word has the schwa sound in the underlined syllable? Circle your answers.

- tradition traffic
- mention element (son/)
- answer another
- program protection
- material many



كلها وحتى المثال اللي ورا LS35

D. Go online for the grammar expansion.

Interjections and intonation

Voice tone

Interjections are short words, phrases, or sounds that people use when they speak. Interjections often express feelings. For example, **Wow!** is an interjection that usually indicates surprise or excitement.

Wow! That dress is fantastic! I love it.

The meaning of an interjection often depends on the speaker's intonation. For example, **Oh!** can express different emotions, as in these examples.

Oh! I didn't know you were coming. (happiness)

Oh! I failed my driving test again. (disappointment)

Oh! Someone parked their car right behind us. Now we can't get out. (anger)

Other common interjections are *well* and *yeah*.

تجزي استماع

Speaking Skill Drawing attention to main ideas

When you speak, help listeners understand your main ideas.

- Repeat an important idea with different words.

Buildings should serve people, not the other way around. **In other words,** architects should remember the real, practical purpose of a building as they design it.

- Use phrases for emphasis.

The key point is that buildings should serve people, not the other way around.

- Summarize the main ideas of the presentation.

To sum up, architects should consider both the form and function of a building.

* you want to summarize the main idea you say:

- To sum up

* helps listeners understand:

- Repeat

* emphasis:

- The key point



Listening and Speaking

جميعها تعود للماين ايديا ، اول شيء اعادة ثاني شيء تاكيد
واخر شيء ختام

B Listen to *The Q Classroom* online. Then match the ideas in the box to the students in the chart.

a. to affect moods

b. for symbolic reasons

c. hosp

d. to attract attention

e. different-colored notebooks

f. to o

g. wearing school colors

h. big red letters on a sign

Use of color

Sophy

b. for symbolic reasons

ONLINE

E. Go online for more practice with schwa in unstressed syllables.

iQ

Learning Skill

Asking for and giving examples

When you explain something, give **examples** to help the listener understand your ideas. When you don't understand something a speaker says, ask for an example.

اعطاء مثال للمستمعين لفهم

طلب مثال من المتحدث

Giving an example:

Asking for an example:

For example, ...

Can you give me an example?

For instance, ...

Do you have any examples?

Here's an example.



A. Listen to the excerpts from the Listenings in this unit. How do the speakers introduce or ask for examples? Write the expressions they use.

Question 1 asks you to give examples. Giving examples is a way to show you understand an idea.

2. What architectural styles do you admire/dislike?
3. A famous architect said, "Buildings should serve people, not the other way around." What do you think this means? Do you agree? Why or why not?

Listening Skill

Listening for main ideas



The **main idea** is the most important thing the speaker wants you to understand. Focus on understanding the main idea first. Listen for repeated ideas. Pay attention when a speaker emphasizes a sentence. Don't stop to think about words you don't understand. Keep listening.

1. Listen to a short presentation on trends in furniture design. Check (✓) the sentence that best states the speaker's main idea.

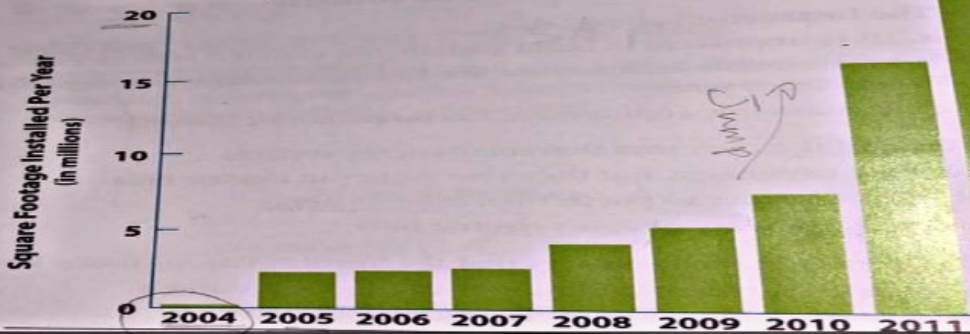
1. Many furniture makers these days are using...

4. The trees in the Vertical Forest
a. make the apartments hot and dark
b. clean the air and keep the apartments cool
c. are going to be a problem for the people in the building
5. At the end of the class, the instructor does NOT
a. give the students a test on the lecture
b. review the important points of the discussion
c. give the students homework for the next day

E. Work with a partner. The graph below describes the increase of green roofs in North America. Discuss the questions.

1. How much did the use of green roofs in North America increase from 2004 and 2012? 0-20
2. When did the biggest increase occur? 2011
3. Why do you think green roofs are becoming more popular?
4. Do you know of any buildings in your community that have green roofs? No

Estimated Growth of the North American Green Roof Industry



Source: Green Roofs for Healthy Cities, Annual Green Roof Industry Survey
من أهمية الرسم البياني يمكن يجي عليه اسئلة

ONLINE

F. Go online to listen to Burj Khalifa and check your comp

1 | What are current trends in architecture?

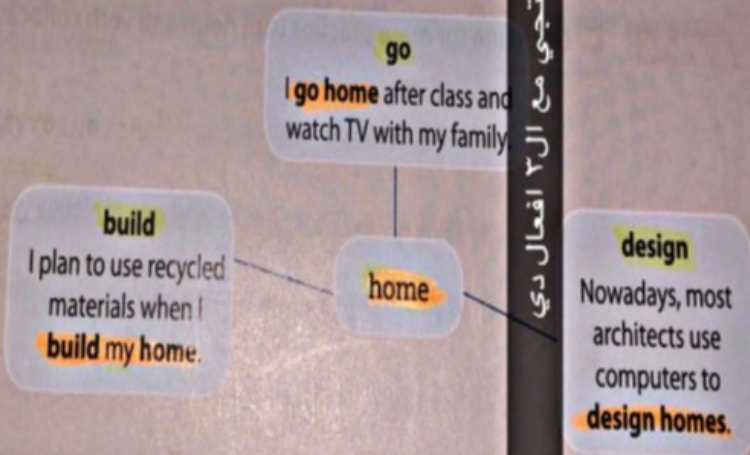
Vocabulary Skill Collocations: nouns and verbs

Tip for Success

Look at the words around a word you don't know. They can help you find the meaning of the new word.

Collocations are groups of words that are commonly used together. One type of collocation is the **verb + noun** combination.

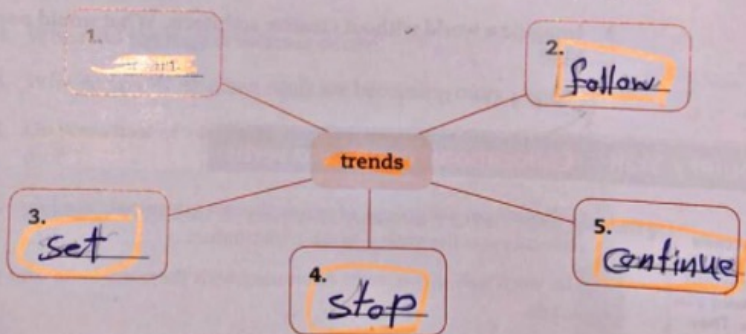
The word web shows verbs often used with the noun **home** and with other related words.



A. Read the sentences. Underline the verbs used with the noun **trend**.

- Hey, your shoes look cool! I'm going to get some, too. We can start a trend.
- Mansoor doesn't like to follow architectural **trends**. His buildings follow a classical style.
- I wasn't trying to set a trend. I rode my bike to work because I missed the bus.
- More and more people are driving cars, even for short distances. I want to stop the trend. I'm going to start walking everywhere I go.
- Buildings in my city are getting more energy efficient. I hope architects continue this trend.

B. Complete the word web. Use the verbs you underlined in Activity A.



Questions B. Go online for more practice with the vocabulary.

Listening C. You are going to listen to a nature program about ways animals use color. Work with a partner. Discuss these questions.

- Look at photos 1 and 2. Why is it difficult to see the animals in these photos?
- Look at photo 3. Is it easy or difficult to see the frog?
- Why do you think the animals have these colors?

WORK WITH THE LISTENING

A. Look at the photos again. Make rough sketches of the animals on a page for your notes. Label the photos and make notes about what you see—for example, color, size, or location. Leave room on the page to add more information.

B. **LISTEN AND TAKE NOTES** Listen to the nature program and take more notes about each animal in the photos.

C. Complete the chart with the words in the box. Then listen and check your answers.

among the green leaves on the forest floor	blue green	brown in the rain forest
False leaf katydid	Cryptic frog	Poison dart frog

D. Read the sentences. Then listen again. Circle the answer that best completes each statement.

- The false leaf katydid's _____ look just like leaves.
 - eyes
 - wings
 - legs
- The katydid gets its name from _____.
 - a girl named Katy
 - the way it looks
 - a sound it makes
- The colors of the cryptic frog match the leaves and _____ on the forest floor.
 - rocks
 - insects
 - flowers
- The best way to see a cryptic frog is to _____.
 - wait for the wind to blow
 - watch for it to move
 - look under a rock
- The blue poison dart frog has enough poison to kill _____.
 - one person
 - five people
 - ten people
- Poison dart frogs live in the rain forests of _____.
 - South America
 - South Africa
 - North America

E. Work with a partner. Take turns asking and answering the questions. Use your own words.

- What does the word camouflage mean?
- Why do animals use camouflage? Give an example from the program from your own experience.
- How does the poison dart frog use color? How is it different from other frogs?

الاستماع + الاسئلة اللي عليه مهمة ب صفحة ٢٤-٢٥

استماع :

Listening Skill Understanding cause and effect

A **cause** is the action that makes something happen. An **effect** is what happens as a result. In a sentence, the cause can come before the effect or after it.

Connecting words like **so** and **because** show a cause or an effect. Listen for them carefully. **So** shows an effect. **Because** shows a cause.

Pollution was a poison to the frogs, **so** the frogs in the pond died.

cause النتيجة effect

The frogs survived **because** their camouflage matched the leaves.

effect السبب cause

Office
He studies because he has an exam.
 ← Which part has effect?
 - because
 - He studies
 - He has an exam

A. Listen to these statements about the nature program you heard in Listening 1. Circle the cause in each statement. Underline the effect.

راح يجي استماع ويطلب ؛ اي جملة اللي فيها سبب او اي جملة هي النتيجة ؟ لو كانت الجملة فيها because وطلب ال cause تكون الجملة اللي بعد because وهكذا

Vocabulary Skill Word families: nouns and verbs

Some words can be used as a **noun** or a **verb**. To know if a word is a noun or a verb, you have to look at the words around it.

- There are pictures of the architect's **work** on the Internet. (noun)
- The men **work** at the building site every day. (verb)

A word is probably a **noun** if it comes after ...

- an article (*a, an, or the*).
- an adjective.
- a number.
- the words *this, that, these, or those*.

A word may be a **verb** if it comes after ...

- a pronoun such as *it or they*.
- a time word such as *sometimes or never*.
- a helping verb such as *do, does, can, will, or should*.

A. Look at the bold word in each sentence. Write N (noun) or V (verb).

1. We can **camouflage** this birdhouse. We can paint it the same color as the tree.
2. An owl is a bird that flies at night. It calls, "Hoo, hoo, hoo." It **sounds** like it's asking, "Who? Who? Who?"

نفرق بين الاسم والفعل + الامثلة اللي عليها للتدريب

UNIT OBJECTIVE

At the end of this unit, you will design a house or an apartment building. Make sure to give examples when you describe the building to group members.

Grammar There's and it's

introduce
Person, Place
* There's + noun
• It's

There's (There is) is used when something is being mentioned for the first time.

- There's a **bookstore** on campus.
- There's a **software program** called Camouflage. It hides your files so others can't find them.
- There's a **tree** on the roof of that building!

The pronoun **it** in the expression **it's (it is)** refers to something we already know.

- The **dart frog** is bright blue. Predators know that **it's** dangerous.
- I don't like the **color** of that wall. **It's** too bright.

- There's a beautiful car. It's expensive.
- There's a tree. There's a car beside it.
There are many different animals in the park. There's a male cardinal.

There's a tree. **There's** a car beside it
لانه تكلمنا عن شيء جديد نقول

There's a beautiful car. **It's** expensive

B Listen to *The Q Classroom* online. Then answer these questions.

1. How does Sophy describe modern architecture? What is her opinion of it?
2. Does Marcus agree with her? Why or why not?

iQ ONLINE

C Go online to watch the video about architect Frank Gehry and the museum he designed for the city of Bilbao in Spain.

كل ال Q Classroom بكتاب الينسنتق مهمة ولازم تسمعوها

Book2 unit1

basket case (n.) someone who is
mentally unwell or crossed

رسالة محولة

ال schwa قالت الميد ما جا كثير ف اكيد حيحي
بالفاينل

م ١٠:٤٤

رسالة محولة

التفريق بين الاسم والصفة مهمممام راح يجي
اكثر من سؤال عليه، وبرضو بصفة عامة لازم
نعرف نحدد متى نحتاج صفة، حال، فعل او اسم

م ١٠:٤٤

رسالة محولة

الكلمة المحددة معناها adj جملة وصفية او
قطعة وصفية تكون تحتوي على صفات

م ١٠:٤٤

رسالة محولة

ولازم يعرفو الكلمات ال unstressed كتبتها مس
نجوى المراجعة اللي قبل اللي هي
this, to, of, etc
which of the following is stressed
or identifying key word
الاساسية في خيار من الخيارات او ممكن يطلب
العكس

م ١٠:٤٤

رسالة محولة

ممكن يسمعي ويقول حدي الماين ايديا

م ١٠:٤٤

رسالة محولة

هنا كلمات مشهورة تجي مع بعض، زي اللي
make the bed , do
بالكتاب البرتقالي كانت
the dishes ...etc

م ١٠:٤٤

رسالة محولة

نفس اللي قبل نعرف ان trends تجي معاها دي
ال ٥ افعال

م ١٠:٤٤

رسالة محولة

مهمة كل وحدة متى نقولها

م ١٠:٤٤

رسالة محولة

اكدت عليه المس

م ١٠:٤٤

اعتذر ذي مدري لحقت ايش ف
لقيتها مع تحديدها وحتيتها لكم

ملكية بدون
ذكر الاسم ملكية

<u>Pronouns</u>	<u>Object</u>	<u>Possessive</u>	<u>Possessive</u>
<u>Subject</u>			
I	me	my	mine
He	him	his	his
She	her	her	hers
It	it	its + <u>noun</u>	theirs
They	them	their	ours
We	us	our	yours
You	you	your	

It's
مالها ملكية بدون
اسم

Possessive

mine
his
hers
theirs
ours
yours

Reflexive

myself
himself
herself
itself
themselves
ourselves
yourself
yourselves