

كل صفة مع هوبى به ايقال وحدة

مهم

الكلمات معانا كلها ✓

Shahad Aljrees.

Good speakers give **reasons** and **explanations** to support what they say. When you hear a speaker make a statement about something or express an opinion, it's important to ask yourself, "Why did the speaker say this?" Then listen for an explanation. Look at this example from "Twins in the Family":

**Statement:** Starting in the first grade, we decided to put them in different classes in school.

**Question to ask yourself:** Why did they put the twins in different classes?

**Reasons:** They had different teachers and school friends. These helped them develop their own personalities.

**Listening for reasons and explanations**

رابع يستعمل اربع جمل وبقولك ايت جمله فيها  
 Explanation جمله فيها ايت جمله فيها  
 Reasons ايت جمله فيها

Reasons يكون فيها كلمة because.

اما ال Explanation يكون فيها تفسير او توضيح ويذكر مثال.

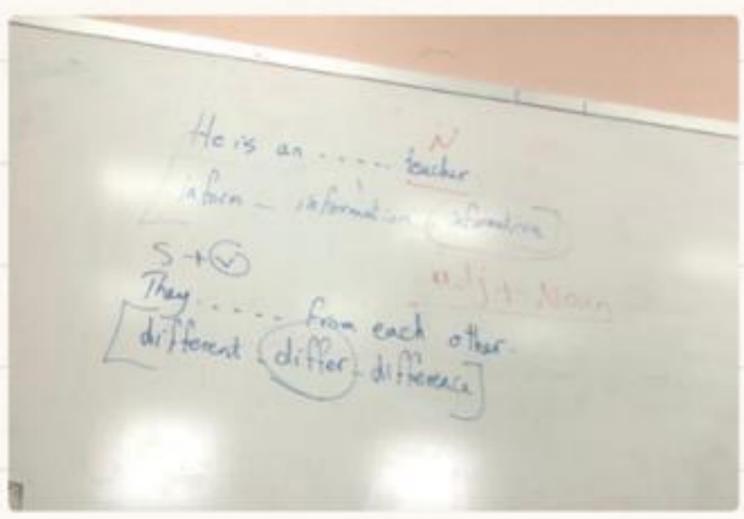
✓ الجداول في سؤالنا

**Word families: verbs, nouns, adjectives**

Word families are groups of words usually based on the same root. When you learn a new word, try to learn different forms of it. You can often find word families listed together in dictionaries.

Verb	Noun	Adjective
inform	information	informative

تخفف ضمياً وتفصي كيف الكلمات تكون noun و verb  
 و ز ا ه ، ر ا ح ب ي ب جملة و اختارات تكون الكلمات  
 ص ر ا ب ن و ص ر ا ب ي و ص ر ا ز ا ه و تختار بناداع  
 الجملة الكلمة الصبح



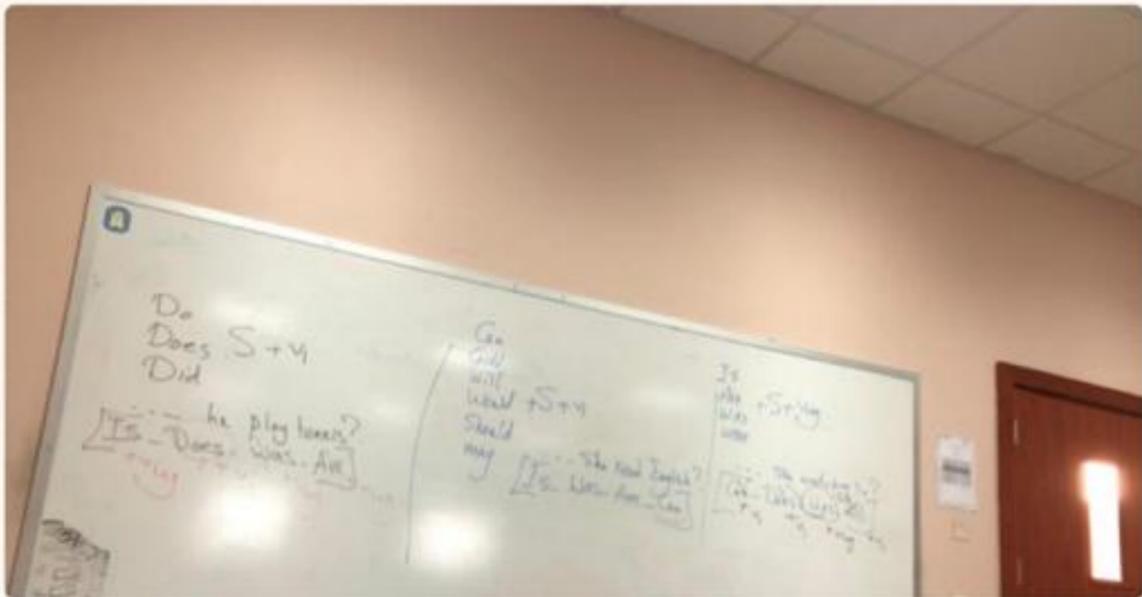
### Auxiliary verbs in questions

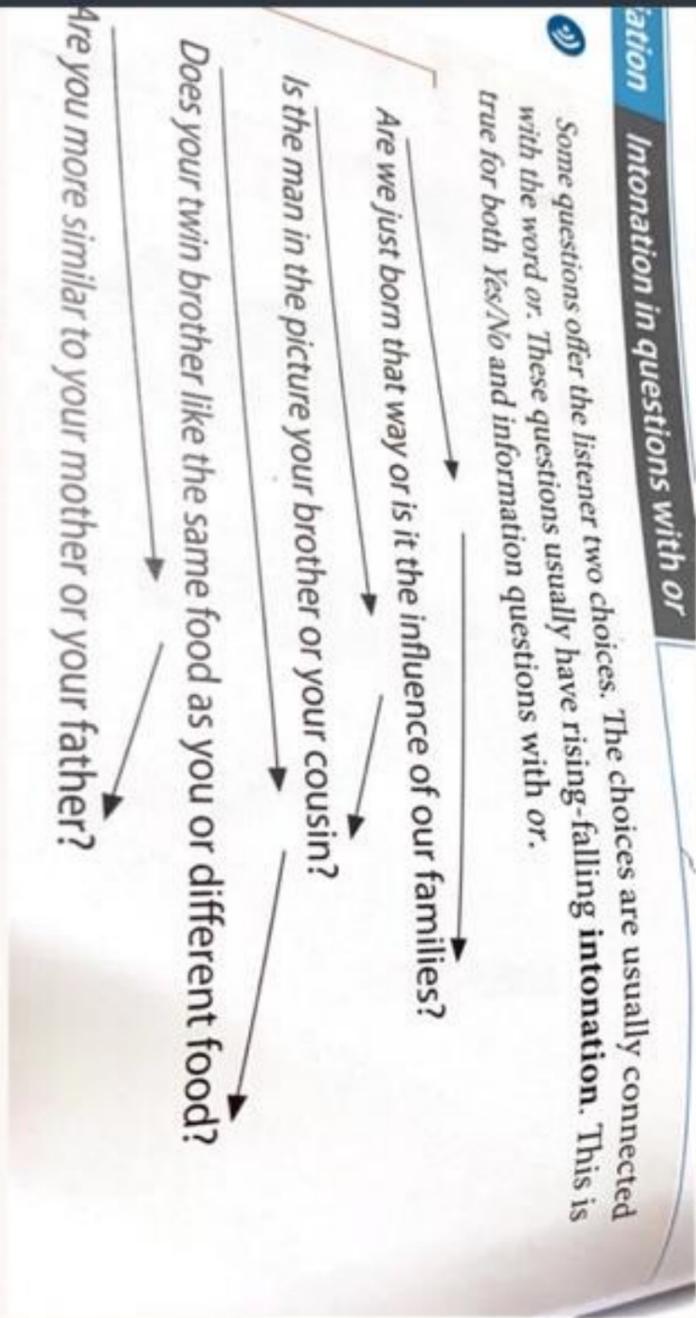
Most questions in English are formed with an **auxiliary verb**, sometimes called a **helping verb**. This is true for all tenses. The basic pattern in questions and for *information questions* that begin with question words. Study the examples in the charts. Note **verb + subject + main verb**. This is true for *Yes/No* questions and for *information questions* that begin with question words. The main verb is always in base form.

Yes/No questions			(Rest of sentence)	
Auxiliary verb	Subject	Main verb		
Did	the twins and their brother	have	a good	relationship?
Is	Hal	searching	for his mother?	
Do	you	agree	with Chris Rock?	

Information questions				
Question word	Auxiliary verb	Subject	Main verb	(Rest of sentence)
What	does	it	mean	to be part of a family?
How	can	you	explain	this?
Who	did	Faris	look like?	
Why	do	family members	help	each other?

سؤال + فعل مساعد + فعل الاساسي





راجع يسعدك في خيارات وفتتاري اللي فيها or

أرى قصة السؤال

Which questions has a "rising-falling" Intonation?

تختاري الخيارات اللي فيه or

Which of the following questions has a "rising - falling" intonation?

- Why do you call me last night?
- Is she staying with her family or alone? ✓
- Do you use my phone without permission?





**Speaking Skill** **Expressing opinions**

*for Success*  
ideas  
or  
Pay  
attention

When you express an opinion, you usually introduce your idea with words that signal an opinion. This is also true when you are explaining another person's opinion. Look at these examples:

*In my view, stories like this show that we are born with a tendency to have certain personality characteristics.*

*For me, friends and family are different, even though I love both.*

*I feel that I now understand more about myself and where I come from.*

*In the writer's opinion, no one should have to have a DNA analysis.*

Using phrases like these says to the listener, "This is an opinion. It's not a fact. You don't have to agree."



تعبيرات لندي حفظاً، المطلوب انك  
تختار تعبيري اللي يوضح للمستمع انك بتقدم  
رأيك عن رأيك

Which expressions do you use to express your opinion?

- The key point is
- I feel that ✓
- do you have any examples?

راجع تعبيري السابقة لريديتق أو  
سماعي



حفظ الرموز والاختصارات

**Skill Using symbols and abbreviations**

Many people now communicate by texting each other on their cell phones. To save time when they text, people use symbols and shortened forms of common words and expressions. Symbols and abbreviations are also useful for note taking. The following chart has some common symbols and abbreviations.

=	<i>equals, is the same as</i>	w/, w/o	<i>with, without</i>
&	<i>and</i>	etc.	<i>and so on, and more</i>
e.g.	<i>for example</i>	+	<i>plus, more than</i>
re	<i>about</i>	v.	<i>very</i>

You can also create your own abbreviations. Abbreviate long words or frequently repeated words. Use initials for the names of people or organizations after the first use. Write numbers as numerals not words, e.g., 4 (not *four*). Just be sure that you can remember what your abbreviations stand for!

ببساطة الرموز والاختصارات أو الاختصار  
ومثالها

راجع بسؤالك ووظيفة طورتها ويطلب منك وهم يمكن أن  
تختص سوائل مثل وتسمى أسماء استراتيجيات  
والتي عليك حاولي تركيزي على كلمات هامة حيوية كالأول فقط أو جزءها

**Listening Skill Listening for specific information**

Sometimes you need to listen to something for specific pieces of information. To listen for **specific information**, focus on key words. The answer to a question is often just before or after a key word from the question.

**You need to know:** What is Saul Griffith's career?  
**The key word:** career  
**You hear:** Saul Griffith prepared for his career as an inventor at the Massachusetts Institute of Technology in Cambridge, Massachusetts.  
**The answer:** inventor

# أنواع تفضيل ومقارنة (نفس التي بكتاب RW)

**Comparatives and superlatives**

Use **comparatives** to talk about the differences between two things. Comparatives usually use *than* to connect the two things being compared.

Some people say that websites are **better than** regular stores for selling craft items.  
My old computer was **more expensive than** my new one.

Use **superlatives** to compare one thing with all the other members of the same group. Superlatives usually use *the* before the adjective.

He's **the best student** at school.  
(group = all the students at school)  
Andy is **the most successful** writer I know.  
(group = all the writers I know)

These are the rules for forming comparative and superlative adjectives.

Rule	Adjective	Comparative	Superlative
Add <i>-er</i> or <i>-est</i> to one-syllable adjectives.	cheap	cheaper	cheapest
Delete final <i>-e</i> before adding <i>-er</i> or <i>-est</i> .	close	closer	closest
Some two-syllable adjectives take <i>-er/-est</i> .	quiet	quieter	quietest
Change final <i>y</i> to <i>i</i> before adding <i>-er</i> or <i>-est</i> .	easy	easier	easiest
Double the final consonant when the word ends with a single vowel and a consonant. Then add <i>-er</i> or <i>-est</i> .	big	bigger	biggest

Rule	Adjective	Comparative	Superlative
Use <b>more</b> or <b>most</b> with adjectives that have two or more syllables.	creative	more creative	most creative
Some adjectives have irregular comparative and superlative forms.	good bad	better worse	best worst



إذا انتقلت الكلمة الأولى بصوت ساكن وبه أن بنفس الصوت الساكن تدمج الكلمة وتكون

### Links between consonant sounds

Sometimes one word ends and the following word begins with the same consonant sound. Hold the first sound and **link** it to the next word. Do not say the consonant twice.

Listen to these examples. Then listen again and repeat.

- [s>s] Many authors sell their work online.
- [t>t] His car had a flat tire.
- [k>k] He's flying a big black kite.

Note that when a word ends in silent e, the sound of the last consonant is still linked to the next word.

[n>n] I'm reading an online newspaper.

هذه هي الكلمة الأولى وبه أن بنفس الصوت الساكن تدمج الكلمة وتكون  
\* ما تدمج وتكون  
\* سؤال

الكلمة بـ

### Asking for and giving clarification

Ask for **clarification** when you don't understand something. Sometimes you can ask for clarification by repeating something the speaker has said, and using question intonation. In Listening 2, the host is surprised by the kind of book Harry's friend has published. He repeats the kind of book with question intonation. Then Harry explains.

- Harry:** A friend of mine published a cookbook online.
- Host:** A cookbook?
- Harry:** That's right, a cookbook with foods that are healthy and also delicious.

You can also use questions like these to **ask** for clarification.

- Could you explain ... ?
- Do you mean ... ?
- What does ... mean?
- What's a/an ... ?

Use phrases like these to **give** clarification.

- What I mean is ....
- What I'm saying is ....
- That's right.
- That's not what I meant.
- Let me explain.\*

\* أحياناً نطلب توضيح عن  
\* حرف إمداد بنفس الجملة (في حينه)  
\* سؤال

You say \_\_\_\_\_ in order to give clarification.

- What does that mean? ✓
- What I'm trying to say is
- To sum up...

Which of the following is asking for clarification?

A: Harmed tells me about the dark areas.

B: \_\_\_\_\_

- I didn't know Harmed
- Harmed always tells strange stories
- The dark places? ✓

\* مثل هذا





- Hamed always tells strange stories
- The dark places? ✓

**Listening Skill** Recognizing a speaker's attitude

Speakers communicate attitudes and feelings through tone of voice as well as the words they use. The tone of voice can tell the listener if the speaker is serious or joking. It shows the speaker's feelings about the subject of a conversation — positive or negative. If you can see the speaker, his or her body language and facial expressions can tell you a lot about the speaker's attitude. If you can't see the speaker, you have to guess the speaker's attitude from the tone of his or her voice.

مفاتيح الصوتية! مستغنى!

راح بيحب لك مقطع  
لهوي لستعين وراح  
تودي موقف استعص  
من هبونه لعل هو هبنا  
او جاد او مزح... الخ  
حتكون لهوان نفس  
اللي بسؤال A وفقرة  
ويوي هجات

**Note-taking Skill** Preparing for note taking in a class

Before you go to a class, make sure you read all the assignments. These will often contain key words and ideas that the instructor will use in the classroom. As you read, write down these key words and ideas. Look up unfamiliar words to check their meaning and pronunciation. Pronunciation is important because it is sometimes difficult to recognize a word when you hear it in context, even if you know the word.

Use your "pre-class" notes in the classroom. Listen for the key words and add more information to your notes.

صفحة 128 سؤال B و D هجين  
مع مفاتيحهم، صوتية.



**Compound nouns**

A noun can pair with another noun or an adjective to form a **compound noun**.

Some compound nouns are written as one word, like *seabird*.

Others are written as two words, like *tea bag*.

In a compound noun, the first word tells us something about the second word. For example, a *seabird* is a bird that lives near the sea. A tea bag is a little bag of tea in it.

تكملة، الكلمات + كلمات

تعرفني، الكلمة و! سببها

**A. Read the sentences. Then complete each compound noun with the correct word from the box. Use your dictionary to see if each compound noun is written as one word or two words.**

land line news sites waste worms

- We need to control the waste water that goes into the oceans. An important step is to keep trash out of rivers and lakes.
- Chile has a very long shore line on the Pacific Ocean. It has a lot of beaches.
- Earth worms in a composter help make compost. They eat the plants and food to break them down.
- You can go online to learn more about the Great Pacific Garbage Patch. There are many web sites on the Internet that have pictures and information.
- The city built this park on an old land fill. We're having a picnic where they used to put garbage!
- I have piles of old news papers sitting in my garage. I need to recycle them to keep them out of the garbage.

-There are many useful web..... where you can improve your language.

- Lines
- Fill
- sites ✓

-There are many useful web..... where you can improve your language.

- Lines
- Fill
- sites ✓

**Future with will**

Use *will* to talk about things in the future. Use **subject + will + verb**.

**Affirmative**

Dave **will** write a report for his website.  
Sami **will** repair my car.

**Affirmative Contraction**

He'll write a report for his website.  
I'll call Rabab.

Note that affirmative contractions are usually not used with proper nouns.

**Negative**

Dave **will not** sell the garbage online.  
He **will not** use plastic bags.

**Negative Contraction**

Dave **won't** sell the garbage online.  
He **won't** use plastic bags.

**Yes/No Question**

Use *will* + subject + base form of the verb.

Will he write a report?

**Short Answer**

Use *yes/no* + subject + *will/will not*.

Yes, he will.                      or                      No, he won't.

Note that you do not use contractions with affirmative short answers.

**Information Question**

Use question word + *will* + subject.

When will Dave write a report for his website?  
What will you study?

**Future Simple**

**Form**

**Affirmative**

I will travel.  
She will play.  
They will cook.  
It will rain.  
We will study.  
He will fix the car.  
You will read a story.

**Negative**

I will not travel.  
She won't play.  
They won't cook.  
It won't rain.  
We won't study.  
He won't fix the car.  
You won't read a story.

**Question**

Will you travel?  
Will she play?  
Will they cook?  
Will it rain?  
Will we study?  
Will he fix the car?  
Will you read a story?

Note that you do not

### Information Question

Use question word + will + subject.

When will Dave write a report for his website?

What will you study?

**Future Simple**

**Form**

I will travel.  
She will play.  
They will cook.  
It will rain.  
We will study.  
He will fix the car.  
You will read a story.

---

**Negative**

I will not travel = won't  
She won't play.  
They won't cook.  
It won't rain.  
We won't study.  
He won't fix the car.  
You won't read a story.

---

**Question**

Will you travel?  
Will she play?  
Will they cook?  
Will it rain?  
Will you study?  
Will he fix the car?  
Will you read a story?

**tomorrow / next / soon / also**

What will you read?  
... he speak?  
[Is - Are will was]

Will she ... tennis?  
[playing - plays - play is playing]  
I won't ... to USA.  
[to travel - travelling - travels - travel]

(want to + v)

**Word stress in compound nouns**

Compound nouns are pronounced as if they were one word. The **stress** is usually the first word or syllable.

- ★ wastewater
- ★ fish tank
- ★ tea bag
- ★ bedroom
- ★ seafood
- ★ living room

الضغط يكون في  
الجزء الأول

Which of the following is required for a good summary?

- Listening carefully to the speaker.
- Focus only on the main idea not the details.
- Giving your opinion.

**Speaking Skill Summarizing**

To **summarize** means to present the main ideas of something you hear or read, but in a much shorter form, called a **summary**. A good summary...

- is short and clear.
- focuses only on the main ideas, not the details.
- gives the speaker's ideas, not your opinions.

When speaking, you can summarize to...

- check your understanding of the main points in a conversation.
- tell someone briefly about something you heard or read.

صفحة 143 سؤال 4 مهم

بداية

نظرس كتاب PM نخرفي نخبيرات حضيصة ورأي

Skill

### Recognizing facts and opinions

A **fact** is something that is true. It can be information about an event, about a person, or a statistic.

About two million children under five die every year from water-related illnesses.

An **opinion** is a person's belief or attitude about something. Opinions often have key words like *I think*, *I feel*, or *I'd say*. Most opinions also make value judgments.

I think the lack of clean water is the most serious problem in the world today.

Opinions are neither true nor untrue. Opinions can be supported with facts.

**Opinion:** I think the lack of clean water is the most serious problem in the world today.

**Supporting fact:** The lack of clean water causes the deaths of about two million children under five every year.

**Vocabulary Skill**

**Using the dictionary**

Dictionaries have many different kinds of information about words. In addition to the meaning of the word, a dictionary entry includes:

- part of speech—for example, *noun, verb, adjective*
- word forms, such as plurals, past tense, and participle forms, and comparatives
- pronunciation
- grammatical information about words—for example, countability of nouns [C for countable, U for uncountable]

An entry can also include:

- some synonyms or antonyms (opposites)
- example phrases and sentences

رمي كراتي (رمي)  
رمي كراتي ورمى  
رمي كراتي +

**If clauses for future possibility**

If clauses can express future possibility. Sentences with if clauses show a cause-and-effect relationship. The if clause describes the cause. The result clause gives a possible effect.

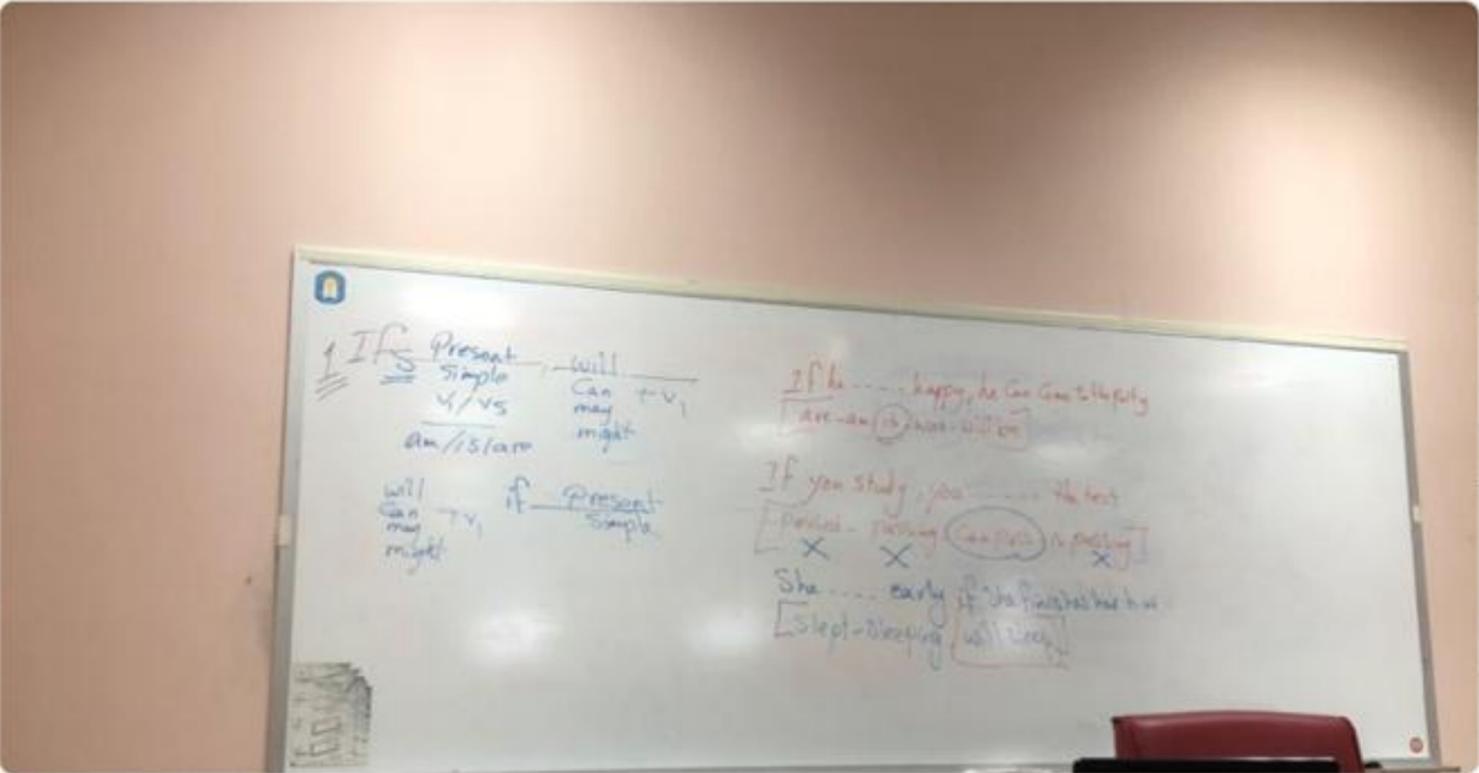
The verb in the if clause is in the simple present. The result clause uses a modal, such as will, can, or may/might + verb. The choice depends on how certain the speaker is about the result.

<b>If clause</b>	<b>Result clause</b>
If there is a lack of clean water,	diseases will spread very quickly.
If you use hand sanitizer,	you might not get sick this winter.

Note: The if clause and the result clause can come in either order. When the if clause is first, it is followed by a comma. There's no comma when the result clause is first.



...th if clauses show a cause-  
 ...se. The result clause gives a  
 result clause uses a modal,  
 depends on how certain the  
 cause  
 will spread very quickly.  
 ht not get sick this winter.  
 either order. When the if clause is  
 when the result clause is first.



**Function words** are the short words that connect the content words in a sentence: Function words are usually not stressed. They are also pronounced more quickly than content words. They can include words like these:

articles: *the, a, an*  
 pronouns: *he, she, it, I, you*  
 prepositions: *in, on, at, for*  
 forms of the verbs *be, do, or have*  
 conjunctions: *and, but, or*  
 modals such as *can* or *will*

The bold words in this sentence are function words.

**People use special soaps that kill germs, and they carry hand sanitizers in their pockets.**

## تجربتي Stressed و Unstressed

Stressed Content	Not Unstressed	is are can will should do have	I He She my Our mine yours	which one is Unstressed
Verb Noun adj adv.	at in on to for	and but so before after	a an the this that these those	- Play - there - information - speak - do - it - can - are - my ✓

ما الفرق بين الأسئلة المفتوحة والأسئلة المغلقة؟  
 الأسئلة المغلقة هي التي تبدأ بـ (هل، ماذا، متى، أين، كيف، لماذا، كم، من، أي، أيهما، أي واحد، أي واحد من هؤلاء)

### Participating in a group discussion

Participating in a group discussion can be challenging for a language learner.

Here are a few suggestions to help you.

- Listen carefully to what others are saying. Listen for the topic of the discussion and the main ideas.
- When you speak, start by referring to something the previous speaker said. Make sure your comment relates to the topic.
- Speak clearly and be sure to speak loudly enough for people to hear you.
- Don't interrupt people. Wait for a break in the conversation before you speak.
- Help others participate by asking questions and saying things like, "Omar, we haven't heard your ideas yet."