



The New

English Course

For Iraqi Kurdistan Region

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منتدى أقر الثقافة

Book 8

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**THE NEW ENGLISH COURSE**  
**FOR IRAQ**  
**BOOK 8**

**Pupil's Book**

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**Nineteenth Edition 2006**

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## UNIT ONE



### 1.6 Dialogue

- Stewardess** - Ladies and gentlemen, we will shortly be landing at Baghdad International Airport. Please ensure that your cigarettes are extinguished and your seat belts fastened. Thank you.
- Andy** - (gently touching the man next to him on the arm). Excuse me, young man.
- Komoto** - Yes? Oh!.. I beg your pardon!
- Andy** - We're coming into Baghdad. I thought I'd better wake you up.
- Komoto** - (still half asleep) Oh, yes - thank you - Baghdad already?
- Andy** - Is this your first visit?
- Komoto** - Yes. I come from Japan. I'm a student at Tokyo University.
- Andy** - What brings you to Baghdad?
- Komoto** - I have a scholarship for Arabic studies in Baghdad University.
- Andy** - So you're looking forward to the visit.
- Komoto** - Oh, yes. Very much. It's a great chance for me. Something I've always wanted. I'm hoping I might visit Morocco, being so near to it.
- Andy** - But you're wrong. Morocco is far away.
- Komoto** - Oh? It's an Arab country, isn't it?
- Andy** - Yes, it is. But it's a long way from Iraq.
- Komoto** - Oh, well. Thank you, anyway.

stewardess / stjueðis/

ladies and gentlemen /'leɪdiz ənd 'dʒentlmən/

ensure /ɪn ʃuə/

extinguished /ɪks'tɪŋgwɪʃt/

seat belts / si:t belts/

fastened / fa:snd/

gently / dʒentli/

مضيفة

سيداتي سادتي

تأكدوا

مطفأة

أحزمة المقاعد

مربوطه

بلطف

scholarship /'skoləʃɪp/  
looking forward to /'lʊkɪŋ'fo:wəd/

زمانة دراسية  
تنطلع إلى

## 1.7 Pronunciation Notes

### 1. -s suffix

a. /-s/ in cigarettes, belts

b. /-z/ in ladies, studies

c. /-ɪz/ in watches, roses, oranges

### 2. -ed suffix

a. /-d/ in fastened

b. /-t/ in extinguished

c. /-ɪd/ in wanted

### 3. Words with /ŋ/

extinguished /ɪk'stɪŋwɪʃt/

thank /θæŋk/

young /jʌŋ/

being /bi:ɪŋ/

wrong /rɒŋ/

### 4. Words with /tʃ/

touching /'tʌtʃɪŋ/

much /mʌtʃ/

chance /tʃa:ns/

### 5. Words with the diphthong /juə/

ensure /ɪn'ʃuə/

you're /juə/

poor /puə/

pure /pjʊə/

cure /kjʊə/

sure /ʃuə/

### 6. Words with /k/

excuse /ɪk'skju:z/

wake /weɪk/

come /kʌm/

country /'kʌntri/

Iraq /i'ra:k/

### 7. Words with /g/

Baghdad /bag'dɑ d/

cigarettes /sɪgə'rets/

great /greɪt/

### 8. Words with /dʒ/

gently /'dʒentli/

Japan /dʒə'pæn/

gentlemen /'dʒentlmən/

## Practice Exercises

### 1. Classification

#### Notes

1.8 Structures and expressions that are used to describe classification are:

These schools are classified as secondary.

There are types (classes, categories, groups, kinds) of schools: primary and secondary.

Secondary schools fall into two types: intermediate and preparatory.

We can classify (divide) secondary schools into two types: intermediate and preparatory.

Preparatory schools are subdivided into academic and vocational.

Preparatory schools are subdivided according to the type of courses that they offer.

Academic preparatory schools have two divisions: literary and scientific.

Vocational schools are further divided into commercial, industrial and agricultural schools.

An industrial school is a division of vocational schools.

A literary branch is a subdivision of secondary schools.

### Exercises

1.9 When we divide things into groups, we are classifying them or using a process of classification, e.g.,

chairs, oranges, meat, tables, eggs, beds

chairs

beds

tables

oranges

meat

eggs

} can be classified as (under) *furniture*.

} can be classified as (under) *food*.

Now classify the following into four groups: Jobs, Crime, Parts of a Motor-car, Education (Note that some words can be classified under two headings.)

accelerator, clerk, detective, brake, examination, windscreen, school, gardener, police-station, nurse, university, clutch, robbery, receptionist, battery, term, thief, typist.

---

windscreen /windskri:n/

الزجاجة الامامية للسيارة

**1.10 There are several types (kinds, varieties) of accommodation: houses, flats, rooms.**

Now use the same form to classify the following :

engineering (electrical , mechanical, chemical, civil)

vehicles (motor-cars , lorries, motor-cycles, carriages)

motor-cars (saloon , convertible, estate car)

convertible /kən'vɜ:təbl/

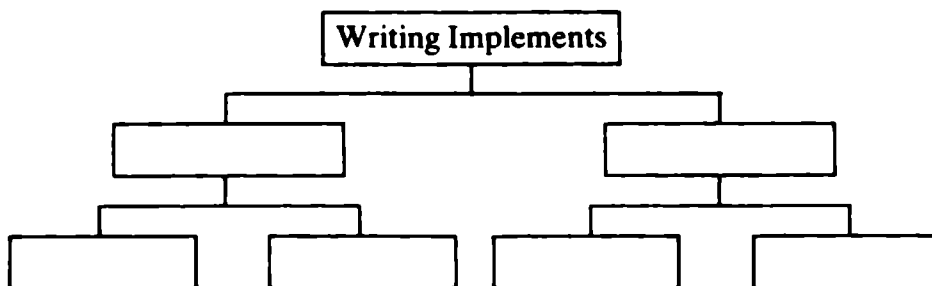
estate car /is'teɪt ka:/'

سيارة ذات سقف قابل للطي

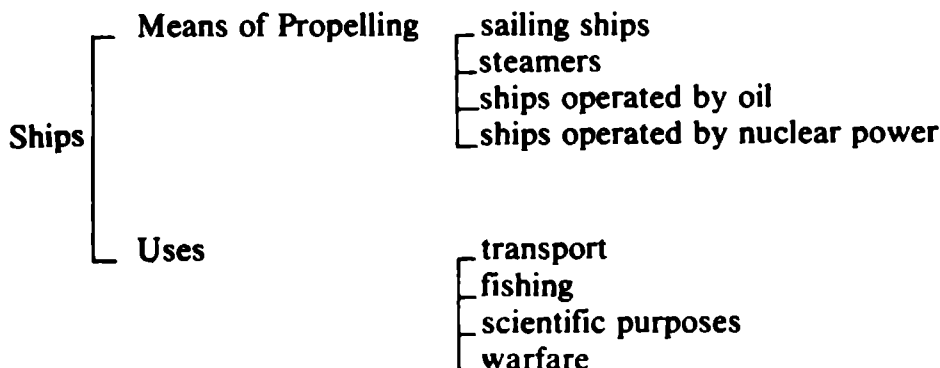
سيارة ستیشن

**1.11 Writing implements can be divided into two groups, according to whether they are machines or not. Typewriters fall into the category of machines. There are two types of typewriters: manual and electric. Writing implements that are not machines can be further classified on the basis of whether or not a type of ink is used.**

Now fill in the following diagram using the information given above.

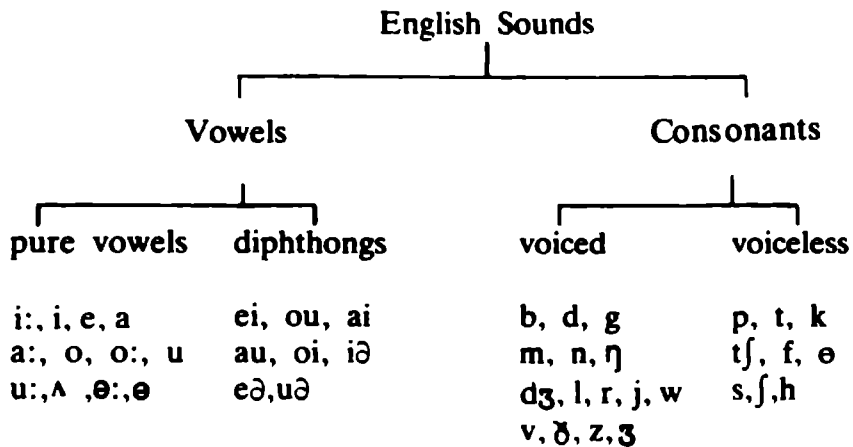


**1.12 Look at this diagram.**



Use the forms in 1.8 and 1.11 to describe this diagram.

- 1.13 Make a diagram to classify the institutions involved in Higher Education. Refer to the reading passage.
- 1.14 Use the forms in 1.8 to describe the classification of the English sounds as they are shown in the following diagram.



## II. Introduction, Greeting, Starting a Conversation and Leave Taking

### 1.15 Informal Introduction

- Samir, I'd like you to meet Firas. Firas, this is Samir.
- Hello Samir. Glad to meet you.
- Hello Firas. Glad to meet you.

Now introduce your friends in the classroom.

What will you say when you are introduced to Ali ?

### 1.16 Formal Introduction

a. Introduce your assistant, Jalal Fahmi, to Mr. Ross .

- Mr. Ross, may I introduce my assistant, Jalal Fahmi ?

Jalal, this is Mr. Ross .

- How do you do, Mr. Ross ?

- How do you do, Mr. Fahmi ?

b. Introduce yourself to two strangers at a party .

- May I introduce myself ? My name is \_\_\_\_\_

Respond to these situations:

1. You are a manager. Introduce your accountant Ali

Al- Wasiti to John Brown .

2. You are a librarian. Introduce your assistant Laith

Faris to Tom Smith.



**3. What will you say when you are introduced to Mr. Hill ?**

**1.17 Greetings**

1. - **Good morning. (until 12.00 noon)**
  - **Good morning.**
  - Good afternoon. (until 5 p. m.)**
  - **Good afternoon.**
3. - **Good evening.**
  - **Good evening.**
4. - **Hello. (informal, among friends)**
  - **Hello.**

**1.18 Starting a Conversation**

**Useful phrases to start a conversation:**

**Um, is this seat taken?**

**Such a nice day today, isn't it?**

**Dreadful weather, don't you think?**

**Excuse me, could you tell me the time?**

**Er, could you help me? I'm not quite sure what this word means.**

**Now choose one of your classmates. Pretend you have never met him before. Try to start a conversation by.**

1. **talking about the weather. (Pretend it is a sunny day).**
2. **asking about the time.**
3. **asking about a place.**

**Try to continue the conversation**

**1.19 Leave-taking:**

1. - **Goodbye-(formal or informal)**
  - **Goodbye.**
2. - **Bye-(informal, among friends)**
  - **Bye.**
3. - **See you. (informal, among friends)**
  - **See you.**
4. **(If you are going to meet again)**
  - **See you later. (See you soon, see you tomorrow)**
  - **Fine. (O.K., All right)**
5. **(When leave-taking in the evening, or retiring to bed)**
  - **Good night.**
  - **Good night.**
6. **(When someone is leaving for a fair length of time)**

**a.m. (ante meridiem)**

**قبل الظهر**

**p.m. (post meridiem)**

**بعد الظهر**

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- a - Goodbye Ali, and all the best.
  - Thank you. Goodbye.
- b - Goodbye Firas, and good luck.
  - Thank you. Goodbye.
- c - Goodbye, John. Have a nice trip / flight.
  - Thank you. Goodbye.

**1.20** What will you say in the following situations?

1. When you meet your friend in the morning.
2. When you leave your friend at the end of classes.
3. When you leave your friend, but you are going to see him in the evening.
4. When your friend is leaving for Basrah for the summer holidays.

### **Literary Reader**

**1.21** Write the number of the sentence and the letter of the most suitable answer and then write the whole sentence in your copybook.

1. Antonio was famous in Venice because he was\_\_\_\_\_.
  - a. Bassanio's friend
  - b. kind and generous
  - c. a nobleman
  - d. a rich merchant
2. Bassanio was\_\_\_\_\_.
  - a. a very rich merchant
  - b. a young nobleman
  - c. a very poor citizen from Venice
  - d. a very rich nobleman from Venice
3. Gratiano and Lorenzo tried to comfort Antonio because\_\_\_\_\_.
  - a. he was depressed
  - b. he was alone
  - c. they wanted to make fun of him
  - d. they had nothing else to do
4. Bassanio was worried because \_\_\_\_\_ .
  - a. Antonio felt depressed that morning
  - b. Gratiano and Lorenzo tried to comfort Antonio

- c. Lorenzo and Gratiano left soon leaving him alone
  - d. he had spent all his money and did not know how to pay back his debts.
5. Bassanio needed three thousand ducats so that\_\_\_\_\_.
    - a. the young lady in Belmont would love him
    - b. he could compete with rich merchants
    - c. he could compete with other rich suitors
    - d. he could pay back his debts
  6. Antonio did not give Bassanio three thousand ducats because\_\_\_\_\_.
    - a. Bassanio did not pay back his debts to Antonio
    - b. he felt depressed that morning
    - c. Bassanio wanted to marry a young lady
    - d. he didn't have the money at that time
  - 7 Antonio suggested that Bassanio should\_\_\_\_\_.
    - a. borrow money from other people
    - b. wait until Antonio had enough money
    - c. not marry the young lady from Belmont
    - d. not compete with other rich suitors

**1.22** Match the beginnings in List A with the appropriate endings from List B. Write the correct answers in your exercise book.

*List A*

1. Gratiano did his best
2. Bassanio visited Antonio
3. Antonio was always ready
4. Antonio looked pleased
5. Gratiano and Lorenzo left
6. The Count of Palatine was unwilling
7. Nerissa did her best

*List B*

- a. to let Antonio and Bassanio have a talk alone.
- b. to lend Bassanio the money he needed.

- c. to comfort Antonio, who felt depressed.
- d. to base his marriage on a lottery.
- e. to comfort Portia, who felt sad and tired.
- f. to see his dearest friend, Bassanio.
- g. to hear about the fate of his ships.
- h. to make fun of each other.
- i. to trouble Antonio.
- j. to tempt the suitors to choose the right casket.
- k. to tell him about his love for Portia .

### Composition

1.23 Write a composition of three paragraphs about the educational system in Iraq. In the first paragraph include the following words:


**primary; intermediate; preparatory; compulsory; free books and stationery.**

In the second paragraph mention the following points about primary and intermediate schools:

1. age
2. number of years
3. public examinations

In the last paragraph talk about preparatory education.

The following information will help you:

three sections; scientific, literary, vocational  commercial  
industrial  
agricultural

Give your composition a suitable title.



## UNIT TWO

### Spelling

#### 2.5 Dropping the Final e

1. Words ending in silent e drop the e before a suffix (ending) that begins with a vowel.

write + ing	—————>	writing
love + able	—————>	lovable
continue + ous	—————>	continuous
noise + y	—————>	noisy
stone + y	—————>	stony
simple + ly	—————>	simply

2. Words ending in silent e keep the e before a syllable beginning with a consonant.

hate + ful	—————>	hateful
arrange + ment	—————>	arrangement
nine + ty	—————>	ninety
safe + ty	—————>	safety

But note:

wise + dom	—————>	wisdom	whole + ly	—————>	wholly
argue + ment	—————>	argument	true + ly	—————>	truly
awe + ful	—————>	awful			

3. Words ending in ce or ge keep the e when adding a suffix beginning with d or a.

notice + able	—————>	noticeable
manage + able	—————>	manageable



courage + ous → courageous  
advantage + ous → advantageous

But note:

Practice + able → Practicable

4. Words ending in ie drop the e and change the i to y before adding ing.

die + ing → dying

lie + ing → lying

tie + ing → tying

5. In words which have ie or ei pronounced /i:/ put i before e except after c.

ie

relieve

yield

field

believe

niece

achieve

shield

But note: seize

ei

ceiling

receive

deceive

conceive

perceive

6. In these words the letters (ei) or (ie) are not pronounced /i:/:

foreign

forfeit

cuneiform

height

heir

their

weight

neighbour

leisure

scientist

ancient

conscience

cashier



## Practice Exercises

### 1. Purpose

#### 2.6 Notes

Expressions and structures that express purpose include:-

##### 1. The infinitive

We go to school to learn .

Note : The infinitive is not used by itself in the negative to express purpose .

##### 2. So as to / in order to

He arrived first so as to (in order to) make sure he got a good seat .

##### 3. So as not to / in order not to

He arrived at 7.30 so as not to (in order not to) be late for class .

##### 4. The purpose of / The purpose behind

The purpose of his visit is to see new developments in industry .

##### 5. For + gerund (ing form)

This instrument is used for opening tins .

##### 6. So that / in order that

He'll leave early so that (in order that) he can catch the last bus .

#### 2.7 I went to Hilla to visit my uncle.

Now state the purpose of your visit to these places: the post office; the police - station; the barber's; the Zoo; the North of Iraq.

#### 2.8 She is saving up in order to buy a washing machine.

Why do you think she's doing the following? learning to drive; learning typing; studying French; taking lessons in German; working hard in the office.



**2.9 Use the prompts given to answer the questions :**

- 2. Why do people go to universities ?  
(get higher education) (so that)**
  - 3. Why did Bassanio go to Antonio ? (borrow three thousand ducats) (so as)**
  - 4. Why had Portia's father devised the lottery plan ?  
(help her choose the right husband) (in order to)**
  - 5. Why had Portia's father devised the lottery plan ?  
(Portia / choose the wrong husband) (so that)**
  - 6. Why did Shylock agree to lend Bassanio the money ?  
(revenge himself upon Antonio) (in order that)**
  - 7. Why is he running ? (miss the first lesson) (in order to)**
  
  - 8. Why is she going to Hilla ? (visit Babylon) (the purpose of)**
  - 9. What is a hot plate used for ? (keep the food warm) (for)**
  - 10. Why did they visit the marshes ? (make a field study)  
(the purpose behind)**
- 2.10 Join each pair of the following sentences using the prompts between the brackets :**
- 1. Bassanio wished to compete with other rich suitors.  
He needed 3000 ducats . (in order to)**
  - 2. Bassanio sailed to Belmont . He wanted to try his  
luck. (so that)**
  - 3. Layla needed a knife . She wanted to cut the meat . (for)**
  - 4. Mr Hani advised his friend to give up smoking . He did  
not want him to catch cancer . (so as to)**
  - 5. She kept the injured limb still . She did not intend to  
hurt the patient . (in order that)**
  - 6. The pupil went to the hospital . He hoped to see his sick  
father . (the purpose of)**



## II. Invitations and offers

### 2.11 Invitations

**A. Structures that express invitation include *would you like, would you care to, would you be free to, let's..., could you..., etc***

**Examples:**

**Would you like to come to the theatre this evening?**

**Could you come to a party next Friday?**

**How would you like to come and spend a weekend with us next month?**

**Let's go to the pictures this evening, shall we?**

**Would you care to have dinner at the Zawra Restaurant tonight?**

**Would you be free to come to the pictures this evening?**

**B. Accepting an invitation**

**Thank you very much. That's very kind of you.**

**Thank you very much. I'd love to.**

**Yes, with pleasure. (rather formal)**

**Yes, I'd like to very much.**

**C. Refusing an invitation**

**Well, that's very kind of you - but I'm afraid I've already arranged (promised) to....**

**I wish I could but (you see) I have this wretched exam tomorrow.**

**Well, that's very kind of you - but I'm rather tied up. You see.....**

**Dialogue :**

**Peter : Why don't you come round for a meal one evening next week ?**

**Andy : Thanks. I'd love to .**

**Peter : What about Wednesday ?**

**Andy : I wish I could but I'm rather busy on Wednesday .**

**Peter : Which day would suit you ?**

**Andy : Any day except Wednesday .**

**Peter : How about Friday ?**

**Andy : Yes, Friday would be fine . What time shall I come ?**



**Peter :** Oh, about 6.30 . Will that be all right ?  
**Andy :** Yes, of course . Thank you very much .  
**Peter :** See you on Friday, then .  
**Andy :** O.K.

## 2.12 Offers

- A. Would you like another cup of tea?**  
Would you like me to type this letter?  
Shall I get you a chair?  
Can I open the door for you?  
Have some more coffee. (familiar)  
Let me get a chair for you . (familiar)
- B. Accepting offers**  
Yes, please.  
Yes, please. That's very kind of you. (More polite)
- C. Refusing offers**  
No, thank you.  
More polite refusals include an explanation:  
No, thanks very much. I'm just leaving.  
No, please don't bother. I can manage, thank you.

**Layla :** Shall I get you another cup of coffee ?  
**Ali :** Yes, please . That's very kind of you .  
**Layla :** Shall I make some more sandwiches ?  
**Ali :** No, thanks

- 2.13** Invite your friends to the following. Some of your friends should accept, others refuse:
- go to the pictures
  - go for a picnic tomorrow
  - come to tea with you
  - come to a party
  - go to visit a friend
  - come to watch colour T.V.
  - go for a swim
  - go for a drive in the car



**2.14** Offer the following to your friend. Answers should be either an acceptance or a refusal.

some biscuits

help him with his homework

get him a cup of coffee

some ice cream

a sandwich

### Literary Reader

**2.15** Write the number of the sentence and the letter of the most suitable answer and then write the whole sentence in your copybook.

1. Shylock had made most of his fortune out of\_\_\_\_\_.
  - a. hard work
  - b. trade
  - c. theft
  - d. lending money at great interest
2. Shylock was hated by all good people because he\_\_\_\_\_.
  - a. was a rich merchant
  - b. lent money without any interest
  - c. hated Antonio very much
  - d. severely demanded payment on loans
3. Shylock hated Antonio chiefly because \_\_\_\_\_.
  - a. Antonio used to reproach Shylock
  - b. Antonio publicly showed his dislike for Shylock's bad character
  - c. Antonio's kindness to people made the Jew lose business
  - d. Antonio used to borrow money from Shylock
4. Shylock agreed to lend Bassanio three thousand ducats because he wanted to\_\_\_\_\_.
  - a. revenge himself upon Antonio
  - b. help Bassanio marry Portia.
  - c. show Antonio that he was helpful.
  - d. show Antonio that he was a rich merchant.



2.16 Choose the most appropriate alternative:

1. The Prince of Morocco went to Portia's house\_\_\_\_\_.
  - a. alone
  - b. with one of his friends
  - c. with his parents
  - d. with his followers
2. The Prince of Morocco was\_\_\_\_\_.
  - a. tall
  - b. dark
  - c. dark and had a fierce look
  - d. all the above
3. The lottery plan was devised by Portia's father because\_\_\_\_\_.
  - a. Portia asked him to do so
  - b. Portia's mother wanted that
  - c. he wanted to help Portia choose the right husband
  - d. he was fond of games
4. Portia's picture was in \_\_\_\_\_.
  - a. the silver casket
  - b. the gold casket.
  - c. the lead casket.
  - d. one of the three caskets.
5. The Prince of Morocco\_\_\_\_\_.
  - a. didn't agree to take his chance
  - b. agreed to take his chance without promising anything
  - c. agreed to take his chance after making the necessary promise
  - d. refused to base his marriage on a lottery

Composition

2. 17 Re-arrange these sentences according to the correct order in the story. Add and change any word you may think necessary to improve the passage.  
Divide your composition into paragraphs and choose a suitable title.

1. Bassanio needed money in order to compete with the other rich suitors.
2. Portia felt relieved when most of the suitors refused to base their marriage on a lottery.

3. Portia was so beautiful that many rich well-known men wanted to marry her.
4. Bassanio was the only suitor who represented the man of her dreams.
5. Her father had devised a lottery plan to help her choose the right husband.
6. Antonio and Bassanio decided to go to Shylock to borrow the money.
7. Bassanio was in need for 3000 ducats .
8. Shylock was ready to lend Antonio the three thousand ducats without interest.
9. Antonio agreed to Shylock's condition.
10. Shylock said he would bring the money and prepare the bond.
11. Shylock's forfeit would be a pound of flesh to be cut from Antonio's body.



# UNIT THREE

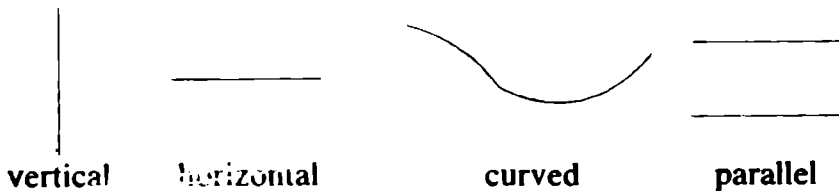
## 3.1 Reading Comprehension

### Geometry

Geometry may be defined as the science that deals with the shapes and sizes of different things. Elementary (simple) geometry is divided into two parts, plane and solid geometry. Plane geometry deals with plane figures (surfaces). It is really geometry of two dimensions because it deals with figures like triangles, squares and circles which have length and width but no thickness. Solid geometry, on the other hand, is the geometry of three dimensions because it deals with shapes like cubes, cylinders and pyramids which have length, width and height or depth. The following are some geometrical figures with their definitions :

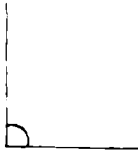
#### Lines

A line is a one-dimensional figure, having length only. Below are some types of lines.

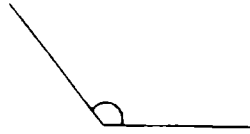


#### Angles

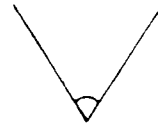
An angle is the space between two meeting lines. It is measured in degrees, usually written  $^{\circ}$ . A right angle is  $90^{\circ}$ . An angle greater than a right angle is an obtuse angle. An angle less than  $90^{\circ}$  is an acute angle.



right



obtuse



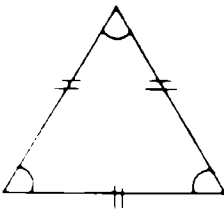
acute

### Plane Figures (Surfaces)

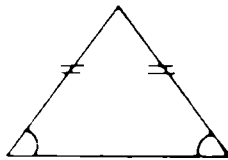
**A surface is a two-dimensional figure, having length and width without thickness. The following are some plane figures.**

#### a. Triangles

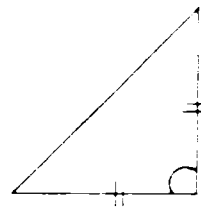
**A triangle is a three-sided figure. There are four types of triangles:**



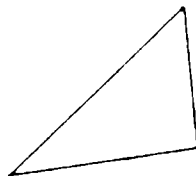
**equilateral  
(3 equal sides)**



**isosceles  
(2 equal sides)**



**right angled  
isosceles**

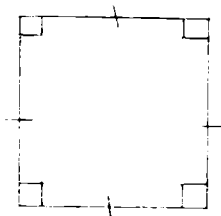


**scalene (all sides different)**

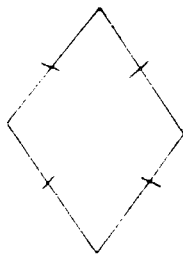
#### b. Quadrilaterals

**A quadrilateral is a four-sided figure. The following figures are quadrilaterals:**

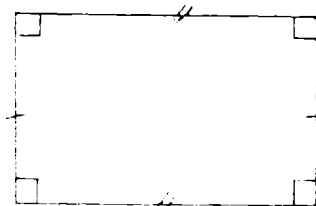




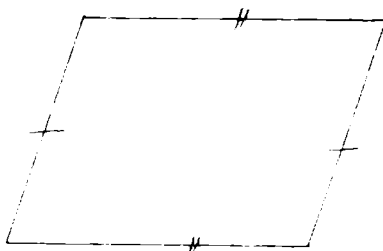
**square**  
(4 equal sides)  
(4 right angles)



**rhombus**  
(4 equal sides)  
(angles are not 90° each)



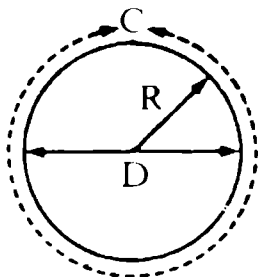
**rectangle**  
(opposite sides are  
equal and parallel)  
(4 right angles)



**parallelogram**  
(opposite sides are equal and parallel)  
(angles are not 90° each)

### c. Circles

A circle is a space enclosed by a curved line every point on which is the same distance from the centre.



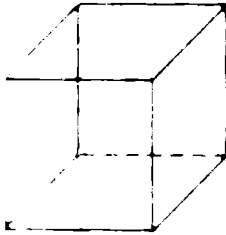


The circumference (c) of a circle is the length of the line forming it. The radius (r) is the distance from the centre to the circumference. The diameter (d) is a straight line drawn from side to side through the centre of a circle.

The ratio of the circumference to the diameter, which is denoted by  $\pi$  (pi), is  $\frac{22}{7}$ .

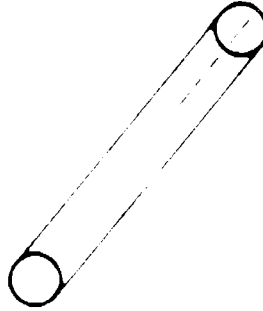
Solid Figures

A solid is a three-dimensional figure, having length, width and height. The following are some solid figures

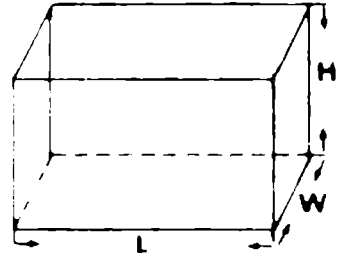


cube

(six equal square faces)



cylinder



rectangular solid

vocabulary

geometry /dʒiɒmɪtri/

defined /di'faɪnd/

shapes /ʃeɪps/

sizes /'saɪzɪz/

plane /pleɪn/

solid /'sɒlɪd/

figures /'fɪɡəz/

surfaces /'sɜ:fɪsɪz/

dimensions /daɪ'menʃnz/

length /leŋθ/

width /wɪð/

thickness /'eɪkni:s/

on the other hand /ɒn ði' ðɔ:ðə' hand/

cube /kju:b/

cylinder /'sɪlɪndə/

pyramid /'pɪrəmid/

علم الهندسة

عرّف

اشكال

حجوم

مستوية

مجسمة

اشكال

سطوح

ابعاد

طول

عرض

سمك

من ناحية أخرى

مكعب

اسطوانة

هرم

height /hait/	ارتفاع
geometrical /dʒiəʊmetrikl/	هندسية
one-dimensional /'wʌn daɪmənʃnəl/	ذو بعد واحد
curved /kə:vɪd/	منحني
parallel /'parələl/	متوازي
angles /'æŋɡlz/	زوايا
right angle /'raɪt 'æŋɡl/	زاوية قائمة
obtuse /əb'tju:s/	منفرجة
acute /ə'kju:t/	حادة
equilateral /'i:kwi'latrəl/	متساو الاضلاع
isosceles /aɪsə'sili:z/	متساو الساقين
right-angled /'raɪtæŋɡld/	قائم الزاوية
scalene /'skeili:n/	مختلف الاضلاع
quadrilaterals /kwɒdrɪ'latərəlz/	الاشكال الرباعية
rhombus /'rɒmbəs/	معين
rectangle /'rektæŋɡl/	مستطيل (شكل هندسي)
parallelogram /pərə'leləʊɡræm/	متوازي الاضلاع
diameter /daɪ'æmɪtə/	قطر الدائرة
radius /'reɪdʒəs/	نصف القطر
circumference /sə'kʌmfərəns/	محيط الدائرة
ratio /'reɪʃiəʊ/	نسبة
denoted /di'nəʊtɪd/	يرمز لها
pi /paɪ/	النسبة الثابتة
rectangular solid /rek'tæŋɡjʊlə'sɒlɪd/	متوازي مستطيلات

### Comprehension Questions

3.2 Complete each of the sentences in list "A" with an appropriate option from list "B".

#### List A

1. A line has length, yet it has \_\_\_\_\_
2. The three angles of any equilateral are \_\_\_\_\_
3. Although the four sides of a rhombus are \_\_\_\_\_
4. The diameter of any circle is \_\_\_\_\_
5. A solid has \_\_\_\_\_
6. A rectangular solid is \_\_\_\_\_
7. The four sides of a parallelogram are \_\_\_\_\_
8. A circle that is 44 inches in circumference must have \_\_\_\_\_

List B

- a. three dimensions, whereas a surface has only two.
- b. not equal in length.
- c. a solid figure with six faces, in which every two opposite faces are the same in shape and measurements.
- d. always acute.
- e. a radius that is 7 inches in length.
- f. twice as long as its radius.
- g. neither width nor thickness.
- h. equal, its angles are not.
- i. right angles.
- j. a radius that is 14 inches in length.

**3.3 Choose the most appropriate alternative according to the reading passage:**

1. \_\_\_\_\_ geometry deals with figures like circles and quadrilaterals.
  - a. Solid
  - b. Plane
  - c. Elementary
  - d. None of the above alternatives
2. An acute angle is \_\_\_\_\_.
  - a. more than  $90^\circ$
  - b. less than  $90^\circ$
  - c.  $90^\circ$
  - d.  $180^\circ$
3. There are \_\_\_\_\_ types of triangles.
  - a. two
  - b. three
  - c. five
  - d. four
4. A scalene has \_\_\_\_\_.
  - a. two equal sides
  - b. three equal sides
  - c. three different sides
  - d. none of these alternatives
5. The \_\_\_\_\_ of a circle is the length of the line forming it.
  - a. radius
  - b. diameter
  - c. circumference
  - d. size

**3.4 Vocabulary study**

Fill in the blanks with words taken from the reading passage.

1. A line is a one-dimensional figure having \_\_\_\_\_ only.
2. \_\_\_\_\_ is the space between two meeting lines.
3. \_\_\_\_\_ angle is  $90^\circ$ .
4. All four-sided figures are called \_\_\_\_\_.
5. \_\_\_\_\_ is a straight line drawn from side to side through the centre of a circle.



3.5 From the reading passage try to find words or phrases that have the same meaning as the ones in italics in these sentences.

1. I cannot *explain the meaning* of this word.
2. You must read this book. It is *about* Kurdistan.
3. What are the *measurements* of this room?
4. What is the *distance from the centre to the circumference* of this circle?
5. A square *has four sides*.
6. A solid *has three dimensions*.
7. There are four *kinds* of triangles.



### 3.6 Dialogue

- Andy: Let's eat out tonight.  
Peter: Yes, let's. Why not?  
Andy: (Speaking to a man) Excuse me.  
Man: Yes?  
Andy: Do you know a cheap restaurant near here?  
Man: Yes, Arthur's.  
Andy: Arthur's? Where's that?  
Man: Well, it's just round the corner.  
Andy: Do they serve snacks?  
Man: No, but it's very cheap compared to other restaurants.  
Andy: Thanks. Peter, let's go to Arthur's.

---

While John and his friend Peter are walking along Bond Street in London they run into Hisham Ali, an Iraqi friend of John's. Hisham has just come back from Iraq.

- John : Hello Hisham . When did you come back ?  
Hisham : Yesterday .  
John : Peter, I'd like you to meet my Iraqi friend Hisham

- Hisham, this is Peter .
- Hisham : Hello Peter . Glad to meet you .
- John : What are you doing tomorrow evening .
- Hisham ?
- Hisham : Nothing particular .
- John : I'm holding an informal dinner party . Would you like to come ?
- Hisham : Thank you very much . I'd love to . Shall I bring anything ?
- John : Only the usual orange juice for you . See you tomorrow evening then .
- Hisham : All right .  
(At the party, the next evening) .
- John : (to Hisham)  
Have another sandwich
- Hisham : No, thank you . I've had enough .
- John : Would you like some more coffee then ?
- Hisham : Yes, please .

why not /wai 'not/

serve /sə:v/

snacks /snaks/

compared to / kəmpeəd tu/

particular / pə'tikjulə/

لم لا

يقدم

وجبات طعام خفيفة

إذا ماتورن

هام ، جدير بالذكر

### 3.7 Pronunciation Notes

#### 1. Words with /e/

let's / lets /

yes /jes/

well /wel/

else /els/

separate /'seprɪt/

hotel /hou'tel/

guest /gest/

next /nekst/

2. Words with /au/

out /aut/  
round /raund/  
shout /ʃaut/

now /nau/  
how /hau/  
loud /laud/

3. Words with /eə/

where's /weəz/  
compared /kəm'peəd/  
hair /heə/

care /keə/  
rare /reə/  
chair /tʃeə/

4. Words with /oi/

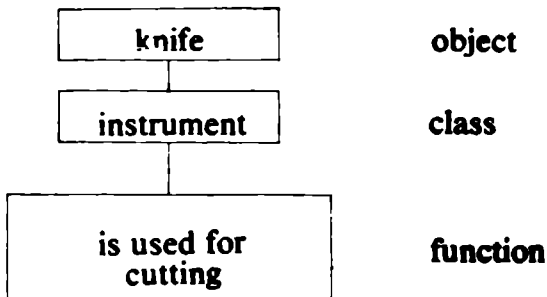
noisy /'noizi/  
boy /boi/  
point /point/

enjoy /in'dʒoi/  
toy /toi/  
oil /oil/

## Practice Exercises

### I. Definitions

#### 3.8



**A knife is an instrument which is used for cutting.**

**A knife is an instrument used for cutting.**

**In the same way define the following:**

**a ruler/instrument/is used for drawing lines**

**a screwdriver/tool/is used for tightening screws**

---

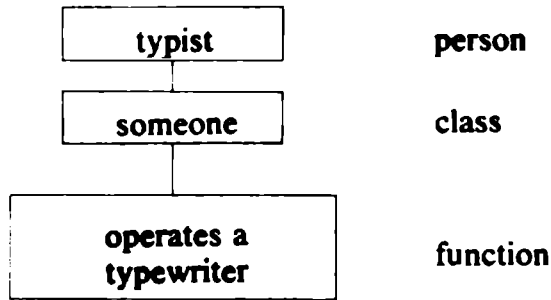
instrument /'ɪnstrəmənt/ أداة

class /kla:s/

صنف

function /'fʌŋkʃən/ وظيفة

### 3.9



**A typist is someone (a person) who operates a typewriter.  
In the same way define:  
a teacher, a manager (of an office), an actress, a nurse.**

---

operates/opəreɪts/

يُحَسِّسُ

- 3.10 Zoology may be defined as the science that studies (deals with) animals.  
Now define the following:  
botany/plants  
chemistry/the composition of substances  
economics/the production, distribution and consumption of goods or services.  
geometry/science/deals with shapes, figures

---

zoology/zou'olədʒi/

علم الحيوان

consumption/kən'sʌmpʃən/

استهلاك

- 3.11 The science that studies animals is known as zoology.  
The machine which is used for typing is called a typewriter.  
Use these two forms to define:  
instrument/measuring temperature/thermometer  
branch of knowledge/deals with past events/history  
person/works at the reception/receptionist  
establishment/offers education /school
- 3.12 A library is a place (a building) where books are kept, read or borrowed.  
Now define:  
a hospital, a school, a garage, a post office.

---

establishment/'ɪʃtə bliʃmənt/ مؤسسة



### 3.13 Expand the following into full definitions:

1. a line/one-dimensional figure/has length only
2. latent heat/heat/taken or given out without change of temperature
3. **biology/science/deals with living matter in all its forms or phenomena**
4. a librarian/person/in charge of a library

**expand** /iks'pænd/

**biology** /bai'olədʒi/

**phenomena** /fīnɒmīnə/

**definition** /defɪnɪʃən/

**latent** /'leɪtənt/

**living matter** /'lɪvɪŋ 'mætə/

**in charge of** /ɪn'tʃɑ:dʒ əv/

يوسع  
علم الاحياء  
ظواهر  
تعريف  
كامن  
مادة حية  
مسؤول عن

## II Suggestions

A. Suggestions - and agreeing to them

3.14 1. - I suggest we take the night train.

- Oh, all right.

2. - I should like to suggest holding another meeting tomorrow.

- I agree.

3. - My suggestion is that we should hold a meeting tomorrow.

- Good idea.

Your friend is seeking your advice. Use the forms above to make suitable suggestions.

Your friend will agree to them.

1. Where shall I go on my holiday?
2. How can I get in touch with Mr. Hadi?
3. How can I avoid being late for class?
4. How shall we spend tomorrow afternoon?
5. What shall I do with this unwanted present?

**unwanted** /ʌn'wɒntɪd/

**get in touch with** /'get ɪn 'tʌtʃ wɪð/

غير مرغوب فيها  
يتصل به



### 3.15

1. - What shall I do this evening?  
- Why don't you watch T.V.? There's a good programme on.  
- That's a good idea.
2. - What shall I do this evening?  
- You might (could) write your report.  
- That's a very good idea.
3. - What shall I do this evening?  
- I think you'd better catch up with your reading.  
- Yes, I suppose I'd better.
4. - What shall we do this evening?  
- Let's go to the theatre.  
- Yes, let's.

Your friend is seeking your advice. He's asking you some questions. Use the forms above to make suitable suggestions.

1. What shall I do at the week-end?
2. What books shall I get out of the library?
3. How shall we spend tomorrow afternoon?
4. What shall I do for the Student Day activities?
5. How shall we help him?

---

catch up with / katʃʌ p wið/

تعوض عن ما فات

### 3.16

1. - I've got no money on me.  
- Shall I lend you some?  
- Thank you very much.
2. - My feet are killing me.  
- Shall we have a rest?  
- That's a good idea.
3. - The bus hasn't come yet.  
- Shall we wait a little longer?  
- We shall have to.

Your friend is making the following comments. Make suitable suggestions. Your friend will agree to them.

1. The room's cold.
2. There's something wrong with the car.
3. I don't want to watch TV tonight.
4. The Youth Centre is a long way from here.



on me/on mi:/  
killing me/kilin mi:/  
comments/'komentz/

عندي  
تؤلمني  
ملاحظات

### B. Disagreeing to suggestions

3.17

1. - I suggest we walk to the Youth Centre.  
- But couldn't we go by bus?
2. - What about a game of tennis?  
- Well, it's rather hot at the moment, don't you think?
3. - You'd better hurry up.  
- We've still got a lot of time.
4. - Why don't you read this story?

-Well, to be quite honest, I'm not very much interested in (keen on) this type of story.

Make suggestions that your friend will disagree to. Use as wide a selection of forms as you can.

1. you want to go home
2. your friend should attend the party
3. you and your friend go to the Youth Centre
4. you postpone the meeting

keen on/'ki:n 'on/

محب لـ

- 3.18 Make suggestions about the type of activities you would like to have in order to celebrate Student Day. Use the following forms to express your suggestions: *suggest, should like to suggest, My suggestion is, Why don't we, I think we'd better, Let's, Shall we.*

### 3.19 Literary Reader

Complete the following. Write the sentences in your exercise book.

1. Old Gobbo was Launcelot's \_\_\_\_\_
2. Launcelot had made up his mind to \_\_\_\_\_
3. At first, Bassanio did not want to take Gratiano to Belmont so that \_\_\_\_\_
4. Although Jessica was madly in love with Lorenzo, \_\_\_\_\_

5. Launcelot helped Jessica by \_\_\_\_\_.
6. Jessica's final decision was \_\_\_\_\_.
7. Bassanio intended to go to Belmont to \_\_\_\_\_.
8. Gratiano promised Bassanio to \_\_\_\_\_.

3.20 Choose the most appropriate alternative:

1. Shylock would never agree to the marriage of his daughter to Lorenzo because he was\_\_\_\_\_.
  - a. Bassanio's friend
  - b. a poor Jew
  - c. a poor Christian
  - d. none of the above alternatives.
2. When Launcelot came back to his master's house, the first person he met was\_\_\_\_\_.
  - a. Shylock
  - b. Lorenzo
  - c. Jessica
  - d. Bassanio
3. When Jessica heard that Launcelot was going to join Bassanio she \_\_\_\_\_.
  - a. asked him not to do so
  - b. became sad
  - c. told her father
  - d. became happy
4. It was\_\_\_\_\_ himself who told Jessica about the party.
  - a. Bassanio
  - b. Shylock
  - c. Lorenzo
  - d. Launcelot
5. Jessica asked Launcelot to give the letter to Lorenzo\_\_\_\_\_.
  - a. the following day
  - b. before the party
  - c. at the party
  - d. that afternoon

### Composition

3.21 (A) Oral Composition :

**Discuss with your pupils "Geometrical Shapes in Life" .**



## B. Written Composition

Write a short composition on “Geometry”. The following questions will help you .

What is geometry? What are the two divisions of elementary geometry? Which of them is the geometry of three dimensions ?

Are triangles of two or three dimensions ?

What about cylinders ? What are all four-sided figures called ?

How are the opposite sides of a parallelogram and how are its angles ? Are cubes solid or plane figures ? Why ?



### CHECK POINT 1

3.22 Respond to the following :

1. Your friend has just wished you a nice flight. How would you respond to him / her ?
2. Use “shall” to offer to carry one of your friend’s suitcases for him/her ?  
How would he accept your offer ?
3. He is taking a taxi. (miss the 9 o’clock train) [ Express Purpose by using so as
4. Your friend suggests taking a taxi. Disagree to his suggestion .

5. You are the dean of a college. Introduce your assistant Hussein Al-Basri to the visiting professor John Grant .
6. Classify oil Use the prompts animal, vegetable, mineral .
7. You are arranging a trip to the historical city of Babylon . Invite your friend to join you, How would he accept ?
8. Use “such” to start a conversation about a new dress .
9. How would you greet a friend in the morning, in the afternoon, and in the evening ?
10. It is 10 a.m. You meet your boss in the corridor. How would you greet him ?
11. You are with your British friend Tom Gray at the Youth Centre. You meet your friend Husni Mahmoud there. How would you introduce them to each other ?
12. You have been watching a late-night show on TV with some friends. And now you want to retire to bed. What would you say to them ?
13. Classify the following into three groups, Transport, Telecommunication and Dairy Products .  
television; butter, lorry, space ship, cheese, train, telephone, carriage, cream, telegraph, satellite, bicycle, milk, radio .
14. Define each of the following using the given prompts ,
  - a. actress / act in a film or play
  - b. shoe-maker / repair shoes .
  - c. pencil / write on paper
  - d. astronomy / sun, moon, stars and planets .
  - e. waiter / attend upon people in a restaurant .
  - f. zoo / animals are on display for the public .
  - g. shop-keeper / in charge of a shop .
15. He bought wood and some tools. He wanted to make a kitchen table. (Express purpose twice. Use in order to first, and in order that second.)
16. You are at the airport to see somebody off . What would you say to him ?
17. How would you respond to a friend who has just said, “See you tomorrow” ?



18. Use "have" to offer your guest another piece of chicken. State what he would say to refuse your offer .
19. Shylock was waiting for a chance. (revenge himself upon Antonio) [Express purpose twice ; by using "to" and "so that".]
20. At the end of a working day you go down in the lift with your boss . What would you say to him when you part at the main door of the office ?
21. Ask someone the time .
22. Antonio suggested that Bassanio should borrow some money and mention his name as security. Re-write Antonio's suggestion to Bassanio using "might".
23. Invite your friend to a game of chess . How would he refuse ?
24. Make the following classifications:  
cookers (paraffin, gas, electric) .  
electric cookers (ordinary, micro-wave)
25. You and your friend go to the National Theatre to see a play . You find that it is fully-booked . You suggest going somewhere else . Use "let" to express your suggestion . How would your friend agree ?

# UNIT FOUR

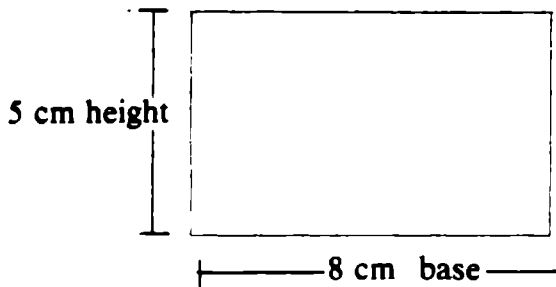
## 4.1 Reading Comprehension

### Area and Volume

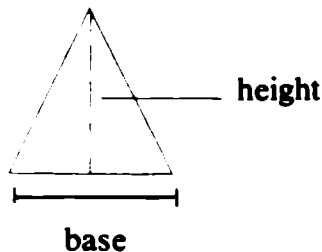
#### *Area*

Area is the measure of a surface. The symbol is  $A$  and the unit is the square metre, centimetre, etc .

The area of the rectangle is found by multiplying the base by the height. That is, if the base is 8 centimetres long and the height is 5 centimetres, the area is  $8 \times 5 = 40 \text{ cm}^2$  (square centimetres)



The area of a triangle is found by multiplying the base length by the vertical height divided by two.



#### *Problem*

What is the area of a triangle having a base of 5 cm and a height of 4 cm?

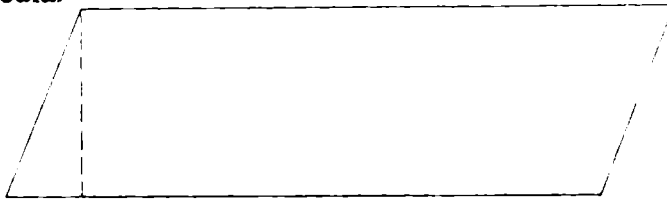


*Solution*

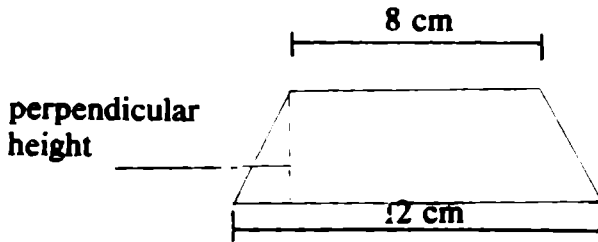
$$\frac{4 \times 5}{2} = 10 \text{ cm}^2$$

The area of a parallelogram is the product obtained by multiplying one of the parallel sides by the perpendicular distance between them, which is the same as the product of the base multiplied by the height .

perpendicular  
distance  
(height)



The area of a trapezium is found by multiplying the average length of the two parallel sides by the perpendicular distance between them. If one of the parallel sides is 8 cm long and the other is 12 cm, the average is  $(8 + 12) \div 2 = 10$  cm. If the distance between those sides is 7 cm the area is  $10 \times 7 = 70 \text{ cm}^2$



$8 + 12 = 20$  cm the length of the two parallel sides

$20 \div 2 = 10$  cm the average length of the two parallel sides

$$A = 10 \times 7 = 70 \text{ cm}^2$$

The area of a circle is  $\pi$  multiplied by the square of the radius.

*Problem*

Find out the area of a circle having a diameter of 14 cm.

*Solution*

$$\text{radius} = \frac{\text{diameter}}{2} \text{ or } r = \frac{d}{2}$$

$$r = \frac{14}{2} = 7 \text{ cm}$$



$$\text{Area} = \pi \times \text{radius}^2 \text{ or } A = \pi \times r^2$$

$$A = \frac{22}{7} \times 7^2$$

$$A = 154 \text{ cm}^2$$

### Volume

Volume is the space taken up by an object. The symbol is  $V$  and the unit used to measure volume is the cubic centimetre, metre, etc.

The volume of a cube or a rectangular solid is found by multiplying the length by the width and the height .

#### Problem

What is the volume of a room 5 m long, 4 m wide and 3 m high?

#### Solution

$$V = l \times w \times h$$

$$V = 5 \times 4 \times 3 = 60 \text{ m}^3 \text{ (cubic metres)}$$

The volume of a cylinder is  $\pi r^2 h$ , where  $r$  is the radius of the base, and  $h$  is the vertical height.

#### Problem

What is the volume of a cylinder where the diameter is 14 cm and the vertical height is 20 cm ?

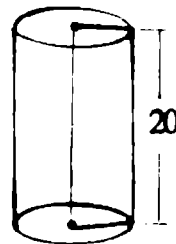
#### Solution

$$r = \frac{14}{2} = 7 \text{ cm}$$

$$v = \pi r^2 h$$

$$v = \frac{22}{7} \times 7^2 \times 20$$

$$v = 3080 \text{ cm}^3$$



#### Vocabulary

area / eəriə /

volume / 'voljəm /

measure / 'meɜ̃zə /

symbol / 'sɪmbəl /

مساحة

حجم

قياس

رمز

**multiplying** /'mʌltiplaiɪŋ/

**base** /beɪs/

**vertical height** /'vɜ:tɪkl 'haɪt/

**problem** /'prɒbləm/

**solution** /sə'lju:ʃn/

**product** /'prɒdʌkt/

**perpendicular distance** /pə:pən'dɪkjələ 'dɪstəns/

**trapezium** /trəpi:ziəm/

**average** /'ævərɪdʒ/

**taken up** /'teɪkn 'ʌp/

**cubic** /'kju:bɪk/

ضرب

قاعدة

الارتفاع الشاقولي

مسألة

حل ، جواب

ناجح ، حاصل

مسافة عمودية

شبه المنحرف

معدل ، متوسط

يحتل

مكعبة

### Comprehension Questions

**4.2 Re-write the following statements correctly, without negating them.**

1. The area of a surface is measured in cubic units of length.
2. To measure the area of a triangle, we need to know the total length of its three sides.
3. Only two of the four sides of a rectangle are parallel.
4. The height of a parallelogram is equal to the length of one of its four sides .
5. To measure the volume of a cylinder, we need to know its height and the length of both the diameter and the radius of its base.

**4.3 Choose the most appropriate alternative according to the reading passage.**

1. The area of a \_\_\_\_\_ is found by multiplying the average length of the two parallel sides by the perpendicular distance between them.
  - a. triangle
  - b. trapezium
  - c. rectangle
  - d. parallelogram
2. The parallel sides of a parallelogram are \_\_\_\_\_.
  - a. equal in length
  - b. different in length
  - c. sometimes equal in length
  - d. none of these alternatives
3. The volume of a room is found by multiplying the \_\_\_\_\_.
  - a. base by the height
  - b. base length by the vertical height
  - c. length by width
  - d. length by width and height
4. Volume is the space taken up by \_\_\_\_\_.
  - a. a square
  - b. an object
  - c. a triangle
  - d. a rectangle

5. The word "vertical" means \_\_\_\_\_ .
- at a right angle to another line
  - horizontal
  - having a base
  - having a diameter

### Vocabulary Study

4.4 Fill in the blanks with words or phrases taken from the reading passage.

- The \_\_\_\_\_ of a floor is the length \_\_\_\_\_ by the \_\_\_\_\_ .
- BC is the \_\_\_\_\_ of the \_\_\_\_\_ ABC.
- The \_\_\_\_\_ of 10 and 2 is 6.
- The \_\_\_\_\_ between Baghdad and Hilla is about 90 kilometres.
- The area of a circle is \_\_\_\_\_ by multiplying  $\pi$  by the \_\_\_\_\_ of the \_\_\_\_\_ .

### Spelling

#### 4.5 Doubling the Final Consonant

- Words of one syllable ending in one consonant letter preceded by one vowel letter, double the last letter when adding a suffix beginning with a vowel letter.

stop	stopped	stopping	
beg	begged	begging	beggar
fit	fitted	fitting	fitter
win		winning	winner

- Words of more than one syllable ending in one consonant preceded by one vowel, double the last letter when adding a suffix that begins with a vowel, if the word is stressed on the last syllable.

begin	beginning
permit	permitted
forbid	forbidden
regret	regrettable



3. Words of more than one syllable ending in *l* double the *l* before a suffix beginning with a vowel even if the stress is not on the last syllable.

quarrel	quarrelled
jewel	jeweller
marvel	marvellous

- 4.6 If the letter before y is a consonant, change the y to an i when adding a suffix except when the suffix is *ing*. If the letter before the y is a vowel, keep the y when adding a suffix

Examples:

	<u>changed into i</u>		<u>not changed</u>
happy	happiness	play	played
tidy	tidier	enjoy	enjoys
cry	cried	joy	joyful

Some adjectives are formed by adding (-ful)

e.g. use + ful → useful  
 mercy + ful → merciful

Practice Exercises

### I. Similarities and Differences

#### 4.7 Similarities

These two cameras have a lot in common.

Your camera is like mine.

My camera is exactly the same as yours in design.

It's the same shape as yours.

It's similar to your camera in size.

The lens in my camera is the same type and size as the lens in yours.

We have the same sort of shutter release button.

Both have leather cases. They are of the same colour.

My camera, like yours, takes a 35 mm film.

My camera is as big as yours. They are similar in size.

Use the expressions above to talk about the following articles that you and your friend have:

cassette-recorder (size, colour, loudspeaker)

watch (size, colour, chain made of stainless steel, accurate, expensive)

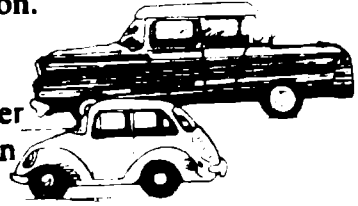
---

have a lot in common /havə lɒt in kɒmən/

فيها صفات مشتركة

## 4.8 Differences

These two cars haven't got much in common.  
There are tremendous (several, certain) differences between the two.  
We can easily distinguish one from the other.  
The first car differs from the other in design.  
It is different from the other in shape.



The black car, unlike the other one, has six cylinders.  
The black car, as compared with the other one, is very expensive.

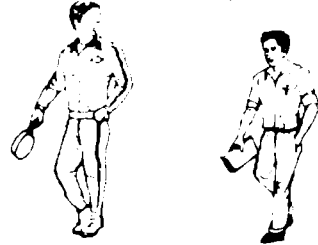
Use the forms above to talk about the following:  
TV sets (design, shape, screen, aerial, shape and number of knobs, colour/black and white, bodywork: wood/plastic)  
ships (design, uses, means of propelling: fuel/sail, size, speed, comfortable).

---

tremendous /tri'mendəs/	هائلة	screen /skri:n/	شاشة
make /'meik/	نوع الصناعة	aerial /'æəriəl/	هوائي

## 4.9 Differences

Ali and Jalal are secondary schoolboys.  
They have very little in common.  
Ali is taller than Jalal . Jalal is shorter than Ali.  
Ali is better at sports than Jalal, but Jalal is better at physics and mathematics.  
Ali has more friends than Jalal. Jalal has fewer friends.  
Ali has a better sense of humour than Jalal. Jalal looks more serious.  
Ali usually does everything more quickly. But Jalal usually takes more time and does things more carefully.  
Now make a comparison between yourself and your friend showing all the differences in:  
age, name, number of brothers, subjects you like, height, sports you like to practise, etc.



---

sense of humour /'sens əv 'hju:mə/

روح الفكاهة

## II. Stating Preferences

4.10 1. - What colours do you like?

- I like purple and blue .

- Do you ? So do I. (agreeing to another's preference.)

2. - What colour do you like best?

- I like purple.

- Do you ? I don't. I like green. (disagreeing to another's preference)

3. - What's your favourite colour?

- My favourite colour is blue. (or yellow)

- Is it? So is mine. (agreeing...)

or

- Is it? Mine is not. My favourite colour is green.  
(disagreeing...)

Now ask your friends about their favourite: TV programme, song, film, soft drink, book, football team.

4.11

I like watching football on TV.

But I hate watching tennis.

Now use this form to talk about your (or your friends') preferences in:

clothes (skirt, T-shirt, jeans, suit, tie)

social activities (cinema, theatre, restaurant, concerts, parties)

sports (football, tennis, volleyball, swimming, fishing)

domestic affairs (cooking, washing dishes, sewing, making your own clothes, washing clothes, sweeping, ironing)

---

preferences /'preferənsiz/

domestic /dəmestik/

الأشياء المفضلة

بيتيّة

4.12 a. - What do you think of girls who wear wigs?

- I don't like girls who wear wigs.

b. - What do you think of boys who don't shave?



- I can't stand boys who don't shave.
- c. - What do you think of men who drive sports cars?
- I don't mind men who drive sports cars.

Discuss people's preferences concerning those who

1. read while they have their meals
2. telephone late at night
3. always show off
4. wear eau-de-cologne
5. talk in a very loud voice in the bus
6. smoke a lot

---

show off /'ʃou 'ɒf/ يتباهون wear /weə/ يتمتعون

wig /wig/ شعر مستعار (باروكة)

eau-de-cologne  
/ 'ou dəke 'lou/ ماء الكولونيا

- 4.13 a. As far as I'm concerned, the best book to read is this one.  
b. I'd prefer to stay at home because I've got a lot of work to do.  
Use the forms *As far as I'm concerned, I'd prefer to decide*:
1. what you would like to do in the evenings.
  2. which place in Iraq would be best to spend a holiday in : work in; visit for a day; go for a picnic.

---

as far as I'm concerned /əz 'fa:r əz aim kən'sə:nd/ بالنسبة لي

- 4.14 Samir and Firas have very little in common.  
Samir prefers swimming to football but Firas would rather play football.  
Now use the same form to explain Samir's and Firas's other preferences. Use the prompts below:
- classical music/pop music
  - theatre/television
  - orange juice/coffee
  - tennis/football
  - air travel/sea travel

---

classical /'klasikəl/  
pop music /'pop mju:zik/

كلاسيكي  
موسيقى صاخبة

## Literary Reader

4.15 Choose the most appropriate alternative:

1. Launcelot gave the letter to Lorenzo\_\_\_\_\_.
  - a. as he was walking home alone
  - b. as he was helping Bassanio
  - c. as he was dressing for the party
  - d. none of the above alternatives
2. *His eyes danced over the lines* means that he read
  - a. the letter quickly.
  - b. some of the words only.
  - c. some of the lines.
  - d. the letter carefully.
3. Lorenzo took Launcelot aside because he wanted to\_\_\_\_\_.
  - a. give him some money
  - b. talk about his old master
  - c. talk about Jessica
  - d. give him some money and ask him to give Jessica a message
4. When Lorenzo told Gratiano about the letter, Gratiano\_\_\_\_\_.
  - a. was astonished
  - b. kept silent
  - c. smiled
  - d. praised Jessica
5. Jessica would take\_\_\_\_\_with her.
  - a. some money
  - b. some jewels
  - c. a servant
  - d. some money and jewels

4.16 Complete the following. Write the sentences in your exercise book.

1. As soon as Lorenzo read Jessica's letter, he promised to\_\_\_\_\_.
2. Shylock was invited to\_\_\_\_\_.
3. Jessica loved Lorenzo so much that she was ready to\_\_\_\_\_.



4. Lorenzo disclosed his love-affair to \_\_\_\_\_.
5. Launcelot preferred Bassanio to Shylock in spite of \_\_\_\_\_.
6. **Shylock** would not agree to marry his daughter to \_\_\_\_\_ because \_\_\_\_\_.
7. Shylock ordered his daughter to \_\_\_\_\_.
8. On leaving her father's house. Jessica took\_\_\_\_\_.

### Composition

4.17 Re-write the following paragraphs filling in the blanks with the appropriate words:

Lorenzo and Gratiano left Bassanio's \_\_\_\_\_ after they had made all the necessary \_\_\_\_\_ for the \_\_\_\_\_. Launcelot met them \_\_\_\_\_ they were going\_\_\_\_\_ to \_\_\_\_\_ up for the party. Launcelot gave Lorenzo \_\_\_\_\_ letter. He \_\_\_\_\_ it and read it in a great\_\_\_\_\_.

Then he gave Launcelot some \_\_\_\_\_ and told him to \_\_\_\_\_ Jessica that she could always \_\_\_\_\_ upon him.

When Launcelot left, Lorenzo \_\_\_\_\_ Gratiano about Jessica's \_\_\_\_\_ to \_\_\_\_\_ her \_\_\_\_\_. He also \_\_\_\_\_ him that he \_\_\_\_\_ to her suggestion to \_\_\_\_\_ her father's house and \_\_\_\_\_.

Shylock was ready to go to Bassanio's Party. He told his daughter to \_\_\_\_\_ all the \_\_\_\_\_ and \_\_\_\_\_. He told her that he would come back home as \_\_\_\_\_ as dinner \_\_\_\_\_. Jessica had \_\_\_\_\_ made \_\_\_\_\_ her \_\_\_\_\_ to leave her father's house that same \_\_\_\_\_ and run away \_\_\_\_\_ Lorenzo.



# UNIT FIVE

## 5.1 Reading Comprehension

### History of Writing

Writing is an attempt at picturing speech sounds. It is the chief way by which we record our thoughts and feelings and pass them on to other people. Writing followed speech by many thousands of years. The earliest form of writing can be seen in cave paintings in which events were recorded through the use of pictures.

The earliest known system of writing was invented by the Sumerians in the south of Mesopotamia (Iraq) about 6000 years ago. This system, which was also used by the Babylonians, Assyrians and other ancient peoples, is called "cuneiform writing". The word "cuneiform" refers to the characters used by those peoples. At first, cuneiform characters represented objects. Thus a circle might represent the sun and an animal's picture represents the animal itself. In developed picture writing, pictures began to represent ideas behind the objects as well as the objects themselves. This type of picture writing is called "ideography". Thus a circle might represent the sun as well as heat, light or other things associated with the sun; while the eye with teardrops might refer to 'sadness' or 'crying'. Man began to express more complicated ideas through the same symbols.

Gradually the symbols used to represent ideas rather than objects began to be simplified and were replaced by short and straight strokes and by angles. These were made by a bone or a piece of metal or reed. The Sumerians used clay as a writing surface and they pressed the instrument onto it. This method was much faster than if they were to scratch the clay.

The ancient Egyptians used hieroglyphic writing. In this system of writing, phonetic symbols were introduced when an ideogram had begun to stand for more than one word and referred to different ideas. The phonetic symbols were still pictures and they represented only consonants. Thus hieroglyphic writing contained three elements: pictures, ideograms and phonetic symbols.

It is believed that alphabetic writing was invented at some point during the 18th or 17th century B.C. by the Phoenicians who inhabited the eastern Mediterranean region. The direction of writing, it is believed, was decided in early times by circumstances and practicality. Cuneiform script was written from left to right. Hieroglyphics could be written in any direction. Arabic is written from right to left, while Chinese is written from top to bottom.

The word "alphabet" is of Semitic origin. It is a combination of the first two Phoenician characters: "aleph" (an ox's head) and "beta" (house). The Phoenicians carried their alphabetic writing through trade to Europe where the Greek and later Roman characters developed.

At first all letters were produced in the same way. When printing was introduced, two kinds of script began to appear in most alphabets: print script (for printing) and cursive script (for handwriting). Even in Arabic the same thing is largely true.

#### Vocabulary

cave/keiv/	كهف
Mesopotamia/mesəpə <sup>1</sup> teimjə/	بلاد ما بين النهرين (العراق)
cuneiform/ <sup>1</sup> kju:nifo:m/	الخط المسماري
characters/ <sup>1</sup> karikteɪz/	رموز، حروف
represent/repri <sup>1</sup> zent/	تمثل
ideography/idi <sup>1</sup> ogreɪfi/	كتابة تمثل الافكار لا الاسوات ولا الاشياء
developed/di <sup>1</sup> veləpt/	متطورة
associated/ə s <sup>1</sup> ou <sup>1</sup> ʃieɪtɪd /	مقترة
teardrops/ <sup>1</sup> tiədrops/	قطرات الدمع
express (v.) / iks <sup>1</sup> pres/	تعبر
sadness/ <sup>1</sup> sadnis/	حزن
complicated/ <sup>1</sup> komplikeɪtɪd/	معقدة
gradually/ <sup>1</sup> gradʒuəli/	تدرجيا
replaced/ rɪpleɪst/	بدلت
stroke /stroʊk/	جرّة قلم
reed /ri:d/	قطعة قصب
clay /kleɪ/	طين
pressed /prest/	ضغطوا
scratch (v.) /skratʃ/	يخدش، يحفر
hieroglyphic /haiərou <sup>1</sup> glɪfɪk/	هيروغليفي
phonetic /fə <sup>1</sup> netɪk/	صوتي
ideogram / <sup>1</sup> idiougram/	حرف يمثل فكرة لا صوتا
alphabetic /alfə <sup>1</sup> betɪk/	أبجدي

Phoenicians /fɪniʃiənz/

Mediterranean region /medɪtə'reɪnjən 'ri:dʒən/

practicality /prakti'kaliti/

script /skript/

Semitic /sɪmɪtɪk/

ox /ɒks/

printing /'prɪntɪŋ/

print script /'prɪnt 'skript/

cursive script /'kɜ:sɪv 'skript/

الفينيقيون

منطقة البحر المتوسط

التطبيق العملي

خط

سامية

ثور

طباعة

الكتابة المطبعية

الخط المتصل (المزج)

### Comprehension Questions

5.2 Complete each of the sentences in list 'A' with an appropriate option from list 'B'.

#### List A

1. The earliest attempt to record \_\_\_\_\_
2. In ideographic writing, \_\_\_\_\_
3. Cuneiform writing was the earliest type of writing in which \_\_\_\_\_
4. The ancient Egyptians were the first to use a system of writing in which \_\_\_\_\_
5. The direction of writing used in \_\_\_\_\_
6. After the invention of printing \_\_\_\_\_
7. The Phoenicians invented \_\_\_\_\_

#### List B

- a. cuneiform script was the same as the direction used in Arabic script today.
- b. alphabetic writing and carried it from the eastern Mediterranean coast to Europe.
- c. written symbols represented speech sounds.
- d. pictures were used not to represent objects, but to represent certain ideas associated with them.
- e. characters were used instead of pictures.
- f. two kinds of script appeared, one for writing Greek and the other for writing Roman characters.
- g. human thoughts and feelings was made by using pictures.
- h. one writing system may be different from that used in another.
1. two types of script came to be used, one for printing and the other for handwriting.

5.3 Choose the most appropriate alternative according to the reading passage.

1. The chief means by which we record our thoughts and pass them on to others is\_\_\_\_\_.  
a. speaking      c. painting  
b. writing      d. neither speaking nor writing
2. The\_\_\_\_\_ invented the earliest known system of writing.  
a. Sumerians      c. Babylonians  
b. Assyrians      d. Egyptians
3. Hieroglyphic writing contained\_\_\_\_\_.  
a. pictures      c. phonetic symbols  
b. ideograms      d. pictures, ideograms and phonetic symbols
4. Who invented alphabetic writing?  
a. The Sumerians.      c. The British  
b. The Arabs.      d. None of the above.
5. Cuneiform script was written\_\_\_\_\_.  
a. from right to left      c. from left to right  
b. in any direction      d. from top to bottom

5.4 Vocabulary      10 marks

Fill in the blanks.

1. The earliest form of writing can be seen in\_\_\_\_\_.
2. The earliest system of writing is called\_\_\_\_\_.
3. Developed picture writing is called\_\_\_\_\_.
4. The Sumerians used\_\_\_\_\_ as a writing surface.
5. The ancient Egyptians used\_\_\_\_\_ writing.
6. The word "alphabet" is of\_\_\_\_\_ origin.

5.5 Write the number of the sentence and the letter of the word or phrase that has the same meaning as the word or phrase in italics:

1. Writing is an attempt at *picuring* speech sounds.  
a. drawing      c. making  
b. representing      d. inventing
2. Writing is the chief way by which we *record* our thoughts and feelings.  
a. say      c. invent  
b. paint      d. put in writing

3. The earliest form of writing can be seen in cave paintings in which *events* were recorded through the use of pictures.
  - a. happenings c. years
  - b. attempts d. objects
4. At first, cuneiform *characters* represented objects.
  - a. qualities c. abilities
  - b. signs d. personalities
5. *Thus* a circle might represent the sun and an animal's picture represents the animal itself.
  - a. In this way c. Although
  - b. For this reason d. Therefore
6. Man began to *express* more complicated ideas.
  - a. press c. show by words
  - b. invent d. repeat
7. An ideogram had begun to *stand for* more than one word.
  - a. represent c. associate
  - b. keep d. record
8. It is believed that alphabetic writing was invented at *some* point during the 18th or 17th century B.C.
  - a. several c. quite a few
  - b. not much d. an unknown
9. The word "alphabet" is of Semitic *origin*.
  - a. symbol c. source
  - b. system d. shape
10. Even in Arabic the same thing is *largely* true.
  - a. very big c. really
  - b. to a great extent d. firmly

### Dialogue

#### 5.6 (Outside the University Building)

(John and Mustafa meet outside the university building)

John : Going into town for lunch ?

Mustafa : Yes . I'm just waiting for Hisham .

John : Why don't we all go together ?



Mustafa : That's a good idea .  
 (They are joined by Hisham)

Mustafa : You both can give me some advice . I need to buy some gifts for friends and family back home in Iraq . What do you think I should get ?

Hisham : I suggest you buy a camera for your brother .

Mustafa : That's an idea .  
 (Later . They are outside a huge department store .)

Mustafa : Shall we go into this store ? They seem to have everything .

John : But couldn't we eat first ?

Mustafa : Oh . Good idea .  
 (Later at the store)

Hisham : Why don't you buy this dress for your little sister ?

Mustafa : But she has one similar to it in design . And she doesn't like red . She prefers green .

John : Does she ? So do I . There's a beautiful green dress . It's also different in design . I'm sure your sister will like it .

## 5.7 Pronunciation Notes

### 1. Words with /ai/

I /ai/	buy /bai/
mine /main/	kind /kaind/
like /laik/	tie /tai/

### 2. Words with /o/

what /wot/	<u>Words with /o:/</u>
long /lon/	awfully /'o:fli/
watch /wotʃ/	also /'o: lsou/
song /son/	all /o:l/
	sort /so:t/
	or /o:/

### 3. Words with /u/

good /gud/	<u>Words with /u:/</u>
would /wud/	true /tru:/
	soon /su:n/

look /luk/

should /ʃud/

4. Words with /ʌ/

much /mʌtʃ/

unhappy /ʌnhapi/

someone /'sʌmwʌn/

5. Word with /ə:/

nurse /nə:s/

work /wə:k/

person /'pə:sn/

word /wə:d/

moon /mu:n/

whose /hu:z/

among /əməŋ/

understand /ʌndə'stænd/

love /lʌv/

bird /bɜ:d/

learn /lɜ:n/

## 5.8 Practice Exercises

### I. Likelihood

Susan and Jack invited Tom to a party. Tom is late. He hasn't come yet. The guests are asking Jack about him.

- a. - Do you think Tom will come?  
- I don't know. He may come.
- b. - Do you think he will be late?  
- Well, I suppose he could be late.
- c. - Do you think he is still at the office?  
- Well, he might possibly be at the office.

Now give Jack's responses to the following questions that the guests are uttering. Use the forms presented above:

1. Do you think Tom is working overtime?
2. But why? Does he have a lot of work at the office?
3. Does he want to make some extra money?
4. Do you think he will come by taxi?
5. Do you think he is at the office?
6. Do you think he's forgotten all about the party?

---

likelihood /'laɪklihud/

make money /'meɪk 'mʌni/

احتمال

يحصل على نفود

### 5.9 a. - Dismal weather!

- Yes. I expect it'll rain.
- b. - Look at the clouds.  
- Yes. There's a chance it'll rain.



Now give responses to the following. Make use of the prompts in brackets:

1. Look at the clock. (be late)
2. He's taking regular treatment at the hospital. (health/improve)
3. He's applying for a job as an accountant. (get it)
4. Tom's working hard on the report. (finish it tonight)

---

dismal / dɪzməl/

كئيب

- 5.10 a. - Bob's late.  
- Well, he's probably still at the office.

b. - Bob's late.

Perhaps something stopped him on the way.

Now give similar responses to the following. Make use of the prompts in brackets:

1. The plane's late. (took off late)
2. There's no sign of Sally. (still in bed)
3. It's cloudy. (rain)
4. Where's mother? (chatting with her neighbour)
5. How did Peter meet Margaret? (at a party)
6. What's that man up to?(waiting for somebody)

---

What's he up to? / wɒts hi 'ʌp tu/

ماذا يريد

- 5.11 Use *may, suppose-could, might possibly, perhaps, there's a chance, expect, probably*, to talk about what you may do:
- a. tomorrow evening
  - b. during the next summer holiday

II. Certainty

- 5.12 a. -He works hard.  
- I'm sure (certain) he'll soon get promoted.
- b. - Look at the clouds.  
- There's no doubt it'll rain.
- c. - Do you think he'll get the job?



- There's no doubt about it.

He will certainly get it.

Give similar responses to the following:

1. Ali drives too fast. (Have an accident one day)
2. Do you think Jalal will take part in the discussion?
3. Are they going to spend the weekend on the farm?
4. There are huge cracks in the fence. (soon fall)
5. What's the matter with the car? (something wrong with the engine)
6. Do you think we'll be in time for the train?
7. He wants to cash the cheques. (go to the bank)

---

cracks /kraks/

حقوق

### Literary Reader

5.13

Match the beginnings in List A with the appropriate endings from List B. Write the correct answers in your exercise book.

#### List A

1. It was so dark that
2. Lorenzo told Jessica that
3. Jessica told Lorenzo that
4. Gratiano informed Antonio that
5. The Prince of Morocco thought that
6. It was the gold casket that

#### List B

- a. contained the picture of Portia.
- b. Bassanio had a party.
- c. her father knew everything about her plan.
- d. Jessica could not recognize Lorenzo.
- e. tempted the Prince of Morocco.
- f. there was no time to waste.
- g. he would let her down.
- h. the box contained her money and jewels.
- i. Portia was a gem.
- j. the ship would leave in an hour.

**5.14 Choose the most appropriate alternative :**

1. On the way to the room where the three caskets were placed, the Prince of Morocco \_\_\_\_\_.
  - a. asked many questions
  - b. kept silent
  - c. spoke to one of his followers
  - d. spoke about Morocco
2. The Prince of Morocco, having reached his conclusions turned to \_\_\_\_\_.
  - a. the gold casket
  - b. the silver casket
  - c. the lead casket
  - d. Portia
3. Inside the gold casket the Prince of Morocco found
  - a. a skull
  - b. a scroll
  - c. a skull and a scroll
  - d. Portia's picture
4. Gilded tombs means "tombs that are \_\_\_\_\_".
  - a. made of gold
  - b. covered with lead
  - c. covered with gold
  - d. made of silver
5. The Prince of Morocco \_\_\_\_\_.
  - a. asked Portia to give him another chance
  - b. accepted his fate, but was happy
  - c. did not accept his fate
  - d. was too sad to stay for a long time

**Composition**

**5.15**

**Write two paragraphs on " History of Writing " making use of the following questions :**

**Paragraph 1 :What is writing ? Where can the earliest form of writing be seen ? How were events recorded in ancient times ? What is the earliest known system of writing called ? By**



**whom was it invented ?**

**What did cuneiform characters represent at first? What did pictures in developed picture writing represent? What were these symbols replaced by? What did the Sumerians use as a writing surface ?**

**Paragraph 2 :What type of writing did the ancient Egyptians use ?**

**What were its three elements ? Who invented alphabetic writing ?**

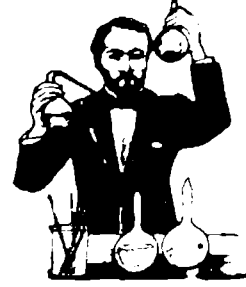
**By whom was alphabetic writing carried to Europe ? How ? How was the direction of writing decided ? What happened to letters when printing was introduced ?**



## UNIT SIX

### 6.1 Reading Comprehension

Louis Pasteur



The greatest single contribution to medical history in the 19th century was made by a Frenchman named Louis Pasteur (1822-1895). He produced the theory that disease and infection were caused by germs and he proved that these were carried and spread through the air.

Pasteur was a scientist, not a doctor, and he first discovered the action of germs while studying fermentation in wines and other liquids. At that time, processes such as fermentation, decay and the like were thought to be mere chemical changes. Pasteur showed that they were actually caused by germs, tiny creatures living in the air. Until that time, scientists had believed that these tiny creatures were the *result* of decay instead of being its cause, and that they were examples of "spontaneous generation". Pasteur insisted that all life must come from living parents and in the course of his work found that germs could be killed by applying heat to the liquid. This led to the process of pasteurization, which is a method of preventing milk from turning bad by heating it.

By Pasteur's time the microscope had been invented and Pasteur was able to examine germs. He discovered that different kinds of germs caused different diseases and he found a way of breeding them. Artificially grown germs are known as *cultures*.

During an experiment on a disease in chickens, Pasteur made another discovery. If he injected the chickens with a stale culture of the disease, they did not catch it but remained healthy even when fresh germs were injected. From this experiment our whole system of inoculation against disease has developed.

#### Vocabulary

contribution /kontri'bjʊ:ʃn/

theory /e'iəri/

infection /in'fekʃn/

germs /dʒə:mz/

مساهمة، اسهام

نظرية

عدوى

جراثيم

fermentation /fɛ:mən'teiʃn/	تخمير
wines /wainz/	خمور
liquids /'likwidz/	سوائل
processes /'prousesiz/	عمليات
decay /di kei/	تعفن، تلف، انحلال
and the like /ənd ðə'laik/	وما شابه ذلك
chemical /'kemikl/	كيميائي
spontaneous generation /spən teiniəs dʒenə reiʃn/	تولد تلقائي
insisted /in'sistid/	اصر
living parents /'liviŋ 'peərənts/	اسلاف حية
applying /ə'plaiɪŋ/	اتسليط، وضع
Pasteurization /pastərai zeɪʃn/	تعقيم السوائل، بسترة
microscope /'maikrəskoup/	مجهر
breeding /'bri:diŋ/	يربيها، يكثرها
artificially /ɑ:ti fiʃəl/	مصورة اصطناعية
cultures /kʌltʃəz/	استنباتات بكتيرية (زوع)
stale /steil/	قاسد، غير فعال
inoculation /i'nokju'leiʃn/	تطعيم، تلقيح
developed /di'veləpt/	نشأ، تطور

### Comprehension Questions

6.2 Rewrite the following sentences, supplying the missing bits of information.

1. Louis Pasteur discovered that the air \_\_\_\_\_, and that these germs were the cause of \_\_\_\_\_.
2. The study of \_\_\_\_\_ led Pasteur to discover \_\_\_\_\_.
3. If \_\_\_\_\_ had not been invented, it might have been impossible for Pasteur to \_\_\_\_\_.
4. Pasteur disagreed with those who thought that germs \_\_\_\_\_ because he believed that no living thing could come from \_\_\_\_\_.
5. We can \_\_\_\_\_ the germs in a liquid by \_\_\_\_\_.
6. Our system of inoculation is based on the principle that \_\_\_\_\_ disease prevents future \_\_\_\_\_.

6.3 Choose the most appropriate alternative according to the reading passage:

1. Louis Pasteur was born in the \_\_\_\_\_ century.
  - a. nineteenth
  - b. twentieth
  - c. eighteenth
  - d. seventeenth

2. Pasteur first discovered the action of germs while \_\_\_\_\_.
  - a. studying fermentation in wines and other liquids
  - b. experimenting on chickens
  - c. inoculating chickens
  - d. breeding germs
3. 'To inject' means to \_\_\_\_\_.
  - a. give
  - b. force a liquid into something
  - c. reject
  - d. provide
4. Decay and fermentation are caused by \_\_\_\_\_.
  - a. heat
  - b. the air
  - c. germs
  - d. excessive heat
5. "By Pasteur's time the microscope had been invented" means that the microscope was invented \_\_\_\_\_.
  - a. at the time when Pasteur was making his experiments
  - b. before Pasteur's time
  - c. after Pasteur's time
  - d. at exactly the same time as Pasteur was born .

### Vocabulary Study

#### 6.4 Fill in the blank spaces:

1. Pasteur was the first to discover the action of \_\_\_\_\_.
2. The method of preventing milk from turning bad by heating is called \_\_\_\_\_.
3. Artificially grown germs are known as \_\_\_\_\_.
4. From one of Pasteur's experiments on chickens the whole system of \_\_\_\_\_ against disease has developed.
5. Pasteur was a French \_\_\_\_\_.

#### 6.5 Write the number of the sentence and the letter of the word or phrase that has the same meaning as the word or phrase in italic type.

1. Disease and infection are caused by germs and *these* are carried and spread through the air.  
*These* in this sentence refers to:
  - a. theories
  - b. disease and infection

- c. germs
  - d. disease, infection and germs
2. The tiny creatures were examples of *spontaneous* generation.
- a. very slow
  - b. happening without delay
  - c. happening without any outside cause
  - d. very quick
3. Pasteur insisted that all life must come from living parents and *in the course of* his work found that germs could be killed by applying heat to the liquid.
- a. in the process
  - b. during
  - c. in the study
  - d. in the order
4. By Pasteur's time, the microscope had been invented and he was able to *examine* germs.
- a. look at carefully
  - b. test
  - c. question
  - d. discover
5. He discovered that different kinds of germs caused different diseases and he found a way of keeping *them* alive in his laboratory.
- Them* here refers to:
- a. diseases
  - b. microscopes
  - c. laboratories
  - d. germs
6. Artificially grown germs are known as *cultures*
- a. education
  - b. growth of bacteria
  - c. things made in an unhealthy way
  - d. things made by nature
7. From this experiment our whole system of inoculation against disease has *developed*
- a. changed
  - b. discovered
  - c. grown
  - d. injected



## Spelling

### 6.6 1. Words Ending in ance, ant; ence, ent

Nouns that end in ance have their adjectives end in ant ; while nouns ending in ence have their adjectives end in ent.

<u>_ance</u>	<u>_ant</u>	<u>_ence</u>	<u>_ent</u>
importance →	important	absence →	absent
instance →	instant	difference →	different
distance →	distant	evidence →	evident
arrogance →	arrogant	silence →	silent
elegance →	elegant	violence →	violent
ignorance →	ignorant	innocence →	innocent

2. Some adjectives end with -able; some others with ible.

<u>_able</u>		<u>_ible</u>	
usable	lovable		
advisable	remarkable	incredible	terrible
questionable	suitable	digestible	
unbelievable	valuable	divisible	
changeable	reliable	horrible	
noticeable	miserable	visible	
agreeable	profitable	possible	
	desirable	responsible	
	respectable	sensible	

### Practice Exercises

#### Cause and Effect

6.7 **E** : effect – He had to stay in bed .

**C** : cause – He was very ill .

Since  
As  
Because

he was very ill, he had to stay in bed.

He had to stay in bed, [ since  
as  
because ] he was very ill .

Use as, since, because to describe the following situations

1. I was feeling hot . I took off my coat .
2. The match was postponed . The weather was bad .
3. He wants to get more light in his sitting room . He'll cut

down that tree .

4. The case was urgent . I had to see my lawyer.
5. The director couldn't see me . He was very busy .
6. We are doing up the house . We want to sell it .

---

do up / du : ʌp /    ينظف ، يرمم

### 6.8 E because of C

He got the sack. (laziness)

A - Why did he get the sack?

B - Probably because of laziness.

In the same way ask and answer about the following. Make use of the prompts in brackets.

1. The speaker hesitated. (a feeling of uncertainty)
2. David's wife left him. (jealousy)
3. Old Mac got married unexpectedly. (loneliness)
4. There was a delay in the shipment. (stoppage at the docks)
5. They lost such a lot of time in the journey. (bad roads)
6. Workers in capitalist countries often go on strike. (dissatisfaction and social injustice)

---

get the sack / 'get ðə 'sæk/

jealousy / 'dʒeləsi/

loneliness / 'lounlinis/

dissatisfaction / 'dissatis 'fakʃən/

shipment / 'ʃipmənt/

يطرده

الظهور بالغيرة

الظهور بالوحدة

عدم الرضا

شحن او تحميل البضائع في السفن

### 6.9

C     $\left( \begin{array}{l} \text{lead(s) to} \\ \text{result(s) in} \\ \text{cause(s)} \end{array} \right)$     E

result(s) (from) C

Eating too fast leads to indigestion.

Eating too fast results in indigestion.

Eating too fast causes indigestion.

Indigestion **results** from eating too fast.

Use the forms above to describe the cause and effect relation.

C

1. lack of planning
2. bad driving
3. a sudden change of weather
4. too much exposure to the sun
5. too much work

E

failure  
traffic jam  
a cold  
a sunburn  
illness

---

traffic jam /trafik d<sub>3</sub>am/

ازدحام المرور

6.10 What was the traffic jam caused by? (bad driving)

It was caused by bad driving.

What did the traffic jam result from ?

It resulted from bad driving .

In the same way practise with:

1. car crash/driver's carelessness
2. puncture/small nail
3. delay/heavy traffic
4. explosion/escaping gas
5. floods/heavy rain
6. famine/drought
7. drought/lack of rain
8. indigestion /eating too fast

---

famine /'famin/

drought /draut/

مجاعة

جفاف

6.11 C (therefore)  
As a result E

He had a bad cold; therefore he had to stay in bed.

He had a bad cold. As a result he had to stay in bed.

Now use the two forms above to express the cause and effect relation in the following situations:

1. The water in the lake was very cold yesterday. We didn't go swimming.
2. Ali feels very tired today. He studied until 3 a.m. last night.
3. Samir likes English. He finds it easy.
4. Firas didn't know his friend's address. He couldn't send him a letter.
5. The manager refused to give Ibrahim a rise. Ibrahim decided to resign.

6.12 ... so C that E

1. The story was very long. I couldn't finish it.  
The story was so long that I couldn't finish it.
2. The car went slowly. People behind were trying to overtake it.  
The car went so slowly that people behind were trying to overtake it.  
In the same way use the form *so... that* to express the cause and effect relation in each of the following situations:
  1. You couldn't see the director. He was too busy.
  2. They were very tired. They couldn't walk any farther.
3. The suit (dress) was too expensive. You could not buy it.
4. Ali drove very badly. The policeman had to take away his driving licence.
5. The secretary speaks very quickly. You can't understand her.

6.13 .....such C that E

Situation: There's no point in inviting my uncle.

He's a very busy man. He can't attend the concert.

Response: My uncle's such a busy man that he can't attend the concert.

What would you say in the following situations?

(Use the same form above)

1. Your brother is in the North of Iraq. He's having a wonderful holiday. He doesn't want to come home.
2. Your grandfather is a wise old man. Everybody comes to him for advice.
3. Bob has a lot of money. He doesn't know what to spend it on.
4. Peter tells funny jokes. It's a pleasure to listen to him.
5. Mary is a good actress. She's been offered a major film part.

6.14 C make E

A. Very hot weather makes you sweat.

Now say what the effects of the following are:

very cold weather ( shiver )

sudden bangs (jump)

fear (tremble)

a good joke (laugh)

B. Too much work made her ill.

Now say what the effects of the following were:

the exam results/cheerful

money problems/restless

bad food/sick

too much worry/exhausted

---

bangs /bɑŋz/

shiver /'ʃɪvə/

ضربات

برتجف

6.15 If C, E

If Bob doesn't take a taxi, he will be late.

Bob will be late if he doesn't take a taxi.

Use the form above to talk about the following:

1. The camera is not very expensive. Jack will buy it.

2. Bob is outside the town. He will not be able to attend the board meeting.

3. Susan doesn't type well. The manager will not be satisfied with her work.

4. The bill is incorrect. I shan't pay it.

5. David will get the sack. He continues to turn up late.

---

turn up /tə: n ʌp/

يحضر

6.16 Join these pairs of expressions so as to show cause and effect . Use the connectives given in brackets .

1. Antonio couldn't lend Bassanio the money . He had no money to spare then . (because) (therefore)
2. Many people could not afford to send their children to



colleges . The expenses incurred for obtaining higher studies were heavy .(because of) (as a result)

3. The five suitors decided to go home . They refused to base their marriage on a lottery. (therefore) (as)

### Literary Reader

6.17 Complete the following. Write the sentences in your exercise book.

1. When Shylock returned home, he \_\_\_\_\_ .
2. The Duke asked Shylock to \_\_\_\_\_ .
3. Shylock accused Bassanio of \_\_\_\_\_ .
4. Bassanio and Gratiano met Antonio before \_\_\_\_\_ .
5. Although Bassanio was worried about the Jew's bond. Antonio \_\_\_\_\_ .
6. Jessica and Lorenzo were seen in a gondola by \_\_\_\_\_ .

6.18 Choose the most appropriate alternative:

1. Shylock accused \_\_\_\_\_ of the theft.
  - a. his daughter, Jessica
  - b. his servant
  - c. Bassanio
  - d. Lorenzo and Jessica
2. Antonio remained at the harbour \_\_\_\_\_
  - a. waiting for the Duke
  - b. waiting for Shylock and the Duke
  - c. looking at the ship sailing away
  - d. waiting for another ship
3. When the Duke saw Antonio at the harbour he asked him about \_\_\_\_\_.
  - a. Bassanio
  - b. Lorenzo
  - c. Jessica
  - d. Jessica and Lorenzo
4. The witness \_\_\_\_\_.
  - a. knew that Jessica stole the money
  - b. knew that Jessica stole the money and the jewels
  - c. did not know anything about the money
  - d. did not know anything about the money and the jewels

**5. Who brought the news about one of Antonio's ships ?**

- a. One of the attendants
- b. One of the soldiers
- c. The witness
- d. The passage does not tell us.

**6.19 Match the beginnings in List A with the appropriate endings from List B. Write the correct answers in your exercise book.**

List A

- 1. The Prince of Aragon was followed
- 2. The Prince of Aragon knew
- 3. The Prince of Aragon promised Portia not to ask
- 4. The Prince of Aragon found it difficult
- 5. The portrait of a fool was
- 6. Nerissa declared that one's marriage is decided

List B

- a. to make up his mind.
- b. in the lead casket.
- c. by one's beauty.
- d. by a large number of attendants.
- e. for the hand of any woman in the future.
- f. about Portia's father's will.
- g. in the silver casket.
- h. by one's fate.
- i. on his way to Belmont.
- J. in which casket Portia's picture was.

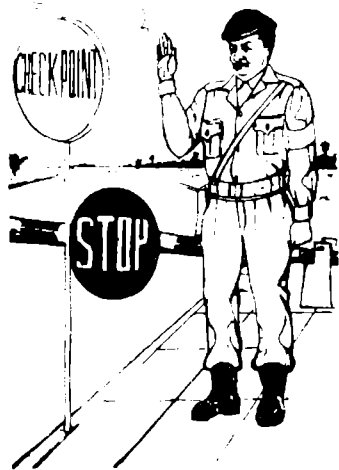
**6.20 Composition**

**Write about Shylock's state when he discovered that his daughter had run away with all his jewels and money. In the second paragraph, explain briefly how both the Prince of Morocco and the Prince of Aragon failed to make the right choice. The following questions may help you.**

- 1. Where was Shylock when Jessica left his house?
- 2. What did he find when he entered the house?



3. **Where did he go?**
4. **Whom did he accuse of taking his money and kidnapping his daughter ?**
5. **What did the Duke ask Antonio about? What was the latter's reply?**
6. **Who told the Duke that Jessica had been with Lorenzo?**
7. **Which casket did the Prince of Morocco choose? Why?**
8. **What did he find inside it?**
9. **Did the Prince of Aragon know about the lottery plan?**
10. **Which casket drew his attention?**
11. **What was his reward?**
12. **What did he promise Portia when he bade her farewell?**
13. **How did Portia feel when the two suitors failed to find her picture?**



## CHECK POINT 2

6.21

1. **Your friend's favourite cold drink is Pepsi. You disagree with him . Use the prompt: 7-Up .**
2. **Define each of the following using the given prompts .**
  - a. **novelist / write novels**
  - b. **waitress / attend upon people in a restaurant**
  - c. **barometer / measure the pressure of the atmosphere**
  - d. **pharmacy / medical goods are sold .**
  - e. **medicine / the prevention and cure of disease .**



3. This bag of rice weighs 50 kilos . That bag of rice weighs 50 kilos . Express similarity using the prompts;  
a. similar b. as — as c. both .
4. You are a head of a department at the Ministry of Foreign Affairs . Introduce your new secretary Wisam Mohammed to the foreign ambassador Roy Cross .
5. People wear heavy clothes in winter . The weather is cold . Express cause and effect using the prompts :  
a. because b. because of c. therefore d. make
6. My watch is square . Your watch is round . Express difference using the prompts :  
a. differ b. unlike c. different
7. Your friend likes tea . You like tea, too . How would you express this agreement ?
8. The news was good . He was happy . Express cause and effect using the prompts;  
a. as b. as a result c. because of d. make
9. Bassanio lived in a very expensive manner . He had nearly exhausted his small inheritance .  
(Cause and Effect; use : such .. that)
10. Mazin is weak at English, but he is working very hard .  
(Using the prompt “succeed”, first express like lihood using the prompt “might possibly” and secondly certainty using the prompt “no doubt”).
11. Make the following classifications :  
geometrical figures (lines , angles , surfaces)  
shapes (triangles , quadrilaterals , circles)  
triangles (equilateral , isosceles , scalene)  
quadrilaterals (square , rhombus , rectangle , parallelogram)
12. My brother is 47 years old . Your brother is 50 years old . Express the difference using the prompts :  
a. differ b. unlike c. than
13. Antonio thought that the condition was a joke . He agreed to sign the bond . Express cause and effect using : a. since b. therefore
14. Do you think that smoking causes cancer? (Express certainty)



15. Bob is 180 cm tall. Mike is 170 cm tall. Express the difference using the following prompts :
- Bob is \_\_\_\_\_ than \_\_\_\_\_ .
  - Mike is \_\_\_\_\_ than \_\_\_\_\_ .
  - different
16. Offer to type the report for your friend . State how he would refuse .
17. Use the pattern “ \_\_\_\_\_ prefer \_\_\_\_\_ would rather” to express the following preferences .
- Firas : mathematics / Ahmed : Literature  
 Nada : Pepsi / Selma : 7-Up  
 Sally : bowling / Nadia .... chess)
18. Ask someone to show you the way to the Central Library .
19. It is raining hard outside . You cannot go out . Express cause and effect using :
- because
  - as a result
  - so .... that
20. Use the prompts in (19) and suggest something to kill the time indoors . Your friends agree .
21. Someone has just said,“See you”. How would you respond ?
22. Look at the clock. Express likelihood using the prompts : chance, miss the bus .
23. He is a very hard working clerk . He is going to be made a director . (Cause and effect; use: such ...that )
24. The pilot is making a long flight. He wishes to test the new engine . (Express purpose. Use the prompts:so as, so that, the purpose of)
25. There is heavy rain . There will be floods. Cause and Effect; use the prompts :
- because
  - because of
  - cause
  - result from
26. It has been raining heavily for days . (Express certainty using the prompt : floods.)
27. Invite your friend to a barbecue on Thursday. State how he would accept.  
 barbecue : شواء

28. Do you think Yasir will get promoted ? (Likelihood ; use : suppose.)
29. They sat in the shade . The sun was hot . Express cause and effect using :
- a. make   b. because of   c. so ..... that  
d. therefore   e. as
30. the earthquake / great damage. Use these prompts to express cause and effect
- a. caused by   b. result in
31. Your friend wants to go to the Baghdadi Museum . Suggest how he could get there .



# UNIT SEVEN

## 7.1 Reading Comprehension

### The Domestic Budget

One Saturday morning Arthur found several letters on his doormat . All but one were in buff coloured envelopes . This meant only one thing—bills ! Arthur sat down to breakfast with rather a long face as he opened them one after the other .

The first was an electricity bill—over twenty pounds. The second was the final demand for the telephone—thirteen pounds. Mary had been making many long distance phone calls to her parents in Middle Ford. If she had not made these calls the bill would have been much smaller. The third was from the local corner shop where Mary had been running a bill for groceries. Luckily, there was no gas bill as there was a coin meter for gas in the flat .

The fact was that Arthur had only enough money left in his bank account for two of the bills and Mary had already spent half her week's wages on Friday night . There had been a sale at one of the department stores and Mary had bought herself a new winter coat and had got three shirts and a pullover at bargain prices — for Arthur .

Arthur's bank manager has certain views about the financial responsibilities of young married couples . This is the kind of thing he might say :

One of the things that young people do not often realize is the cost of living when you are running your own household . When a young couple have been married a few months they soon begin to understand the responsibilities they have taken up on themselves . A large proportion of a married couple's income goes on rent, rates, heating and lighting . It

is important for young people to remember that it is impossible to continue with the carefree spending habits they acquired when they were single and could spend their wages as they liked . Perhaps in many cases they would have been helped if guidance on the problems of domestic budgeting had been given in their schools . Budgeting means working out what your commitments are every week or every month and allocating sums of money for each item of expenditure putting that money aside for all the bills before they come . If possible it is a good idea to put some money aside for emergencies .

Many couples take out a life assurance policy, which is a form of saving . Another way to save money is to put it into a building society . This is a good thing if you are saving to buy a house .

#### VOCABULARY :

budget / bʌ dʒ it /	ميزانية
buff / bʌ f /	اصفر ، برتقالي
coin meter / koin mi:tə /	عداد
pullover / 'pulouv ə /	بلوفر صوفي
financial / fain'anʃl /	مالي
rates / reits /	رسم ضريبة
carefree / 'keə fri : /	قليل المسؤولية / لامبالي
single / 'si ŋ gl /	اعزب
commitment / k ə'mitmə nt /	تعهد او التزام
allocate / əl'əkeɪt /	يوزع، يخصص
expenditure / ik'spendɪtʃə /	انفاق
emergencies / imə: dʒ ensɪz /	طوارئ
building society / 'bɪldɪŋ sə 'saɪəti /	جمعية بناء ( بنك للايداع والقرض )
working out / wɔ:kɪŋ aut /	استخراج . استنباط
run (a bill) / rʌ n /	يشترى على الحساب
bargain prices / ba:ɡɪn praɪsɪz /	اسعار مخفضة
life assurance policy / laɪfəʃuərəns pələsi /	بوليصة التأمين على الحياة

## 7.2 Comprehension Questions :

- a. How did Arthur know that most of the letters were bills ?
- b. Why was Arthur's telephone bill very large ?
- c. What would have happened if Arthur had not paid the final demand for his telephone bill ?
- d. What would have happened if Mary had made less phone calls to her parents ?
- e. Do Arthur and Mary have the same ideas about saving money ? If not what is the difference ?
- f. What is the difference between the way you can spend money when you are single and when you are married and running your own household ?
- g. How could young couples be helped to understand their domestic financial responsibilities ?

## 7.3 Re-write the following statements correctly

1. Arthur felt very glad as he sat down to breakfast .
2. One of the letters was in a buff coloured envelope .
3. Arthur did not receive a gas bill because they did not use gas in their flat .
4. Arthur had a lot of money in the bank .
5. A large proportion of a married couple's income goes on food and clothes .
6. Budgeting means saving money for the future .

## 7.4 Fill in the blanks with suitable words chosen from the list below :

sale, emergencies, final, allocation, local,  
domestic, proportion, doormat

1. Arthur received several requests for payment and this was the \_\_\_\_\_ one before his telephone was cut off .
2. She has booked her bed in the ward of

- the \_\_\_\_\_ hospital .
3. Quite a large \_\_\_\_\_ of their income goes on rent .
  4. Mary has been shopping at the \_\_\_\_\_ .
  5. Wipe off your shoes on the \_\_\_\_\_ before you enter the house .
  6. Did your teaching career make any difference to your \_\_\_\_\_ routine ?
  7. An organization was formed to cope with \_\_\_\_\_ arising out of air raids .
  8. Mother has made an \_\_\_\_\_ of tasks with the house work .

7.5 Fill in the blanks with the appropriate prepositions from the list below .

for, in, with ,at, into, on

1. Don't spend hours talking \_\_\_\_\_ the phone .
2. He has got a reasonable increase \_\_\_\_\_ his wages .
3. You can obtain a supply of gas by inserting a coin \_\_\_\_\_ a meter .
4. He never paid the full price \_\_\_\_\_ anything .
5. He was very good \_\_\_\_\_ finding bargains .
6. Never touch an electric iron \_\_\_\_\_ wet hands .



### 7.6 Dialogue

Receptionist: Good morning, sir. Can I help you?

Andy: Oh, yes. I'm new here, I'm just starting, as a matter of fact. I was told to report to Mr. Gray.

Receptionist: Oh, yes, you're Mr. Hall, Andy Hall, aren't

- you? Mr. Gray's office is one floor up. It's room 305. Would you like me to take you up or do you think you can find your own way?
- Andy: I think I can manage, thanks. Do I go up those stairs over there?
- Receptionist: Yes, that's right. Just go up one flight and then turn left. It's about the seventh door on the right.
- Andy: Thanks. You've been most helpful, madam.
- Receptionist: That's all right. Don't forget. One flight up, turn left. The seventh door on the right.
- Andy: Thanks. I think I'll find my way.

report to /ri'pɔ:t tu/  
one floor up /'wʌn 'flo:r 'ʌp/

احضر لمواجهة  
طابق واحد  
الى الاعلى

flight /flaɪt/

سلم او درج بين الطوابق

## 7.7 Pronunciation Notes

### 1. Words with /a/

matter /'mætə/  
fact /fakt/  
manage /'mænɪdʒ/  
thanks /θæŋks/  
madam /mædəm/

### Words with /a: /

starting /'stɑ:tɪŋ/  
aren't / a:n't/  
heart /ha:t/  
clerk /kla:k /  
arm / a:m /

### 2. Words with /ou/

oh /ou/  
told /tould/  
own /oun/  
go /gou/

over /'ouvə/  
most /moust/  
don't / dount/  
those /ð ouz/

### 3. Words with /f/

fact /fakt/  
office /'ofɪs/  
floor /flo: /  
flight /flaɪt/  
helpful /'helpful/  
left /left/

### Words with /V/

5 (five) /faɪv/  
over /ouvə/  
seventh /sevən/  
you've /ju:v/

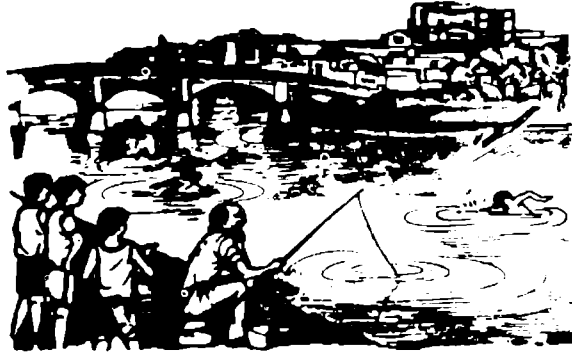


#### 4. Words with /ð/

those /ðoʊz/  
there /ðeə/  
that's /ðəts/  
then /ðen/

#### Words with /θ/

think /θɪŋk/  
thanks /θæŋks/  
thing /θɪŋ/  
thought /θo:t/



### Practice Exercises

#### Location

#### 7.8

1. The old man is sitting at the bank. He's fishing. He has thrown his rod into the water and now he's waiting. There is a big bucket beside him.
2. There are three children behind the old man. They're watching him.
3. There is a bridge across the river.
4. A boy is jumping into the water. Several other boys are swimming in the river.
5. We can see several houses beyond the bridge.
6. We can also see a factory in the distance.
7. There are plenty of trees along the other bank of the river.
8. A boy is swimming towards the old man.
9. Other boys are swimming away from the old man.
10. Some children are swimming under the bridge.

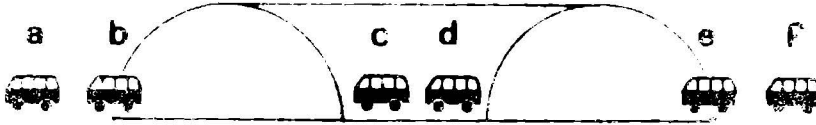
7.9 Describe the direction of movement of the cars in relation to a one-way tunnel.

Begin your sentences like this:

Car A is moving.....

Make use of the following expressions:

through, away from, towards, along, out of, into



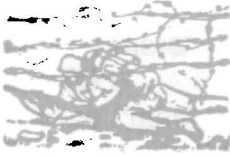
7.10



1. Where is the house?



2. Where's the house?



3. Where's the soldier crawling?  
(barbed wires)



4. Where's the bus turning?

5. Where is the car going?  
Where is the lorry going?



6. Where is the car?  
Where is the lorry?  
Where is the river?  
Where are the two vehicles going?



7. Where is the speaker standing?  
Make use of the following:  
round, underneath, up the hill, below,  
along, across, between, down the hill,



before, behind, among, in front of, on the stage.

### 7.11 In an office

- 1 - Excuse me, where can I find the cashier?
  - Go down the corridor and turn left.
  - Thank you very much.
2. - Excuse me, where can I find the export department?
  - It's on the fourth floor. The lift is over there.

Thank you very much .

You are the receptionist at this office. Show the way to:

the filing department

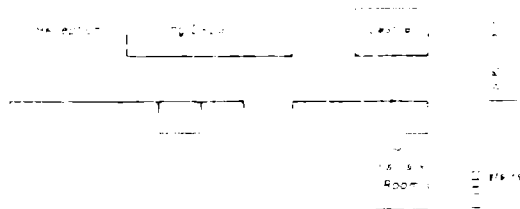
Mr. Kamal's room

the accountant

the stairs

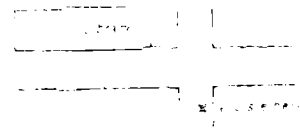
the sales department

(third floor)



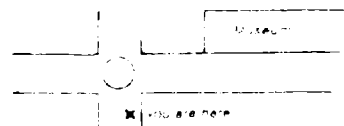
### 7.12 1. Excuse me. Can you tell me the way to the Public Library?

- Yes, certainly. Go along here till you get to the crossroads.
- I go along here till I get to the crossroads.
- That's right. Then you turn left. The Public Library is on the right.
- Thank you very much.

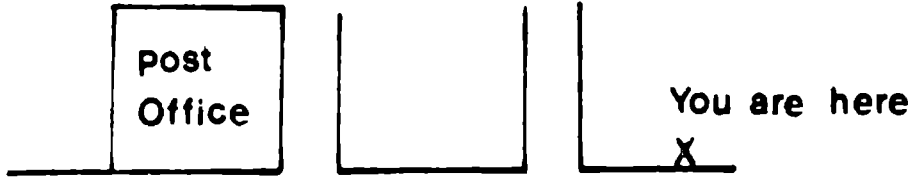


### 2. - Excuse me. Can you show me the way to the Museum?

- Oh, let me see. Go along here to the roundabout.
- I go along here to the roundabout.
- That's right. Then turn right and keep on till you come to the Museum. It's a large building. You can't miss it.
- Thank you very much.



3. - Excuse me, where can I find a post office near here?
- Take the second turning on the right and the post office is on the left.
- Thank you very much.

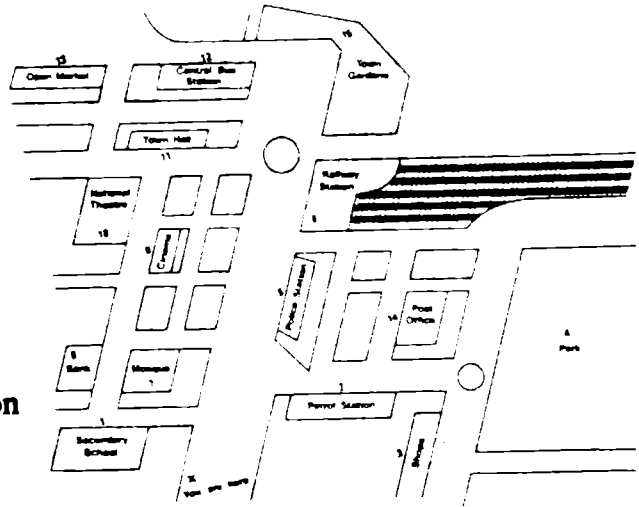


**crossroads** /'krosroudz/  
**roundabout** /'raunde baut/

**تقاطع الطرق**  
**استدارة (فلانكة)**

7.13 Examine the following:  
 Now describe the way to the following:

1. the secondary school
2. the petrol station
3. the shops
4. the park
5. the police station
6. the railway station
7. the mosque
8. the bank
9. the cinema
10. the National Theatre
11. the Town Hall
12. the central bus station
13. the open market
14. the post office
15. the town gardens



### Literary Reader

7.14 Choose the most appropriate answer:

1. When Shylock met Solanio and Salerio he \_\_\_\_\_.
- a. was still sad and angry about his money
- b. knew about Antonio's second ship

- c. asked them about Bassanio
  - d. did not speak with them
2. Shylock was ready to \_\_\_\_\_ .
    - a. forgive Antonio
    - b. take his pound of Antonio's flesh
    - c. help Antonio
    - d. take his pound of flesh if Antonio continued to call him a dog
  3. Shylock was ready to see his daughter dead because she \_\_\_\_\_.
    - a. escaped with Lorenzo
    - b. stole the money
    - c. stole the money and the diamonds
    - d. did not marry the person Shylock chose
  4. It was \_\_\_\_\_ who told Shylock about Antonio's second ship.
    - a. Solanio b. Salerio c. Launcelot d. Tubal
  5. Shylock wanted a sheriff's officer to be available \_\_\_\_\_ before Antonio's debt was to be paid.
    - a. 3 weeks b. 2 weeks c. a week d. 3 months
- 7.15 Match the beginnings in List A with the appropriate endings from List B. Write the correct answers in your exercise book.

List A

- 1.Solanio and Salerio
- 2.Jessica's father
- 3.The loss of Antonio's ships
- 4.According to Shylock,the bond
- 5.Shylock's cousin

List B

- a. pleased Shylock, the money-lender.
- b. played with the Jew's feelings.
- c. reminded her of her mother's ring.
- d. told him where Jessica was.
- e. survived the wreck.
- f. mocked at Shylock.
- g. refused to revenge himself on Antonio.



- h. was nothing but a bait.
- i. asked Tubal if he knew where she was.

**7.16 Choose the most appropriate alternative:**

1. When Bassanio arrived in Belmont, Portia was\_\_\_\_\_.
  - a. afraid that he would choose the right box
  - b. afraid that he would choose the wrong box
  - c. sure that he would choose the right box
  - d. sure that he would choose the wrong casket
2. Portia asked Bassanio to\_\_\_\_\_ .
  - a. choose the casket at once
  - b. stay for a couple of days and then try the lottery
  - c. choose the gold casket
  - d. stay for 6 days and then try the lottery
3. Portia was\_\_\_\_\_ in expressing her love.
  - a. forward
  - b. too forward
  - c. reserved
  - d. too reserved
4. Bassanio looked at the three caskets and\_\_\_\_\_.
  - a. did not read the inscriptions
  - b. read the inscriptions
  - c. then opened the gold casket
  - d. read the inscription on the lead casket
5. Inside the lead casket Bassanio\_\_\_\_\_ .
  - a. found a scroll only
  - b. found a scroll and a picture
  - c. did not find anything
  - d. found a picture

**7.17 Compostion**

Write a paragraph on “Bassanio’s Choice”. Make use of the following questions :

How did Portia receive Bassanio at Belmont ? Why did she beg him to delay his choice ? Did she help him in his choice ? Why ? What did he think at the beginning? Why did he reject that idea ? What did he choose at last ? Why ? What did he find there ? What did Portia give him ? What did he promise her ? What did Gratiano and Nerissa ask Bassanio and Portia to give them ?

## UNIT EIGHT

### 8.1 Reading Comprehension

#### Banks

Although notes and coins are needed for the small commercial transactions of everyday life, few people nowadays keep large sums of money in cash. To do so would be to run unnecessary risks of loss by theft or fire. Money which is not needed for current transactions is usually kept in a bank.

The English word 'bank' comes from the Italian 'banco' or 'banca', which meant originally a shelf or bench. The word came to be used in Italy for a tradesman's stall or counter, or a money-changer's table. When the Italians introduced banking into other countries, the word "bank" came into general use. Banks are large businesses that look after your money and lend it to other people at a rate of interest. This means that the bank that lends the money will get back from the borrower a little more than it lent him in the first place. The bank promises to let you have your money back when you want it or else deals with it in anyway you want.

If you want to open a bank account, all you have to do is to see the clerk who will then give you some forms to fill in. There are two types of bank accounts: a deposit account and a current account. If you want to save or if you have money that you do not need for some time, you can put your money into a deposit account (a savings account) and the bank will pay you a rate of interest on it. But if it is money that you may want at any time, you can put it in a current account which enables you to draw out the money quickly without giving the bank prior notice or warning.

For a current account, the bank clerk gives you a book of printed cheques and asks for a copy of your signature so that the clerk will be able to recognize your cheques. You can use a cheque to tell the bank to pay money to someone else, or you can make one out to yourself and draw the money in cash. You must write on the cheque the amount of money and the name of

the person you want to pay it to (if you want the money for yourself you write "self" or "cash"). Then you must sign at the bottom. The bank clerk also gives you a statement or a pass book. In this he enters the money you have paid in, and later any amounts you pay to other people or take out. In that way you always know how much you have left.

Commercial transactions

commercial transactions /k ə' m ə : ʃ ə l træn'zæk ʃ n z /	عمليات تجارية
cash /kæ ʃ /	نقد
risks /rɪks /	مخاطر
loss /lɒs /	فقدان
bench /bent ʃ /	مصطبة
current /k ʌ r ə nt /	جاري
originally /ə' rɪ dʒɪ n ə l i /	أصلاً
tradesman /'treɪ d z m ə n /	تاجر
stall /stɔ:l /	كشك
money-changer /m ʌ nɪ ʃ eɪ n dʒ ə /	صراف
rate of interest /'reɪ t ə v 'ɪ n t rɪ s t /	معدل الفائدة
borrower /'bɒ r ə u ə /	مستعير ، مستدين
account /ə' k aʊ n t /	حساب
deposit account /dɪ p ɒ zɪ t ə k aʊ n t /	حساب توفير (ثابت)
savings account /'seɪ v ɪ ŋ z ə k aʊ n t /	حساب توفير
draw /drɔ:/	يصحب
prior notice /'praɪ ə 'nəʊ tɪ s /	اشعار مسبق
warning /'wɔ: nɪ ŋ /	انذار
statement /'steɪ t m ə n t /	بيان
passbook /'pɑ: s 'bʊ k /	كشف
enters /ent ə z /	يدون

### Comprehension Questions

8.2 Re-write the following statements correctly, without negating them.

1. People keep their money in banks so as to use in their daily commercial transactions.
2. If you have a deposit account with a bank, you can draw some or all your money at any time without having to tell the bank in advance that you intend to do so.
3. You need to use your cheque-book when you want to add a sum of money to your account.





4. A passbook is a record of the sums paid in only.
5. If you want to make out a cheque to someone, you must write the word 'cash' on it.

8.3 Choose the most appropriate alternative according to the passage:

1. The English word 'bank' comes from the Italian 'banco' or 'banca' which meant originally a\_\_\_\_\_.

- a. shelf
- b. shelf or table
- c. shelf or bench
- d. bench

2. You can use cheques to tell the bank to pay money to\_\_\_\_\_.

- a. someone else
- b. borrowers
- c. someone else or yourself
- d. none of these alternatives

3. According to the passage, the meaning of 'transaction' is\_\_\_\_\_.

- a. business
- b. lending money
- c. statement
- d. borrowing money

4. What do you usually write on a cheque?

- a. The amount of money only.
- b. The name of the person you want to pay it to only.
- c. The date and the signature
- d. All the above alternatives.

8.4 Vocabulary Study

Fill in the blanks:

1. Banks lend money to other people at a\_\_\_\_\_.
2. The bank will pay you interest if you put your money in a\_\_\_\_\_.
3. Banks are large\_\_\_\_\_that look after your money.
4. An account with no cheque book is a\_\_\_\_\_.
5. You can get a cheque book if you open a\_\_\_\_\_.
6. A detailed record of payments and withdrawals is a\_\_\_\_\_.



8.5 Try to find out words or phrases that have the opposite meaning to the words or phrases in italics in the following sentences. Then re-write the sentences using these words or phrases and make any necessary change.

Example

If you *lend* me your dictionary, I'll keep it for two days, then give it back to you.

If you borrow my dictionary, you'll keep it for two days, then give it back to me.

1. I left my purse at home. Can I pay *by cheque*?
2. Samir has opened a *deposit account* with the Rafidain Bank.
3. You will find that word in the seventh line from the *top*.
4. How much did you *spend* last year?
5. During the year 1980, the company made a *profit* of £10.000.

Spelling

8.6 Look at the groups of words below. The first ends in er, the second in ar and the third in or.

<u>Words ending in er</u>	<u>Words ending in ar</u>	<u>Words ending in or</u>
baker	cellar	mayor
prayer	collar	minor
tower	pillar	major
bitter	beggar	razor
hammer	grammar	conductor
manner	circular	author
chapter	particular	doctor
farmer	popular	visitor
teacher	regular	error
answer	peculiar	creator
corner	guitar	terror
November	cigar	mirror
gardener	vinegar	sailor
passenger	similar	tailor
	familiar	motor
	scholar	reactor
		radiator

## Practice Exercises

### I. Ability

8.7 1 - Can you type?

- Oh, yes. I can type very well.

2 - Can you draw?

- Well, I can but only very little.

3 - Can you drive?

- Well, I can but not very well, I'm afraid.

4 - Can you sew?

- No, I can't.

(or No, I'm afraid I can't.)

Now ask your friends if they can:

speaking English; write a report; make a cup of tea; cook; make a dress; make a cake; play ping-pong; swim

8.8 Make true sentences from the table below:

e.g. All human beings can breathe.

All	human beings	can	breathe
some	animals		fly
	plants		swim
No	inanimate things		divide
	fish		grow
	birds	reproduce	
	cells	speaking	change shape

divide /di'vaɪd/

reproduce /ri:prə'dju:s/

تتكاثر بالانقسام

تتكاثر بالتناسل

8.9 Cells can divide.

Cells are able to divide.

Cells have the ability to divide.

Cells have the capacity to divide.

Cells are capable of dividing.

Now give full sentences in answer to these

questions:

1. What living things are able to fly?

2. What living things are capable of living in water?

3. What living things have the ability to think?

4. What living things have the capacity to walk?
5. What living things are unable to fly?
6. What living things are incapable of walking?

8.10 This is Sally's album.  
Sally could swim when she was four.



4 years

Say what other things Sally could do.



5 years



6 years



8 years



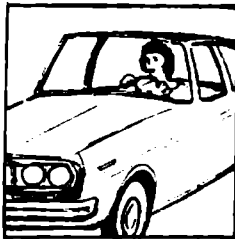
9 years



12 years



15 years



18 years



## II - Apologizing

### 8.11

Layla lent Fatima a dress, a record and a book .

Fatima : Layla ! I'm so sorry .

Layla : Why ? What's the matter ?

Fatima : Well, I'm afraid I've torn your lovely green dress .

Layla : Oh, don't worry . It doesn't matter .

Fatima : And I left your record near the fire . It's bent .

Layla : Never mind .

Fatima : And my little brother tore your book .

Layla : Did he ? It doesn't matter . It wasn't your fault .

Fatima : I'm very sorry .

Layla : Forget it, Fatima .

Not catching a phrase

- I didn't see you at the party.
- I beg your pardon? (or Pardon?)
- I didn't see you at the party.
- Oh, well I actually didn't go. I was too tired.

For being late

- I am sorry to be late. It was the traffic.
- That's all right. But try to come earlier next time.

For not attending a meeting

- Peter, I'm afraid I can't attend the meeting tomorrow morning. I have to see my husband to the airport.
- Well, that's all right. I'll let you know what happens later.

For not keeping a promise

Tom, I can't help you with your work as I have promised.

I've found out I have much to do.

That's all right. I think I can manage.

Now develop conversations where you have to apologize for certain things.

1. Your friend has lent you a pen. You have lost it. You apologize and offer to give him another pen.
2. You are late for the first lesson. Apologize to your teacher.
3. Your friend has invited you to a party tomorrow evening. You have promised to come but now you think you can't. You will be too busy.
4. Apologize for spilling a glass of orange juice on the carpet. Offer to clean it.

5. You are at a party. You have to leave early. You have some homework to do. Apologize to your host.
6. You are in your friend's house. You drop a cup of tea.
7. You are in a bus. It's crowded. You move along inside and step on someone's toe.
8. You couldn't catch a phrase that your friend has said.
9. You have invited your friend to the theatre. You have then found out that you will have a meeting at the office that evening.
10. You forgot to post an urgent letter for your father.

develop /di'veləp/

پنشیء

step on someone's toe /'step on 'sɑ:mwɑnz 'təʊ/ تدوس علی قدم احدہم

### Literary Review

6.12 Choose the most appropriate alternative.

1. The happiness of Portia and Bassanio did not last long because \_\_\_\_\_.  
 a. Bassanio became ill  
 b. Bassanio received a letter from Shylock  
 c. Portia discovered that Bassanio was poor  
 d. Bassanio received a letter from Antonio
2. Whom did Bassanio ask to read the letter?  
 a. Portia.  
 b. Jessica.  
 c. Lorenzo.  
 d. None of the above
3. In the letter Antonio asked Bassanio to \_\_\_\_\_.  
 a. borrow some money from Portia  
 b. come back to Venice  
 c. give his best wishes to Portia  
 d. look after his family
4. \_\_\_\_\_ tried to persuade Shylock to give up his claim.  
 a. The chief men in Venice  
 b. The Duke of Venice  
 c. Twenty merchants  
 d. All the above people
5. The Duke was ready to listen to Shylock



because\_\_\_\_\_.

- a. Shylock gave him some money
- b. Shylock was his friend
- c. he wanted to keep the good reputation of Venice for justice .
- d. Antonio treated the Duke badly

8.13 Match the beginnings in List A with the appropriate endings from List B. Write the complete answers in your exercise book.

List A

1. Bassanio and his fiancée, Portia,
2. Salerio
3. Shylock
4. The chief men of Venice
5. Antonio's letter
6. Bassanio and Gratiano

List B

- a. admired Venice's well-earned reputation.
- b. set out for Venice.
- c. urged Shylock not to give up his claim.
- d. handed a letter to Bassanio.
- e. contained good news.
- f. welcomed the guests warmly.
- g. refused the Duke's suggestion.
- h. moved Bassanio and Portia deeply.
- i. discredited Venice's reputation.
- j. delayed their marriages.

8.14 Complete the following. Write the sentences in your exercise book.

1. Shylock and a policeman went to \_\_\_\_\_
2. Antonio lent money to people \_\_\_\_\_
3. Antonio used to call Shylock \_\_\_\_\_
4. Shylock begged the officer to \_\_\_\_\_
5. Antonio told Solanio to \_\_\_\_\_ and not to talk to him.
6. Antonio hoped to see \_\_\_\_\_ before he died.



### 8.15 Composition

**Write a paragraph on “Antonio’s Letter to Bassanio” .**

**Make use of the following questions :**

**Why was Portia’s and Bassanio’s happiness spoilt ?**

**Who carried that letter to Bassanio ? How did Bassanio feel while reading the letter ? How did Portia feel when she learnt the truth ? What did she ask Bassanio to do in order to help Antonio ?**





# UNIT NINE

## 9.6 Dialogue

- So, you're a nurse now? What's it like?
- Well, I must say I enjoy it very much.
- But don't you have to work awfully long hours? You also have to watch people in pain.
- That's true, but there are all kinds of things that make you feel good.
- Really? What sort of things? I know I'd be terribly unhappy if I had to be among sick people.
- Well, you may have a different temperament from mine. I like to feel I'm helping others.
- You mean you don't feel unhappy when you see someone ill or in pain.



- No, I don't feel unhappy. I feel I should help that person. That's what gives me pleasure.
- Now I understand. It's clear that you love what you're doing. If I were sick, I would be pleased to have you look after me.
- Oh, that's perhaps one of the nicest things anybody has ever said to me.

awfully /'o:fli/

terribly /'teribl/

temperament /'tempərəmənt/

عظ

عظ

طبع، مزاج

## 9.7 Pronunciation Notes

### 1. Words with /i:/

sitting /sitiŋ/

in /in/

did /did/

impossible /im'pɒsəbl/

reserved /ri'zə:vəd/

money /'mʌni/

tickets /'tikits/

sorry /'sɒri/

### Words with /i:/

seats /si:ts/

please /pli:z/

we've /wi:v/

### 2. Words with /iə/

here /hiə/

we're /wiə/

near /niə/

idea /ai'diə/

ear /iə/

engineer /endʒi'niə/

### 3. Words with /p/

compartment /kəm'pɑ:tmənt/

impossible /im'pɒsəbl/

inspector /in'spektə/

paid /peid/

please /pli:z/

pardon /'pɑ:dn/

### Words with /b/

terrible /'teribl/

but /bʌt/

beg /beg/



## Practice Exercises

### 9.8 Expressing Opinions

- 1 - What do you think of medical treatment?  
- I think all medical treatment should be free.
- 2 - What's your opinion of the new manager?  
- I suppose he's quite reasonable.
- 3 - What do you think of the new job?  
- It seems to me it's well paid.

Ask your friends' opinions of the following. Your friends will answer using the prompts in brackets:

- football (a wonderful game)  
the office (well-organized)  
education (should/compulsory for everybody)  
foreign oil companies in the Arab Homeland (should/nationalized)  
drinking alcohol (damaging to people's health)

### 9.9 What's your opinion of the manager's new plan?

- a. I know for a fact that it won't succeed.
- b. As I see it, it can't be applied.
- c. As far as I'm concerned, the plan is not well formed.
- d. I believe it won't succeed.

Now use the forms in a, b, c, and d to express your opinions about the following. Make use of the words in brackets.

- the lecture (boring)  
the film (too sentimental)  
the story (too long)  
the play (a big success)  
the Arab soldiers (brave)

---

sentimental /senti'mentl/

عاطفي

Agreement (with an opinion)

- 9.10 a. - The lecture is very useful.  
- It is, isn't it?
- b. - The new plan will create problems.  
- I'm afraid it will. (agreement with unfavourable opinions)
- c. - The school needs new desks.  
- I agree. The desks now are in bad condition.



- d. - We shall have to talk to the head-master.  
- That's just what I was thinking. The headmaster alone can solve the problem.

Now use the forms above to agree with the following:

1. The lab needs new equipment.
2. The lecture was boring.
3. The plan will not succeed.
4. Damascus is a charming city.
5. Ali's idea is sensible.
6. Mr. Mahdi deserves promotion.

---

charming /'tʃɑ:mɪŋ /  
sensible /'sensɪbl/

جميلة، جذابة  
معقولة

### Disagreement

- 9.11 a. - We need storage places; don't you think so?  
- I'm afraid I don't agree with you. We don't need storage places yet.
- b. - I'm sure the plan will prove successful.  
- I'm not sure I quite agree. I don't think it will prove very successful.
- c. - Firas is a very good player.  
- Well, actually I don't think he is. I think Samir is a much better player.

Now use the forms above to disagree with the following opinions:

1. As I see it, Firas's work is promising.
2. Well, that lesson was a waste of time, wasn't it?
3. I think we have to ask the bank for a loan.
4. Cars are the worst evil that man has ever created.
5. The typist in your office works very hard.
6. I don't think Samir will win the race.
7. That was a good speech, wasn't it?

---

promising /'promɪsɪŋ/  
evil /'i:vl/

يبشر بالخير  
شر

## Partial Disagreement

- 9.12 a. - The team is good. They have a powerful defence.  
- Yes, that's quite true, but don't forget there are several new players in the team.
- b. - English is a difficult language to learn.  
- Perhaps; but don't you think that the grammar is easy?
- c. - Big lorries are a menace.  
- Well, you have a point there; but don't you agree that they're the best means to bring food and other cargoes?  
Your friend makes the following statements.  
You are not in full agreement with him. Use the forms above and the prompts in brackets to express your disagreement.
1. TV is wonderful. (some programmes are boring)
  2. Schools should open the whole year round. (summer is too hot)
  3. Space travel is a waste of money. (space ships have made important discoveries)
  4. Farmers make good money. (depends on the season)
  5. Big cities are nice to live in. (too crowded and too noisy)
  6. The speed limit should be 50 kph on motorways. (too slow)

---

partial /pa:ʃəl/  
menace /'menəs/  
motorways /'moute weiz/

جزئي  
مصدر خطر  
طرق عامة

### 9.13 Develop conversations for these situations:

1. You and your friend are walking home from a party.  
Your friend enjoyed the party; but you did not.
2. There has been a good programme on TV.  
You and your friend like it very much.
3. Your friend thinks that Firas is hard-working.  
You agree with him.
4. Your friend thinks that reading is always more effective in the evening.  
Agree with this opinion .
5. You and your friend have been to a restaurant.  
Your friend thinks that the service is bad.  
You agree but think that the meal was quite good.



6. You and your friend are looking at a shop window. Your friend thinks that the sweaters are terribly expensive. You agree with him.

### Literary Reader

9.14 Complete the following. Write the sentences in your exercise book.

1. Portia decided to carry out \_\_\_\_\_ .
2. Only Nerissa \_\_\_\_\_ .
3. Dr. Bellario, who \_\_\_\_\_, lived in \_\_\_\_\_ .
4. Dr. Bellario was asked \_\_\_\_\_ .
5. Portia and Nerissa disguised themselves as \_\_\_\_\_ .
6. Portia was waiting for the servant near \_\_\_\_\_ .
7. Nerissa enjoyed Portia's \_\_\_\_\_ .
8. Lorenzo and Jessica were asked to \_\_\_\_\_ .

### Composition

9.15

**Write a paragraph on "Portia's Plan to Save Antonio"**  
**What did Portia begin to think of when Bassanio left for Venice? Why? Who did she tell of her plan? What excuses did she give for**



leaving Belmont? How did she decide to disguise herself? Why? Whose advice did she get? Why? Who carried her letter to him? Where did she ask him to bring her the answer? What did Portia ask Lorenzo and Jessica to do while she was away?



### CHECK POINT 3

9.16 Respond to the following.

1. A small proportion of the population was able to get higher education. Re-write this sentence using the following prompts :  
a. can   b. capable   c. ability   d. capacity
2. Your friend thinks that keeping animals in a zoo is inhuman. Disagree.
3. There was a sandstorm. They postponed the match. Cause and Effect. Use :  
a. because   b. make   c. because of
4. Express the similarity between Sami and Wisam who are of the same height. (Use: as ——— as)
5. You are at a friend's house. You break a vase. Apologize to him and offer to buy him a new one. How would he respond?



6. Show someone the way to the bank. Use the prompts :  
(traffic-lights/right/left).
7. Invite your friend to go fishing in the lake with you . the prompt (would you like) . How would he accept ?
8. We meet every Thursday . We go over the week's work .  
Purpose . Use : a. so as b. in order that c. the purpose of .
- 9 . Zoology deals with animals . Botany deals with plants .  
(Difference)
- 10 . Define each of the following using the given prompts :
  - a. linguistics / languages
  - b. factory / goods are made
  - c. camera / taking photographs
  - d. lawyer / practise law
- 11 . Your friend wants to improve his English . Use : ( had better)to suggest what he could do .
12. You and your friend have just been into a store . Your friend thinks that their goods are of high quality. You agree with him but think that their prices are too high.
13. You have promised a friend to lend him your camera. You have found out that your brother has broken it. Apologize to your friend.
14. Offer to buy your brother a new bicycle for his birthday. How would he accept ?  
Use: would you like.
15. Express your certainty of your father's buying a new house next year.

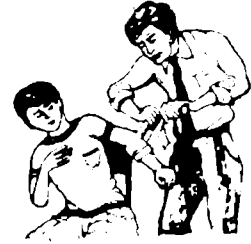


16. Your brother likes fish. Express disagreement using the prompt : chicken.
17. Introduce your cousin Omar Ali to your friend Leith Ahmad.
18. Classify each of the following :
  - a. engineering (electrical, mechanical, chemical, civil).
  - b. apples (eating, cooking)
  - c. shoes (leather, rubber)
  - d. televisions (colour, black—and—white)
  - e. TV colour systems (PAL, SECAM, NTSC)
19. It is 2 p.m. You meet your boss in the corridor. How would you greet him ? What would his response be ?
20. Show the likelihood of your spending the summer holiday in the north of Iraq . Use : (expect)
21. Express your opinion of your friend's new jacket. Use the prompt : a little too long .
22. That man has been standing on the corner for a long time. (Likelihood, Use: perhaps / waiting for somebody.)
23. It was very heavy. It sank to the bottom at once. Cause and Effect. Use : a. so ... that b. as c. as a result.
24. I wanted to have something easy to write with in the examination. I bought a new and expensive fountain pen. Purpose. Use :
  - a. in order to b. so that c. the purpose behind
25. You have invited your friend for lunch next Friday. But now you have to leave town on Thursday for three days on official business. Apologize to your friend and suggest another date for the invitation .
26. Your watch cost LD.75 . Your brother's watch cost LD 50 . Difference. Use : a. differ b. than.
27. He doesn't eat much. He doesn't want to get fat . Purpose. Use : a. so as b. in order that
28. You are a receptionist, Show someone the way to the manager's office . Use the prompts:(up the stairs / left / fourth door)



29. **Human beings / think. Use the following prompts to express ability :**  
a. can b. able c. capable d. ability c. capacity
30. **Pasteur used the microscope. (examine germs) Purpose. Use : for.**
31. **Start a conversation by talking about the weather. Pretend it is a beautiful day .**
32. **Your friend wants to buy a book . Make a suggestion to him. How would he agree ?**
33. **You have agreed to meet your office colleague at 7 p.m. today. It is now 3 p.m. and you are leaving the office. What would you say to him ?**
34. **Atomic power is a blessing. Partial Disagreement. Use : it might also be a curse .**

# UNIT TEN



## 10.1 Reading Comprehension

### First Aid I

First Aid is the branch of medical science in which treatment is given to people suffering from accidents or from sudden illnesses. It is called "first aid" because the treatment must be given at once. As it is usually not possible to get a doctor or a nurse to the patient immediately, first aid must be given by a person who has been given a few simple rules about looking after injured or sick people. First aid is not professional medical treatment, but is given to save life and to prevent the patient from getting any worse while waiting for a doctor or an ambulance to arrive.

It is important that the person who is giving first aid must always remain as calm as possible, or else the patient will grow frightened and the treatment may be unsuccessful. It is also important to consider whether there is any danger of the patient being further injured. Parts that are injured should be handled carefully, otherwise movement may cause further injury.

In every case needing first aid, it is necessary to put the patient in a comfortable position and (unless he is unconscious) to warn him not to move in case he hurts himself. Anything that may cause death, such as suffocation or severe bleeding should be attended to first. These are the two most urgent conditions and must always be treated at once.

### Minor Cuts and Wounds

Whenever the skin is broken, even by a scratch, germs can enter. The wound becomes painful and looks unhealthy. Occasionally germs enter the blood stream and cause blood



poisoning. Therefore, no wound, however small, should be neglected. The first thing to do is to clean the patient's wound either with a clean cloth sterilized in boiling water or with a piece of cotton-wool soaked in some antiseptic. A dry, sterile dressing or a dressing made from a clean cloth is placed over the cut and



bandaged into place. If the wound has been caused by a rusty nail or other dirty material so that there is danger of infection such as tetanus, the patient should see his doctor. He should also see the doctor if the wound fails to heal or bleeding continues.

## Bleeding

Serious bleeding must be stopped in a very short time. First the wound should be firmly pressed with the thumbs, fingers or palm of the hand. If possible, the wound should be covered with a piece of sterile material before being pressed. When there is something in the wound, such as a piece of glass, the thumbs should be pressed on the sides of the wound so that the patient is not hurt too much.

After this pressure, a dressing which includes a thick pad of cotton-wool should be placed over the wound and bandaged tightly. If blood oozes through, the dressing must be left on and further pads placed on top and bandaged even more firmly.

## Vocabulary

first aid /'f ɜ :st 'eid/	اسعافات اولية
sudden illness /'s ʌ dn iln ə s	مرض لاجئي
patient /'peiʃ ə nt/	مريض
injured /'indʒəd/	مصاب
professional /pr ə 'feʃ n ə l/	محترف
ambulance /'ambjul ə ns/	سيارة اسعاف
remain /ri'mein/	يبقى
or else /'o:r 'els/	والا
unsuccessful /'ʌ nsək'sesful/	فاشل
further injured /'f ɜ :ðər indʒəd/	يصاب بأضياء أخرى
handled /'handld/	تعالج
otherwise /' ʌ ð ə waiz/	وإلا ، وبمعكس ذلك
injury /'indʒəri /	إصابة
unconscious /ʌ n'kon ʃ ə s/	فاقد الوعي
in case / in keis /	في حالة
suffocation /s ʌ f ə'kei ʃ n/	اختناق
bleeding /'bli:di ŋ /	نزيف
attended to / ə'tendid tu/	يعتنى به
minor cuts / mainə'k ʌ ts/	جروح ثانوية
wounds /wu:ndz/	جروح

scratch (n.)/skratʃ/	خدش
painful/ˈpeɪnful/	مؤلم
unhealthy/ʌnˈhelθi/	غير صحي
blood stream/ˈblʌdstri:m/	مجرى الدم
poisoning/ˈpɔɪznɪŋ/	تسمم
neglected/nɪˈglektɪd/	اهل
sterilized/ˈsterilaɪzd/	معقم
soaked/soukt/	مغمس
antiseptic/antiˈseptɪk/	مادة معقمة
sterile dressing/ˈsteraɪlˈdresɪŋ/	رباط معقم
bandaged/ˈbændɪdʒd/	مضدود
rusty/ˈrʌsti/	صدئ
nail/neɪl/	مصمار
tetanus/ˈtetənəs/	كزاز
heal/hi:l/	يشفى
firmly/ˈfɜ:mli/	بقوة
thumb/θʌm/	ابهام
palm/pɑ:m/	راحة اليد
pressure/ˈpreʃə/	ضغط
pad/pad/	كعكة
tightly/ˈtaɪtli/	بقوة
oozes/ˈu:zɪz/	ينفص

## Comprehension Questions

10.2 Re-write the following sentences, supplying the missing bits of information.

1. The purpose of first aid is to \_\_\_\_\_ .
2. If the person giving first aid is not calm enough \_\_\_\_\_ .
3. The two most urgent conditions that need \_\_\_\_\_ are \_\_\_\_\_ .
4. If a wound is left without treatment, \_\_\_\_\_ .
5. A wound should first be \_\_\_\_\_ before \_\_\_\_\_ .
6. A patient should see his doctor if his wound is \_\_\_\_\_, or if \_\_\_\_\_, or if \_\_\_\_\_ .
7. Serious bleeding may be stopped by \_\_\_\_\_ .

10.3 Choose the most appropriate alternative according to the reading passage:

1. It is called "first aid" because the treatment is given\_\_\_\_\_ .
  - a. by a nurse
  - b. immediately
  - c. first by a nurse
  - d. at once in a hospital
2. In every case needing first aid it is necessary to\_\_\_\_\_ .
  - a. put the patient in a comfortable position
  - b. warn him not to move
  - c. handle the injured parts with care
  - d. do all the above
3. When there is a piece of glass in the wound, the wound should be pressed\_\_\_\_\_ .
  - a. gently on the sides
  - b. firmly
  - c. firmly with the thumbs, fingers or palms of the hands
  - d. firmly with a piece of cloth

### Vocabulary Study

#### 10.4 Fill in the blank spaces:

1. \_\_\_\_\_ is a branch of medical science in which treatment is given to people suffering from accidents or from sudden illnesses.
2. Anything that may cause death should be attended to \_\_\_\_\_ .
3. If blood oozes through the dressing, further \_\_\_\_\_ must be placed on top.

#### 10.5 Fill in the blanks with words or phrases taken from the reading passage of this unit.

1. There is a \_\_\_\_\_ of Iraqi Stores in almost every town in Iraq.
2. The Palestinian prisoners are \_\_\_\_\_ from cruel \_\_\_\_\_ inside the Zionists' jails.
3. If six of the seven go, only one will \_\_\_\_\_ .
4. I think you ought to get more sleep, and I want you to \_\_\_\_\_ this advice seriously.
5. There are five \_\_\_\_\_ of influenza in the school.
6. Take your umbrella with you \_\_\_\_\_ it rains .

7. If you keep your cut finger clean, it will soon  
\_\_\_\_\_.

## Spelling

### 10.6 Words with Silent Letters

In English some letters or combinations of letters are written but not pronounced. They are silent.

a. silent g or gh

sign      design      resign      consignment      neigh  
neighbour      foreigner      sovereign

b. silent b – The letter b is not pronounced at the end of a word after the letter m.

bomb      comb      tomb      crumb      dumb      limb  
climb      lamb      thumb

Note also: debt      doubt      plumber

c. Silent k: The letter k is not pronounced at the beginning of a word before the letter n.

knee      kneel      knelt      knife      knight      knell  
knowledge      knob      knot      knock      know

d. Silent W: The letter w is not pronounced at the beginning of a word before the letter r.

wrestle      write      wrong      wrist      wrinkle      wreck  
Note also: answer      sword.

e. Silent h

honest      honour      honourable      hour      shepherd

f. silent t

castle      listen      fasten      wrestle      hasten

## Practice Exercises

### I. Obligation

10.7 1. I'm a little bit late.

- Well, you must hurry up.

2. - I've got terrible toothache .

- You should see the dentist .

3. - The contract is too detailed.

- You ought to read it carefully.



Now respond to the following. Use the prompts in brackets:

1. I have a headache. (should/take an aspirin)
2. Do you want to pay the bills today? (must/pay them today)
3. I'm putting on too much weight. (ought/go on a diet)
4. I haven't typed the letter. (should/type it immediately)
5. The manager hasn't seen the report yet. (must/see it today)
6. My sight's getting worse. (ought/see an oculist)

---

detailed /'di:teild/

go on a diet /gou on ə'daɪet/

oculist / okjulist /

مفصّل

التزم بالحمية

طبيب العيون

### 10.8 Prohibition/Warning

- a. Don't move. You may hurt yourself.
- b. You mustn't move. You may hurt yourself.
- c. You shouldn't move. You may hurt yourself.
- d. Avoid (making) any movement. You may hurt yourself.
- e. You'd better not move. You may hurt yourself.
- f. Look out. You'll hurt yourself.

Use the forms above to warn people or make prohibition.

Use the prompts below. Give the reasons in brackets as your justification.

1. drink that milk (sour)
2. eat that bread (stale)
3. go too close to the machine (dangerous)
4. work overtime every day (not good for your health)
5. park here (block the entrance)
6. exceed the speed limit (cause an accident)
7. drink alcohol (bad for your health)

---

justification /dʒʌstɪfɪ'keɪʃn/

exceed /ɪk'si:d/

تبرير  
يتجاوز



## 10.9 Asking about Obligation

### Releasing People From Obligation

A nurse is not sure what she should do to her patients. She is asking the doctor.

- a. - Must I change the dressing every two hours?  
- No, you don't have to (change it every two hours).
- b. - Should I give the patient an aspirin every four hours?  
- No, you needn't (give him anything).
- c. - Now, the other patient. Do I have to take his temperature every half an hour?  
- No, you needn't take his temperature every half an hour.

Now continue the conversation using the different forms of questioning or releasing people from obligation. The following prompts will help you.

bandage the wound tightly  
give him an injection twice a day  
take his pressure every half an hour  
send him for an x-ray examination

---

release /ri'li:s/

يحرر

x-ray /'eks'rei/

اشعة اكس

## 10.10 Obligation in the Past

1. - Firas didn't do his homework last night.  
- Well, he should have done his homework last night.
2. - He didn't take the examination yesterday.  
- Hmm, he ought to have taken it.

Now give similar responses to the following :

Firas didn't attend the party last night.  
He didn't go to bed early.  
He didn't get up early.  
He was in a hurry. So he didn't have his breakfast.  
He was late. He didn't catch the bus.  
He was late. He didn't arrive at school on time.

## 10.11 Non-Necessity (in the Past)

1. a. Samir bought a new tie. He already had several new ties.



- b. Samir needn't have bought a new tie.
2. a. Firas didn't buy a new tie. He already had several new ties.  
b. Firas didn't have to buy a new tie.

Now respond to the following as in *b* above.

1. We drove very fast. It wasn't necessary.
2. We didn't drive fast. We had plenty of time.
3. I waited two hours for Ali. He didn't come.
4. We didn't go to the bank. We had enough money.
5. I didn't go by bus. Ali gave me a lift.
6. Samir didn't go to the doctor. There was nothing wrong with him.
7. Nada walked to the market. She could have gone by bus.

**gave me a lift /'geiv mi ə 'lift/**

**اوصلني بمركبته**

**10.12** What will you say in the following situations?

**Make use of the prompts in brackets.**

1. Your friend is lazy. You think he should work harder. (must)
2. Your friend always got to work late in his old job. Tomorrow is the first day in his new one. You are warning him. (mustn't)
3. Your friend usually has to get up very early, but tomorrow is a holiday. Why is he happy? (doesn't have to)
4. Your friend has a very bad cough. He smokes a lot. (ought to)
5. Your friend has an important exam tomorrow. He wants to see a film this evening. (had better)
6. Your friend wants to come early tomorrow. You think it's not necessary. (needn't)
7. Your friend exceeded the speed limit. The police officer took his driving licence. (shouldn't have)



## II. Polite Requests

### 10.13 Asking people to do things:

- a. - Could you turn the radio off, please?  
- Certainly.
- b. Would you pass the salt, please?  
- Certainly. Here you are.
- c. - Would you mind opening the door?  
- Not at all.
- d. - I wonder if you could help me with my homework.  
- Well, I'm sorry. I'm very busy at the moment.

Now practise with:

1. come early
2. remind me to go
3. call a taxi
4. wait here for a moment
5. see who's at the door
6. get on with your work

### 10.14 Asking for permission/giving permission

1. - May I borrow your dictionary?  
- Yes, of course. Here it is.  
(or Certainly. Here it is)
2. - May I use your phone?  
- Yes, go ahead.
3. - I don't seem to have a pen on me. Can I borrow yours?  
- By all means. Here you are.
4. - Do you mind if I sit here?  
- No, of course not.
5. - Would you mind if I closed the window?  
- No, please do.

Develop conversations with your friends. Use the different forms above to ask for permission to do the following. Your friends will give you permission.

1. Turn the TV off. I'd like to do my homework.
2. Turn the radio down a bit. I can't hear you.
3. Wait here for a while. It's raining outside.
4. Borrow your pencil-sharpener. My pencil's blunt.
5. Take the book. I'd like to look up the answers.



- b. he hated Antonio
  - c. he wanted justice
  - d. Bassanio made him angry in the court
4. When Dr. Balthazar first spoke, Shylock \_\_\_\_\_.
- a. became merciful and accepted the money
  - b. accepted three times the money
  - c. accepted ten times the money
  - d. did not change his mind
5. When Portia asked Shylock to take his pound of flesh without shedding a drop of blood, Shylock \_\_\_\_\_.
- a. began to ask Antonio to take off his shirt
  - b. gave up his claim
  - c. apologized and gave up his claim
  - d. asked Antonio to be ready
6. If a foreigner plots directly or indirectly against the life of a Venetian citizen, \_\_\_\_\_.
- a. his wealth goes to the state
  - b. his wealth goes to the citizen
  - c. half his wealth goes to the state
  - d. none of the above will happen

10.17 Complete the following. Write the sentences in your exercise book.

1. Shylock treated Antonio \_\_\_\_\_ .
2. Antonio listened to the argument \_\_\_\_\_ .
3. Bassanio offered three thousand ducats but \_\_\_\_\_ .
4. Portia disguised herself so well \_\_\_\_\_ .
5. The Duke listened to Dr. Balthazar's \_\_\_\_\_ .
6. Shylock praised the lawyer (Portia), thinking \_\_\_\_\_ .
7. The lawyer took the reputation of Venice into consideration before \_\_\_\_\_ .
8. The lawyer ordered the Jew to cut a pound of flesh from Antonio's body on condition that \_\_\_\_\_ .
9. Gratiano compared Shylock to \_\_\_\_\_ because \_\_\_\_\_ .
10. Antonio was so brave \_\_\_\_\_ .
11. Shylock had to give up \_\_\_\_\_ and sign \_\_\_\_\_ .



6. Close the door. There's a cold draught coming in.

---

draught /dra:ft/

نہار

10.15 Asking for permission/ refusing permission

Tom is a clerk. He asks his boss for permission to leave early.

a – Would you mind if I left early ?

– I'm sorry, but it's not possible.

b– I wonder if I could leave early.

– I'd rather you didn't, if you don't mind.

Imagine you were Tom. Ask your boss for permission to do the following. The boss refuses.

1. come a little later
  2. take tomorrow off
  3. leave now
  4. borrow his calculator
  5. use his filing cabinet today.
- 

boss / bos/

رئیس

10.16 Literary Reader

Choose the most appropriate alternative:

1. Nerissa entered the court dressed in the clothes of

a \_\_\_\_\_

- a. lawyer
- b. lawyer's clerk
- c. page
- d. prince

2. \_\_\_\_\_ was able to recognize Nerissa .

- a. Bassanio
- b. Antonio
- c. No one
- d. The Duke

3 Shylock wanted the pound of flesh because \_\_\_\_\_.

- a. he was a Jew

## **10.18 Composition**

**write two paragraphs about "The Trial" making use of these questions :**

### **First Paragraph :**

**Did the Duke succeed in persuading Shylock to give up his claim ? Who had the Duke sent for ? Why ? Why couldn't the lawyer come ? Whom did he recommend ? Who was Dr Balthazar ? Was he (Portia) recognized by the audience ?**

### **Second Paragraph :**

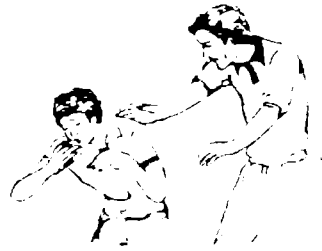
**What did Portia ask Shylock to show ? Did he agree or refuse to do so ? Why ? What did Portia ask him to do when he insisted on having his forfeit ? Did Shylock win the case at last ? Why ? What was his punishment ?**



## UNIT ELEVEN

### 11.1 Reading Comprehension

#### First Aid II



#### Suffocation

A person who cannot breathe is in danger of suffocation, or asphyxia. This may be caused by: drowning when the patient's lungs are filled with water instead of air; 'swallowing the wrong way', so that food or other objects block the breathing passage; breathing poisonous gas, such as carbon monoxide (from a car engine in a closed garage, for instance); other disabling of the breathing muscles caused by an electric shock, by being buried under a fall of earth, by severe pressure from a crowd, or by having taken too much of a sleeping drug. All these conditions need immediate treatment according to the cause of the asphyxia.

A person who is choking with a lump of food or a fish bone in his throat must have the obstruction removed as soon as possible, and this can be done by leaning him forward and thumping him smartly on the back between the shoulder blades while he coughs in order to bring out the lump or bone.

When a small child is choking, it should be held upside down, as this is sometimes enough to bring the lump into its mouth. If not, it should be thumped between the shoulders.

#### Burns

Burns may be caused by flames, hot objects, electricity, chemicals or radiation. A first degree burn reddens the skin, a second degree burn blisters it while a third degree burn chars it. A rescuer should follow these steps:

1. Remove the cause of the burn. Smother the flames with a blanket or rug to exclude the air and to stop the burning.
2. Reduce heat. Wet the burned part with cold water or a soothing fluid such as milk. This takes the heat out of the wound and keeps damage to a minimum.
3. Remove rings or any constricting articles from the burned area. If this is not done, swelling may prevent the blood from flowing properly.



4. Apply a dressing. This will help stop infection entering the body through the damaged skin.
5. Restrict movement. If a part is badly burned, make sure it is not moved. Lift to prevent further swelling.
6. Call an ambulance. In the case of bad burns the victim should be taken to hospital.
7. Do not pull away burned skin or burst blisters. Do not apply any ointment.

#### Fractures

A fracture is a broken bone. The identifying signs of a fracture are: pain, unusual shape, loss of use, swelling and extra movement. An inexperienced person should not attempt to treat a fracture, however distorted the injured limb may seem. It is essential to keep the injured limb quite still and to keep the patient warm until a doctor or an ambulance arrives.

#### Vocabulary

asphyxia /as'fiksɪə/	اختناق بسبب نقصان الاوكسجين
drowning /'draʊnɪŋ/	غرق
block (v.) /blɒk/	تسد
passage /'pɑsɪdʒ/	مر
poisonous gas /'pɔɪznəs'gɑs/	غاز سام
carbon monoxide /'kɑ:bən mo'nɒksaɪd/	اول اكسيد الكربون
disabling /dɪs'eɪblɪŋ/	عجز
electric shock /'ɪlektɪk'ʃɒk/	صدمة كهربائية
crowd /kraʊd/	ازدحام الناس، تجمهر
sleeping drug /sli:pɪŋ drʌg/	عقل منوم
choking /'tʃɒkɪŋ/	يختنق
lump /lʌmp/	لحمة
leaning /li:nɪŋ/	إحناء
thumping /θʌmpɪŋ/	الضرب باليد
smartly /'smɑ:tli/	بشدّة بقوة
shoulder blades /'ʃouldə'bleɪdz/	الواح الكتف
coughs /kɒfs/	يسعل
burns /bɜ:nz/	حروق
flames /fleɪmz/	لهيب
chemicals /'kemɪklz/	مواد كيميائية
radiation /reɪdɪ'eɪʃn/	اشعاع
reddens /'fedənz/	يجعل الشيء احمر
blisters /'blɪstəz/	يسبب فقاعات (فراغيس)



chars /tʃa:z/	يفحم، يحولها الى فحم
remove /ri'mu:v/	أبعد
smother /'smʌðə/	أخمد
blanket /'blankit/	بطانية
rug /rʌg/	سجادة
exclude /iks'klu:d/	يطرده
reduce /ri'dju:s/	قلل
soothing fluid /'su:ðiŋ'fluɪd/	سائل ملطف
damage (n.) /'dʌmɪdʒ/	ضرر
to a minimum /tuə'mɪnɪmə/	الى اقل درجة
constricting articles /kən'strɪkɪŋ'a:tɪklz/	اشياء مقيدة
swelling /'sweliŋ/	انتفاخ
apply /ə'plai/	ضع
restrict /ri'strɪkt/	قيّد
burst blisters /'bʊ:st'blɪstəz/	فراقيس متفجرة
ointment /'ɔɪntmənt/	دهان
fracture /frʌktʃə/	كسر
identifying signs /aɪ'dentɪfaɪɪŋ'saɪnz/	العلامات المميزة
extra /'ekstrə/	اضائي
inexperienced /ɪnɪks'pɪəriənst/	قليل الخبرة-
distorted /dɪs'tɔ:tɪd/	مشوه
essential /ɪ'senʃəl/	ضروري، جوهري
limbs /lɪmz/	اطراف

## Comprehension Questions

11.2 Complete each of the sentences in list 'A' with an appropriate option from list 'B'.

### List A

1. Any blocking of the breathing passage or disabling of the breathing muscles \_\_\_\_\_.
2. A man choking with a lump of food or a fish bone in his throat \_\_\_\_\_.
3. The first thing to do when treating a burn \_\_\_\_\_.
4. Rings and other constricting articles should be removed from the burned area so that they \_\_\_\_\_.
5. The burned area \_\_\_\_\_.
6. The only thing one has to do when giving first aid to a patient suffering from a fracture \_\_\_\_\_.

List B

- a. should prevent the victim from being taken to hospital.
- b. may be wetted with cold water or milk but no ointment should be applied.
- c. is to pull away burned skin and to burst any blisters that may be found.
- d. may cause suffocation.
- e. may not cause swelling and constrict the proper flow of blood .
- f. must be leaned forward and thumped on the back to bring out the obstruction.
- g. may be held upside down.
- h. is to prevent any movement of the injured part and to keep the patient warm.
- i. may help stop infection through the damaged skin.
- j. is to remove its cause by preventing the air from reaching the burned area.

**11.3** Choose the most appropriate alternative according to the reading passage:

1. Asphyxia may be caused by\_\_\_\_\_
  - a. drowning
  - b. swallowing the wrong way
  - c. breathing poisonous gas
  - d. all the above alternatives
2. When a person is choking because of a lump of food it should be removed by thumping him on\_\_\_\_\_
  - a. the shoulders
  - b. his neck
  - c. the back between the shoulder blades
  - d. his chest
3. According to the passage, the meaning of 'choke' is\_\_\_\_\_
  - a. to be unable to breathe
  - b. a valve in a petrol engine
  - c. material made into sticks for writing
  - d. examine
4. Third degree burns \_\_\_\_\_ the skin
  - a. redden
  - b. char
  - c. blister
  - d. only remove
5. The burnt part should be soaked in \_\_\_\_\_
  - a. tea
  - b. an antiseptic

- c. cold water or a soothing fluid
- d. none of these alternatives

### Vocabulary Study

#### 11.4 Fill in the blank spaces:

1. If a ring is not removed from the burned area, \_\_\_\_\_ may prevent the blood from flowing properly.
2. A fracture is a \_\_\_\_\_.
3. A first degree burn \_\_\_\_\_ the skin.

#### 11.5 Fill in the blanks with words or phrases taken from the list below : instead of, caused, in danger of, gradually, according to

1. The small boy in the road is \_\_\_\_\_ being knocked down.
2. Road accidents are \_\_\_\_\_ by bad driving.
3. If you cannot play through illness, I'm ready to play \_\_\_\_\_ you.
4. The books in the library are classified \_\_\_\_\_ authors as well as titles.



#### 11.6 Dialogue

Susan: Good afternoon, doctor.

Doctor: Good afternoon, Mrs. Hall. Do take a seat. How are you feeling now?

Susan: Oh, very well, thank you, doctor. Apart from feeling a little sick occasionally, I feel fine.

Doctor: Let's see. Have I sent you for a blood test yet?

Susan: Oh, yes, doctor. It was last week. They told me they'd send you the result.

Doctor: Oh yes, here it is. Hmm. It looks fairly certain you have inflammation of the appendix. We shall have to treat it by injections. If we fail, you will have to have an operation.

Susan: Are you sure, doctor?

Doctor: Quite sure. At least that's what the result says.

Susan: Do you think I ought to stop working?

**Doctor:** Well, it all depends on how you respond to treatment and on the type of work you do.  
**Susan:** I work in a bookshop and I spend a lot of time on my feet. Anyway, I feel fine now.  
**Doctor:** Well, in that case you carry on, but if you get any stomach pain, you'll have to come and see me at once.  
**Susan:** Yes, I'll do that doctor. Thank you, doctor, good-bye.  
**Doctor:** Good-bye, Mrs. Hall.

occasionally /ə'keɪʒnəli/	في بعض الأحيان
blood test /'blʌttest/	فحص الدم
inflammation /ɪnflə'meɪʃn/	التهاب
appendix /ə'pendɪks/	الزائدة الدودية
treat /tri:t/	نعالج
injections /ɪn'dʒɛkʃnz/	حقن
operation /opə'reɪʃn/	عملية
respond to treatment /rɪ'spɒnd tu 'tri:tment/	تستجيب للمعالجة
stomach pain /'stʌmək'peɪn/	الم معوي

## 11.7 Pronunciation Notes

### 1. Words with /eɪ/

take /teɪk/	operation /opə'reɪʃn/
inflammation /ɪnflə'meɪʃn/	they /ðeɪ/
fail /feɪl/	pain /peɪn/

### 2. Words with /ə/

doctor /dɒktə/
a seat /ə'si:t/
apart /ə'pa:t/
appendix /ə'pendɪks/
to treat /tə'tri:t/
an operation /ən opə'reɪʃn/
type of work /taɪp əv wɜ:k/

### 3. Words with /ʃ/

inflammation /ɪnflə'meɪʃn/
injection /ɪn'dʒɛkʃn/
operation /opə'reɪʃn/
sure /ʃʊə/
bookshop /'bʊkʃɒp/

### 4 Words with /ʒ/

occasionally /ə'keɪʒnəli/
pleasure /'pleʒə/
measure /'meʒə/
garage /'gærɑ:ʒ/
treasure /'treʒə/

## Practice Exercises

### Sequences

- 11.8 Ali wants to apply for the job of an accountant in a firm.  
*First* he has to write an application letter.  
*Then* he has to send all details required by the firm.  
*Later* he has to sit for an interview with the manager.  
*Finally* the firm will notify him when he's accepted.

firm /f e :m/

application /apli'kei} e n/

notify /'noutifai /

مؤسسة

طلب

يُعلم

- 11.9 Use *first*, *next*, *then*, *after this*, *later* and *finally* to introduce the following steps of letter-sorting.
1. Letters are collected.
  2. The stamps are cancelled and the date and place of sorting are put in.
  3. The letters are sorted according to the governorates. This is done by placing them in the appropriate pigeon- holes.
  4. The letters are sorted into smaller towns.
  5. The letters are tied in bundles and put in bags.
  6. The bags are sent to the station.

sorting /'so:tiŋ/ تصيف/تفريق الرسائل cancelled /'kansld/

pigeon-hole /'pid 3 inhoul/ فراغ

bundles /b'ʌ ndlz/

تلقى ، تخطم

مخصص لجهة معينة

حزم مجموعات مرتبطة سوية

- 11.10 The following steps are put in the wrong order.  
Rearrange them using the links: *first of all*, *after a while*, *at the same time*, *next*, *then* and *later*.
1. Steam appears.
  2. The burner is lit.
  3. Bubbles appear and rise to the surface.
  4. The water becomes hot.
  5. A tube filled with water is held over the flame.
  6. The bubbles begin to burst.
- 11.11 The following are eight events. They describe how the big ship "Colossus" sank in 1912. The events are listed in the wrong order. Put them in the most logical order and use the links: *first*, *next*, *then*, *at the same time*, *after this*, *during this*, *later* and *finally*.

1. The ship began to sink.
2. The Captain could not see a huge iceberg ahead.
3. The Colossus sailed into thick fog.
4. The crew packed women and children in a lifeboat and lowered it into the sea.
5. The ship disappeared into the sea.
6. A passing steamer picked up the survivors.
7. The ship hit the iceberg.
8. Some passengers threw themselves wildly into the sea.

events / i 'vents/  
 logical /'lɒdʒɪkəl/  
 linkers /'liŋkəz/  
 survivors / sə'vaɪvəz/

أحداث  
 منطقية  
 أدوات الربط  
 أحياء ناجون



- 11.12
1. After the train leaves station A, it passes through some fields.
  2. Before it goes through the woods, it passes over a railway bridge.
  3. As soon as it leaves the woods, it goes into a tunnel.
  4. As it leaves the tunnel, it begins to run towards the south.
  5. While the train is running, the driver has to watch the signals on the way.
  6. The train continues to run until it arrives at station B.
  7. When the train arrives, the passengers get off and new passengers get on it.

11.13 Suppose you are in the following situations.

Make sentences to describe them.

Use *when*, *after*, *before*, *as soon as*, *until* as indicated.

*Situation:* You are going to be in London.

You'll send your friend a postcard. (when)

*Response:* I'll send you a postcard when I'm in London.

1. You are going to receive some money from your

- parents. You'll pay your friend back then. (as soon as)
2. You have to go to the post office today. You'll post the letters then. (when)
  3. The rain is going to stop. You'll go out then. (when)
  4. The party is going to begin at 8 o'clock. You'll come earlier. (before)
  5. The train is going to leave at 6. You'll be at the station before that. (before).
  6. It'll soon get dark. You'll get home before that. (before)
  7. You'll do all your homework. You'll watch TV later. (after)
  8. You are in an office. Everybody has gone home. You still have to finish some letters. Then you'll go home. (after)
  9. You are going to have your lunch first. Soon after that you'll have a nap. (as soon as)
  10. This is the last lesson. The bell is going to ring. You and all the pupils will leave immediately after that. (as soon as)
  11. You are sitting in the lab. The lesson ends at 10.30. (until)
  12. You are going to stay in the library all day. The library closes at 8 in the evening. (until)
- 11.14 Make sentences that describe the following situations. Use *while*, *as*, *when*, *after*, *as soon as* and *before*, as indicated.
1. We had a picnic yesterday. It began to rain while we were there. (while)
  2. I tried to do my homework last night. Suddenly the light went out. (while)
  3. I went to the bus stop and waited. Then my friend came by in his car and gave me a lift. (as)
  4. Adnan turned the radio on and listened to the first part of the news. Then the door bell rang and some friends arrived. (as)
  5. Samir switched off the lights. Then he went to bed. (after)
  6. Firas went to France. He studied French first. (before)
  7. The conference ended at 10 in the evening. All the participants left the hall. (when)

8. Haitham worked in the garden, but then it began to rain. He hurried inside. (as soon as)

### Literary Reader

11.15 Choose the most appropriate answer.

1. Portia wanted Bassanio to give her \_\_\_\_\_.
  - a. three thousand ducats
  - b. one of his rings
  - c. the ring which she had given him
  - d. ten thousand ducats
2. Portia asked \_\_\_\_\_ to give Shylock the will.
  - a. Nerissa
  - b. Bassanio
  - c. Antonio
  - d. Jessica
3. Portia asked Gratiano to show Nerissa where \_\_\_\_\_ house was.
  - a. Shylock's
  - b. Bassanio's
  - c. Lorenzo's
  - d. Antonio's
4. Nerissa wanted Gratiano to give her \_\_\_\_\_.
  - a. the ring which she had given him.
  - b. some money
  - c. one thousand ducats
  - d. a ring and some money

### Composition

11.16 Imagine you went to the lake with your younger brother who did not know how to swim. He fell into a deep ditch full of water and took a lot of water in. State how you saved him and how you brought him back to life. Follow this outline.

1. The trip to the lake, when, where, with whom, why, etc.
2. Swimming in the lake; warning your brother not to go into deep parts, but to remain close to the shore.
3. The incident of your brother's falling; his shouts, the rescue.
4. Treatment and the happy ending.



## UNIT TWELVE



### 12.1 Reading Comprehension

#### Ibn Rushd

Ibn Rushd was one of the most important Arab thinkers. He is called Averroes by Europeans. He was born in Cordoba in Spain in 1126 and he received a wide education when he was young. He studied Arabic literature, medicine, philosophy, theology, Islamic law, mathematics and astronomy. Then he was appointed judge of Seville and later he served as the chief judge in Cordoba, an office which had been held by his father before him.

Ibn Rushd worked for some years as a lawyer and a doctor. He was also a philosopher. He had a clear, penetrating mind and he deeply influenced the philosophy of the Christian Middle Ages. He wrote a series of commentaries on most of Aristotle's works. These commentaries were translated into Latin and were very influential in Medieval Europe. Although he became well-known and held important positions, he remained humble and continued to work hard. He died in Morocco in 1198.

His works mainly deal with two important subjects: philosophy and medicine. In philosophy, he presented Aristotle's thought completely and made a detailed defence of it. His writings added considerably to man's understanding of Aristotelian thought. In one of his most important books, which is called *Tahafut al-Tahafut*, he distinguishes between scientific thinking and religion. He thinks that religion is a matter of faith while philosophy and science are related to reason. The two are completely different.

In medicine he wrote a famous book called *Al-Kulliyat fil-Tib*, where he discusses diseases and cures. This book was regarded as a medical textbook in Medieval Europe and it is interesting to realize that many of his ideas are still accepted nowadays.

As a philosopher, Ibn Rushd is well known for his ideas on the universe and creation.

## Vocabulary

thinkers /'θɪŋkəz/	مفكرون
Europeans /juərə'piənz/	اوربيون
theology /'θiələdʒi/	علم اللاهوت
astronomy /əstrənəmi/	علم الفلك
deeply /'di:pli/	بصورة عميقة
influenced /'ɪnfluənst/	اثرت
penetrating /'penɪtreɪtɪŋ/	ثاقب ، حاد
commentaries /'kɒmentəri/	تعليقات
Aristotle /'arɪstɒtl/	ارسطوطاليس
Latin /'læɪn/	اللغة اللاتينية
influential /ɪnflu'entʃəl/	شديد التأثير، مهم
Medieval /medi'i:vəl/	منسوب للقرون الوسطى
humble /'hʌmbl/	متواضع
considerably /kən'sɪdərəbli/	الى درجة كبيرة
Aristotelian /arɪstə'ti:ljən/	ارسطوطاليسي
faith /feɪθ/	ايمان
reason /ri:zn/	عقل، منطق
regarded /rɪ'gɑ:dɪd/	اعتبر
universe /'ju:nɪvə:s/	الكون
creation /kri'eɪʃn/	خلق
appoint /ə'pɔɪnt/	يعين
present (v.) /prɪ'zent/	يقدم

## Comprehension Questions

12.2 Re-write the following statements correctly, without negating them.

1. Among the various branches of knowledge that Ibn Rushd had studied as a young man, medicine was the one that he practised in his first official position.
2. Ibn Rushd wrote his commentaries on Aristotle's works in Latin.
3. Without Aristotle's efforts, most of Ibn Rushd's thought could have been lost to Europe.

4. Ibn Rushd was much ahead of his time in medical thinking because he wrote a medical book.
5. The most famous among Ibn Rushd's philosophical writings are those that express his views on science and religion.

**12.3 Choose the most appropriate alternative according to the contents of the passage.**

1. Averroes is an important\_\_\_\_\_ thinker.
  - a. Arab
  - b. Greek
  - c. Persian
  - d. Spanish
2. Ibn Rushd was born in\_\_\_\_\_ .
  - a. Seville
  - b. Cordoba
  - c. Toledo
  - d. Morocco
3. After receiving a wide education he was appointed as a\_\_\_\_\_ in Seville.
  - a. chief judge
  - b. lawyer
  - c. doctor
  - d. judge
4. Ibn Rushd wrote a series of commentaries on most of\_\_\_\_\_.
  - a. Ibn Sina's works
  - b. the European thinkers
  - c. the Medieval thinkers
  - d. Aristotle's works
5. Ibn Rushd died in\_\_\_\_\_.
  - a. 1198
  - b. 1126
  - c. 1189
  - d. 1162



## Vocabulary Study

### 12.4 Fill in the blanks with words taken from the list below.

remained, ideas, appointed, served, discuss, distinguish, works, held

1. Mr. George Brown has been \_\_\_\_\_ manager of the company.
2. They have \_\_\_\_\_ a meeting to discuss this question.
3. She has \_\_\_\_\_ this firm as a sales manager for many years.
5. He \_\_\_\_\_ till every one else had gone.
6. The light is so bad that I cannot \_\_\_\_\_ your coat from mine.
7. The engineers met yesterday to \_\_\_\_\_ plans for a new building.
8. This book contains many striking \_\_\_\_\_.

## Spelling

### 12.5 Words with Double Letters

#### a. Double b

hobby rubber rubbish cabbage rabbit

#### b. Double m

command commerce common hammer grammar  
immediate recommend accommodate Mohammad

#### c. Double d

sudden middle odd add address

#### d. Double l

collar pillar million allow swallow skull challenge swollen  
illegal college wholly farewell excellent intelligent illustrate  
usually

#### e. Double t

battle cattle bottle little butter shuttered pottery  
kettle better bitter glitter kitten settle pattern  
motto

#### f. Double g

dagger luggage struggle exaggerate suggest

g. Double s pronounced /s/

dress essay loss discuss press lesson massage  
depress message dismiss confess cross glass passage  
useless distress  
hardness impossible

h. Double s pronounced /ʃ/

pressure depression procession discussion impression  
profession expression

i. Double c

occupy accustom occasion accident occur accept  
succeed acceptable tobacco according accompany account  
accurate accuse

j. Double n

connect banner inn manner tunnel spanner penny  
runner skinny tennis funny channel annually  
beginning anniversary innocence

k. Double p

supper happy appear copper happen supply  
pepper apple oppose apply approach supporter approval  
appoint appendix opposite

l. Double f

affair afford suffering staff traffic inefficient  
coffee effort suffocate coffin affect offend offer  
office

m. Double r

arrange barrel quarrel arrest carriage surround  
arrive carrier marriage arrow carry horrible  
correct terror terrible corridor narrow carrot  
irrigate error worry tomorrow surrender

## Practice Exercises

### Contrast

12.6 He's trying hard. He still makes mistakes.

a) He's trying hard, but he still makes mistakes.

b) He's trying hard; yet, he still makes mistakes.

c) He's trying hard; however, he still makes mistakes.

Now do the following as in a, b and c above.



1. She washed the shirt twice. The stain wouldn't come out.
2. The doctor gave me some good advice. I didn't follow it.
3. The driver tried to control the car. It crashed into a tree.

5. The plan was carefully thought out. It didn't work.

12.7 Ali is a good swimmer. He couldn't win the race last week.

a) Although Ali is a good swimmer, he couldn't win the race last week.

b) Despite the fact that Ali is a very good swimmer, he couldn't win the race last week.

c) Though Ali is a good swimmer, he couldn't win the race last week.

Now do the following as in a, b and c above.

1. The road is unsafe. Ali is driving very fast.

2. The restaurant is a famous one. The service is not very good.

3. He has a bad fever. He refuses to call the doctor.

4. Salwa is tired after a hard day's work. She wants to go to a party.

5. Firas left early. He couldn't catch the bus.

12.8 We went out for a walk. There was heavy rain.

1. a) We went out for a walk in spite of the heavy rain.

b) In spite of the heavy rain, we went out for a walk.

2. a) We went out for a walk despite the heavy rain.

b) Despite the heavy rain, we went out for a walk.

Now do the following as in 1 and 2 above.

1. I got to the office early. There was a traffic jam on the way.

2. He drove very fast. There was a speed limit on the road.

3. Ali decided to buy the washing-machine. There was a defect in the motor.

4. The plan was carried out successfully. There were a lot of difficulties.

5. Layla made the correct answer. She had a feeling of uncertainty at the beginning.

12.9 Describe the following situations. Use the words in brackets.

For example:

Situation: Mr. Snowdon was in a hurry yesterday morning. He drove in heavy traffic. He did not pay attention to the other cars. (although)

Response: Although Mr. Snowdon drove in heavy traffic, he did not pay attention to the other cars.

1. Mr. and Mrs. Brown are at the dinner-table. The steak is very good. They are not eating. (yet)
2. Jack and Sally like plays very much. They are busy this evening. They can't come with us to the theatre. (But)
3. The accountant has a lot of work to do. He feels lazy. He isn't doing anything. (although)
4. Mr. Smith looks exhausted. He's been working very hard lately. He refuses to have some rest. (though).
5. Mr. James is at work. He is in the conference room with several other men. The manager is discussing some very important points. Mr. James is not paying attention. (However)
6. Jane is a typist. She has been working for three years. She still types slowly. (despite the fact that)
7. The students went on a picnic. They enjoyed themselves. The weather was very hot. (in spite of)

---

conference /'kɒnfərens/

مؤتمر

Drawing Conclusions

- 2.10 · Samir seems a bit out of sorts today.
- He must be *unhappy*.
  - Well, I think he is *exhausted*.
  - That's very likely.

Now repeat this conversation using the prompts below:

sad/disappointed

tired/worried

a bit depressed / in love

exhausted / overworked

sad/has a hard life



a bit depressed/needs money badly  
unhappy/feels one of life's failures  
!!! / drunk

---

out of sorts /'aut əv<sup>1</sup>so:ts/

منصرف المزاج

## 12.11

- a) - How do you know it's plastic rather than leather?  
- I can tell by the smell.
- b) - How can you tell it's a helicopter and not a small plane?  
- It's obvious from the sound.

Now develop similar conversations, by asking the following questions. Answer by using the prompts in brackets.

1. How can you be sure it's paraffin rather than petrol?  
(smell)
  2. How can you tell that it's a wig and not her own hair?  
(look)
  3. How can you tell that it's an oak tree and not a pine tree?  
(shape of its leaves)
  4. How do you know that she's pleased and not annoyed?  
(expression)
- 

oak /oʊk/  
pine /paɪn/

بلوط  
سنوبر

12.12 What conclusion would you draw from the following situations? Answer by *must be* + —ing form.

Example:

Situation: You can hear the noise of a TV play in your neighbour's house.

Response: They must be watching a play on TV.

1. Ali is asleep but his lips are moving and you can hear a few words.
2. You can hear a typewriter in the office upstairs. You know a typist works there.
3. Nada is in the library. She has an exam tomorrow.
4. It's midnight. Firas is switching the lights off.



12.13 a) - Ali's late.

- He must have been held up in the traffic.

b) - Layla wasn't in her office yesterday.

- She must have gone home.

Now practise with:

1. I can't find my keys. (left them at home)
2. Jalal didn't call yesterday. (been busy with his home-work)
3. Ali hasn't arrived yet. (car/broken down again)
4. I didn't see Muna yesterday. (taken the day off)
5. Zainab has resigned. (got fed up with her job)
6. Mahdi didn't attend the conference. (forgotten all about it)
7. Firas is back again. (got over his cold)
8. I've got enough money. (been paid today)
9. I couldn't find the file. (left it in the filing cabinet)

---

got fed up /'fed 'ʌ p/

ملئت

12.14 What conclusions would you draw from the following? Begin your answers with: He (She) must have been...

1. Ali was reading. He was holding a book right up to his face. (reading in poor light)
2. There was some unusual noise. Layla's face grew as white as a sheet. (frightened)
3. Samir made a mistake and they laughed. He just couldn't stop blushing. (embarrassed)
4. He couldn't do the exercises. He looked pale. (ill)
5. The clerk asked for a day off. (exhausted)
6. Ali looked very unhappy and disappointed. (in love)
7. Jack couldn't walk steadily. He made foolish gestures. (drunk)

---

blush /blʌʃ/

بحمر وجهه فجلا



## **Literary Reader**

**12.15** Complete the following. Write the sentences in your exercise book.

1. As Lorenzo was sitting with Jessica in the garden, he \_\_\_\_\_.
2. Bassanio introduced Antonio \_\_\_\_\_.
3. Although Gratiano apologized to Nerissa, she \_\_\_\_\_.
4. When Portia blamed Gratiano, he \_\_\_\_\_.
5. Portia accused her husband of \_\_\_\_\_.
6. Antonio looked unhappy because \_\_\_\_\_.
7. Portia handed Antonio the same ring that \_\_\_\_\_.
8. Bassanio and Gratiano were astonished to \_\_\_\_\_.
9. Antonio was pleased to \_\_\_\_\_.
10. Antonio declared that he owed his \_\_\_\_\_.
11. Lorenzo was told that \_\_\_\_\_.

### **12.16 Composition**

Write two paragraphs on "The Story of the Rings". Make use of the following questions :

**First Paragraph :** What did Bassanio offer the lawyer? What did the lawyer ask for instead of fees? Was Bassanio's excuse accepted? How did the lawyer pretend to be? Why did Bassanio give the ring to the lawyer? What did the lawyer's clerk take from Gratiano?

**Second Paragraph : (In Belmont)**  
How did Portia receive Antonio? Why? Why did Nerissa quarrel with Gratiano? What did Portia accuse Bassanio of? Why did Antonio become sad? Who put an end to the joke?

# UNIT THIRTEEN

## 13.1 Reading Comprehension

### A LETTER FROM A NEIGHBOUR

Wall Cottage,

Waterfield,

Tuesday.

Dear Mr. Jones,

I expect you may be slightly surprised to receive a letter from someone living as near as your next-door neighbour; but I have to raise a subject that it will be easier for me to discuss in writing.

You may have noticed that I have a line of apple trees running alongside the fence that separates our two gardens. You may also have taken pleasure in the frequent sight of your two children sitting on your lawn directly by the fence. And you may also have remarked that my apple trees, so to speak, bend over the fence and seem to look down at your children with interest.

It is only natural that your children should sometimes seem to return that interest. And it is not natural, but, I acknowledge, quite legal, for them occasionally to show that interest by picking all the apples that hang over on your side of the fence. But to be plain with you, Mr Jones – I am tired of seeing your children, day after day, tear the branches off the side of every one of my apple trees, and leave my trees looking as though a battle had been fought on one side of them. I am even more tired of waking these fine autumn mornings, to find even the apples on my side of the fence much diminished in number. I know this, too, to be the work of your children, since last night I was woken at midnight by the noise they were making climbing one of my trees and (as they may have told you) I chased them home.

While I am on the subject, I am at least grateful to you for keeping your bonfires on the far side of your garden this



year . Last year neither I nor your children had any apples, because the smoke from your bonfires destroyed all the flowers before the apples had time to form . I very much hope that next year– for the first time since I have been in this village– I shall have my apples, your children will have their apples, and the sight of the line of apple trees will be a pride to us both .

Yours sincerely,  
J. Gardiner .

### Comprehension Questions

13.2 From the letter of J. Gardiner try to find words that have the same meanings as the ones below :

mention

became less

keep apart

confess

lawful

from time to time

ruined

13.3 Give brief answers to the following questions, using one complete sentence for each .

- a. Why does the writer think that Mr Jones may be surprised to receive a letter from him ?
- b. What have Mr. Jones's children been doing to the branches of the apple trees on their side of the fence ?
- c. How did Mr Gardiner know that Mr Jones's children took the apples from the branches on his side of the fence ?
- d. Why did Mr Gardiner get no apples last year ?

13.4 State whether these statements are true or false :

- a. Mr Gardiner really thinks that the apple trees look at the children with interest .
- b. Mr Gardiner wrote a letter because it was easier for

- him to express his complaint to his neighbour .
- c. The letter is meant to express Mr Gardiner's gratefulness to Mr Jones because the latter has not spoiled his apple trees with smoke this year .
  - d. The line of the apple trees belongs to both Mr. Gardiner and Mr Jones .

13.5 In several places in Mr Gardiner's letter he uses expressions that denote likelihood.

Now express likelihood and certainty in answer to the following questions. Make use of the prompts in brackets.

- a. Where is Yousif heading to ? (theatre)
- b. Do you think Ali will finish his work early tonight ?
- c. Why couldn't Selma come to the party ? (be tired)
- d. Will the team players arrive next week ?
- e. When will you meet your new boss ? (tomorrow morning)

Pronunciation

13.6 In each of the following sets of words, all the words have the same vowel sound or diphthong, except one word. Write down the number of the set of words and the letter of the word that is different from the rest.

Examples:

- |            |           |          |          |
|------------|-----------|----------|----------|
| 1. a. tea  | b. we     | c. bet   | d. me    |
| (1.c)      |           |          |          |
| 2. a. hat  | b. palm   | c. car   | d. dance |
| (2.a)      |           |          |          |
| 1. a. moon | b. foot   | c. spoon | d. move  |
| 2. a. look | b. should | c. pool  | d. stood |

- |               |           |           |          |
|---------------|-----------|-----------|----------|
| 3. a. work    | b. word   | c. world  | d. short |
| 4. a. at      | b. all    | c. ball   | d. call  |
| 5. a. hat     | b. man    | c. rat    | d. calm  |
| 6. a. dark    | b. can    | c. part   | d. palm  |
| 7. a. me      | b. be     | c. these  | d. bed   |
| 8. a. pay     | b. play   | c. says   | d. say   |
| 9. a. most    | b. not    | c. on     | d. shop  |
| 10. a. own    | b. cold   | c. hot    | d. no    |
| 11. a. down   | b. house  | c. out    | d. coat  |
| 12. a. sir    | b. sit    | c. stir   | d. girl  |
| 13. a. comb   | b. come   | c. but    | d. run   |
| 14. a. mother | b. runner | c. butter | d. occur |
| 15. a. sure   | b. poor   | c. door   | d. pure  |
| 16. a. eight  | b. sake   | c. plate  | d. sat   |
| 17. a. fear   | b. wear   | c. we're  | d. clear |
| 18. a. ear    | b. eat    | c. meet   | d. see   |
| 19. a. oil    | b. coin   | c. joy    | d. knows |
| 20. a. air    | b. share  | c. dear   | d. wear  |

**13.7** In each of the following sets of words, all the words end with the same consonant sound, except one word. Write down the number of the set of words and the letter of the word that is different from the rest.

Examples :

- |                       |            |            |           |
|-----------------------|------------|------------|-----------|
| 1. a. looked<br>(1.d) | b. stopped | c. bite    | d. made   |
| 2. a. has<br>(2.c)    | b. runs    | c. pass    | d. bees   |
| 1. a. lamb            | b. robe    | c. cab     | d. ebb    |
| 2. a. lamp            | b. hope    | c. stop    | d. lamb   |
| 3. a. heard           | b. word    | c. stopped | d. made   |
| 4. a. bike            | b. brick   | c. face    | d. picnic |
| 5. a. beg             | b. George  | c. bridge  | d. manage |
| 6. a. health          | b. breath  | c. wealth  | d. with   |
| 7. a. off             | b. half    | c. rough   | d. of     |
| 8. a. face            | b. false   | c. boys    | d. bus    |
| 9. a. fresh           | b. much    | c. match   | d. branch |
| 10. a. though         | b. rough   | c. cliff   | d. laugh  |
| 11. a. name           | b. lamb    | c. cab     | d. comb   |

- |                  |            |            |           |
|------------------|------------|------------|-----------|
| 12. a. autumn    | b. climb   | c. time    | d. ten    |
| 13. a. bag       | b. thing   | c. wrong   | d. coming |
| 14. a. mice      | b. boss    | c. this    | d. these  |
| 15. a. Richard's | b. Ralph's | c. Peter's | d. boy's  |
| 16. a. he's      | b. she's   | c. those   | d. Mark's |
| 17. a. race      | b. rays    | c. rise    | d. rose   |
| 18. a. ended     | b. wanted  | c. fitted  | d. marked |

**13.8** In each of the following sets of words, all the words begin with the same consonant sound except one word. Write down the number of the set of words and the letter of the word that is different from the rest.

**Examples:**

- |                |               |           |            |
|----------------|---------------|-----------|------------|
| 1. a. hat      | b. honest     | c. him    | d. his     |
| (1.b)          |               |           |            |
| 2. a. this     | b. take       | c. top    | d. time    |
| (2.a)          |               |           |            |
| 1. a. see      | b. city       | c. smile  | d. call    |
| 2. a. short    | b. sure       | c. school | d. shop    |
| 3. a. under    | b. university | c. yet    | d. unity   |
| 4. a. know     | b. knob       | c. no     | d. kill    |
| 5. a. hour     | b. house      | c. home   | d. hers    |
| 6. a. three    | b. threat     | c. third  | d. those   |
| 7. a. thumb    | b. that       | c. their  | d. the     |
| 8. a. way      | b. we         | c. who    | d. wet     |
| 9. a. red      | b. read       | c. write  | d. well    |
| 10. a. kite    | b. coat       | c. kill   | d. knock   |
| 11. a. gentle  | b. get        | c. jaw    | d. general |
| 12. a. child   | b. Christmas  | c. cheap  | d. check   |
| 13. a. ewe     | b. yes        | c. eye    | d. Europe  |
| 14. a. school  | b. shy        | c. see    | d. cell    |
| 15. a. feel    | b. pheasant   | c. for    | d. peasant |
| 16. a. Chicago | b. ship       | c. sure   | d. cheap   |

### **13.9** Notions and Structures

Classify these words into groups according to type into (a) vehicles, (b) food, (c) accommodation.

orange, house, bread, cart, bicycle, carriage, flat, building  
meat, rice, motor-cycle, lorry, saloon, station wagon, eggs,  
bedroom, home, cottage, hut, cake, soup, car

**13.10** What will you say in the following situations ?

- a. When your friend says, "This is a British colleague of mine, Mr. Swift ."
- b. When you meet someone you know in the
  1. morning
  2. afternoon
  3. evening (at night))
- c. When you leave your friend at the end of the day's work.
- d. When you leave a friend and you plan to see him in the evening.
- e. When your friend is leaving for Mosul.
- f. When your friend is taking the plane to Beirut.
- g. When your friend says "Thanks" to you.
- h. When someone gives you a book.
- i. When you are in a cafeteria and Paul , a friend of yours joins you .

**13.11** Imagine you were driving a car. Someone keeps asking you questions. Construct answers to these questions using the prompts given.

1. Why are you driving so slowly? (hit someone)
2. Why did you stop? (get some petrol)
3. Why did you brake suddenly? (hit that child)
4. Why did you increase your speed? (overtake that lorry)
5. Why did you swerve? (run into that hole)
6. Why did you switch on the lights? (see better)
7. Why did you reverse? (see that sign)
8. Why did you park so far away from the entrance? (block the way)

**13.12** Describe what these tools are used for :

1. tin-opener
2. pen
3. pencil-sharpener
4. hammer
5. screw-drivers
6. pair of scissors



7. drill
8. spanner
9. jack
10. needle

**13.13 Invite your friend to the following. State how your invitation is accepted and how it is refused.**

1. go to the cinema
2. come for a picnic
3. come to a party
4. go for a swim
5. have dinner with you
6. watch a football game on TV.
7. go for a drive in the car
8. see your stamp collection
9. drink tea
10. go for a walk in the park

#### **Composition**

**13.14 Write a short composition on "Portia". Include the following points in your discussion:**

1. Who was Portia?
  - a. A pretty lady of Belmont .
  - b. The daughter of a rich merchant.
  - c. Intelligent and brave.
  - d. Her father's three boxes.
  - e. The suitors.
2. Portia and Bassanio
  - a. The romantic relationship.
  - b. Bassanio and his choice.
  - c. The ring she gave him.
3. Portia in the trial.

**13.15 Write a short composition on an old Arab figure. You may choose Ibn Rushd or any figure you like. Include the following points in your discussion:**

1. Details of his life
  - a. place and date of his birth
  - b. major positions held
  - c. his death



2. Works and ideas
  - a. titles of major works
  - b. prominent contributions
3. Influence on Arab and foreign thought.

Spelling

**13.16** Complete the spelling of the following words with y or i.

- |              |                  |
|--------------|------------------|
| 1. tid—est   | 10. den—ed       |
| 2. happ—ly   | 11. simplif—ed   |
| 3. academ—es | 12. enjo—ment    |
| 4. tr—ing    | 13. anno—ance    |
| 5. carr—es   | 14. beaut—ful    |
| 6. pla—ful   | 15. merc—ful     |
| 7. hurr—ed   | 16. stud—es      |
| 8. pla—ing   | 17. appl—cation  |
| 9. rel—ing   | 18. universit—es |

**13-17** Complete the following words with ei or ie:

- |           |            |
|-----------|------------|
| 1. dec—ve | 7. for—gn  |
| 2. h—ght  | 8. sc—nce  |
| 3. bel—f  | 9. forf—t  |
| 4. s—ze   | 10. n—ther |
| 5. ch—f   | 11. rec—ve |
| 6. c—ling | 12. —ther  |

# UNIT FOURTEEN

## 14.1 Reading Comprehension

### Marshes of Southern Iraq

The Iraqi marshes are large beautiful lake areas situated mainly between the Tigris and the Euphrates in the southern part of Iraq. They are about 9000 square kilometres in area. In ancient times they were the playing and hunting grounds for Sumerian, Babylonian and Assyrian kings, and myth has it that it was to this attractive region that the Sumerian King Gilgamesh came to seek immortality. Today, the marshes are a source of national wealth. Oil has been recently discovered in some of them.

The great marsh where the Tigris and the Euphrates meet is known locally as "Al-Hor". In this marsh as well as in the other marshes, the marshmen live mainly by hunting and fishing. They travel from one place to another using canoes. This is their most important means of transportation and it is locally called "Mashhoof". Usually each mashhoof is pushed by a long thick stick in the water, which is as clear as glass, and it is in these mashhoofs that marshmen go fishing. Some of them use five-pronged spears; others use nets for this purpose.

In the marsh villages, houses are made of reed and reed mats. Every house in the village stands on its own reed platform on the surface of the water. The houses are made during the hot season when the water level of the marshes is low. These artificially formed islands, on which houses are built, are made by placing layers of mud, reeds and reed mats. These layers are firmly trodden and reinforced by other layers until the platform becomes strong enough to support the house and the neighbouring yard for cattle.

Today, it is no longer subjected to exploitation and the rule of feudal lords. The feudal lords were dispossessed; water stretches have been controlled and the land has been reclaimed and distributed



buted among villagers, who produce, among other things, large quantities of rice every year. The region is witnessing a great economic change. Big boats transport cattle reared in the marshes to the markets on the mainland. These boats, which are the buses of the marshes, also transport large quantities of reeds to Basrah where they are processed at the large new paper mill into paper. Health centres and schools are found even in the remotest parts of the marshes. Many years ago the idea of a school amazed the marshmen, but today all village boys and girls go to school every morning.

14.2 Answer the following questions :

1. What do the marshmen use for the purpose of fishing ?
2. What are their houses made of ?
3. When do the marshmen usually build their houses ?  
**Why ?**
4. How do the marshmen mainly live ?

14.3 Re-write the following sentences supplying the missing bits of information.

1. The marshes in southern Iraq are economically important because they provide the country with \_\_\_\_\_ and contain \_\_\_\_\_ .
  2. The villagers of the marshes use canoes for \_\_\_\_\_ .
  3. The \_\_\_\_\_ that marshmen bring to Basrah are \_\_\_\_\_ , at the Basrah Paper Mill.
  4. The \_\_\_\_\_ on which a marshman builds his \_\_\_\_\_ is usually large enough to provide space for \_\_\_\_\_ as well.
6. The Iraqi marshes were \_\_\_\_\_ grounds for the Sumerian, Babylonian and Assyrian kings .



7. It is said that Gilgamesh came to the marshes so as to \_\_\_\_\_

14.4 Find out from the passage words that have similar meanings to the following :

1. look for
2. great
3. chiefly
4. most distant
5. surprised
6. beautiful
7. not naturally
8. places
9. strongly

14.5 Re-write these false statements correctly without using negation :

1. All Iraqi marshes lie between the Tigris and the Euphrates .
2. In the past, the marsh area was owned by the government .
3. Marshes are really rivers .
4. Big boats transport only reeds .

14.6 Fill in the blanks with the expressions given below:  
electricity, region, seek, canoes, exploited, transformed,  
transported, layers, buses, artificial, processed.

1. People go to the marshes to \_\_\_\_\_ comfort.
2. The \_\_\_\_\_ has witnessed great economic changes.
3. The marshes have colour T V. service and \_\_\_\_\_.



4. In the past the marsh area was \_\_\_\_\_ by feudal lords.
5. Mashhoofs are really \_\_\_\_\_.
6. Reeds are \_\_\_\_\_ to Basrah where they are \_\_\_\_\_ into paper.
7. Large boats are the \_\_\_\_\_ of the area.
8. Platforms are \_\_\_\_\_ islands made of \_\_\_\_\_ of reeds, reed mats and mud.
9. The marshes have been \_\_\_\_\_ into a tourist area.

14.7 These words are all verbs with-s suffix . Write down the number of the verb and show whether the suffix is pronounced / -s / , / -z / or / -iz / .

- |               |             |
|---------------|-------------|
| 1. aches      | 8. stops    |
| 2. breathes   | 9. offers   |
| 3. causes     | 10. looks   |
| 4. destroys   | 11. asks    |
| 5. dictates   | 12. laughs  |
| 6. encourages | 13. reads   |
| 7. handles    | 14. charges |

14.8 These words are all plural nouns . Write down the number of the noun and show whether the plural suffix in that noun is pronounced / -s / , / -z / or / -iz / .

- |             |               |
|-------------|---------------|
| 1. prices   | 8. colours    |
| 2. copies   | 9. teachers   |
| 3. eyes     | 10. letters   |
| 4. passages | 11. months    |
| 5. lambs    | 12. bridges   |
| 6. lamps    | 13. dialogues |
| 7. prefixes | 14. classes   |

14.9 These words are all past verbs . Write down the number of the verb and show whether the past suffix is pronounced / -d / , / -t / or / -id / .

1. acted

- |             |               |
|-------------|---------------|
| 2. fixed    | 8. astonished |
| 3. faced    | 9. annoyed    |
| 4. pinned   | 10. backed    |
| 5. caused   | 11. borrowed  |
| 6. defended | 12. wanted    |
| 7. owned    |               |

### Notions and Structures

**14.10 Define the following using the prompts given:**

1. botany/science/plants
2. economics/science/the production, distribution and consumption of goods.
3. thermometer/instrument/measuring temperature
4. history/science/past events
5. receptionist/person/receives and directs people
6. library/place/books are kept
7. biology/science/living matter in all forms or phenomena
8. librarian/person/looks after a library
9. teacher/person/educates others
10. doctor/person/looks after sick people

**14.11 Construct a number of conversations. In each one of them use the comment given, a suggestion and an approval or refusal of the suggestion made. Follow this example:**

**Example:**

- a. The room is so hot.
- b. Shall we open the window?
- c. That's a good idea.

or

**Well, opening the window will bring in a lot of noise.**

1. I'm so tired. (have some rest)
2. The bus hasn't come yet. (take a taxi)
3. The room is cold. (close the window)
4. The library is so far away. (go to the youth centre)
5. Your car is too small. (get another car)

**14.12 Show that (a) is similar to (b) in (c).**

**Follow this example:**

**My house (a) is similar to your house (b) in design (c).**

- 1. (a) your car (b) lorry (c) the noise it makes.**
- 2. (a) his head (b) egg (c) shape**
- 3. (a) lake (b) sheet of glass (c) clarity**
- 4. (a) his hair (b) small bush (c) disorder**
- 5. (a) your dog (b) my cat (c) general condition**

**14.13 Show that Ali has more of the features mentioned below than Jalal.**

- 1. height**
- 2. age**
- 3. sense of humour**
- 4. brightness**
- 5. quickness in doing things**
- 6. being handsome**
- 7. strength of body**
- 8. intelligence**
- 9. love of sports**
- 10. speed of running**

**Composition**

**14.14 Discuss the character of Antonio. Include the following points in your composition.**

**Who was Antonio**

- a. a merchant of Venice — rich**
- b. a kind-hearted Christian**
- c. he hated all those who took interest from the poor**

**2. Antonio and Bassanio**

- a. they were friends**
- b. Bassanio wanted money**
- c. Antonio had to borrow for him**

**3. Antonio and Shylock**

- a. he hated Shylock**
- b. Antonio borrowed the money and signed a bond**
- c. Shylock was intent on murdering him when he knew his ships were at sea.**
- d. all ended well.**





**Spelling**

**14.16** Change the following words into nouns by adding e, a, or o

- |              |               |
|--------------|---------------|
| 1. visit—r   | 10. receiv—r  |
| 2. act—r     | 11. operat —r |
| 3. doct—r    | 12. engine—r  |
| 4. design—r  | 13. invent—r  |
| 5. conduct—r | 14. explor—r  |
| 6. garden—r  | 15. sail—r    |
| 7. schol—r   | 16. collect—r |
| 8. begg—r    | 17. lead —r   |
| 9. build—r   | 18. speak—r   |

**14.17** Complete the following words with the letter a or i

- |                |               |
|----------------|---------------|
| 1. admir—ble   | 6. prob—ble   |
| 2. respons—ble | 7. remark—ble |
| 3. respect—ble | 8. wash—ble   |
| 4. flex—ble    | 9. divis—ble  |
| 5. poss—ble    | 10. avail—ble |



# UNIT FIFTEEN

## 15.1 Reading Comprehension

### New Life

Joe is a freshman and he is having all the problems that most freshmen have . As a matter of fact, his problems started before he even left home. He had to do a lot of things that he didn't like to do just because he was going to go away to college . He had his eyes examined and he had his cavities filled, although he hates to go to a dentist . Then, at his mother's suggestion, he had his father's tailor measure him for a new suit . He did not have a suit made, though, because his father would not let him order one . "You're still growing, son " he said "You're growing so fast that you'd outgrow a suit in no time . Buy yourself a pair of trousers and a sport jacket . Allen's has such a large selection that I'm sure you will find something you like there . "Joe's father always suggested Allen's for clothes .

Joe went to Allen's in order to please his father but he did not find anything that he liked there , so he went to another store to buy the trousers . He took them out of the box as soon as he got home so that his father would not notice where they came from .

When Joe was all ready to leave for college, his mother suggested that he visit all his relatives . "What do you want me to do that for?" He asked, and she answered, "To say good-bye ." She made him go to see his cousins, Uncle Smith and his Aunt Susan who live in the southern part of the town . He did not want to visit all those people but he did it anyway because of his mother's insistence

On the day that he left for college his sister helped him

pack his clothes . She let him borrow her suitcase because he did not have one of his own . When everything was all ready, he got his father to drive him to the station and the whole family went along . Of course his mother insisted on kissing him good-bye in spite of his embarrassment . As soon as the train pulled into the station Joe jumped on and hurriedly found his seat . By the time it pulled out he was already contemplating his new life away from home .

**Comprehension Questions :**

**15.2 Complete the following sentences with the missing bits of information :**

1. Joe had to do a lot of things that he did not like to do just because \_\_\_\_\_.
2. Joe went to Allen's in order to \_\_\_\_\_ but he \_\_\_\_\_.
3. Joe took the trousers out of the box as soon as \_\_\_\_\_ so that his father \_\_\_\_\_.
4. Joe visited all his relatives because of \_\_\_\_\_.
5. Joe's mother insisted on kissing him good-bye in spite of \_\_\_\_\_.

**15.3 Re-write the following statements correctly without negating them .**

1. Joe's problems started after he left home for college .
2. Joe did not have a suit made because his father was poor .
3. Joe's father always suggested Allen's for clothes since Allen was one of his relatives .
4. Joe's sister let him borrow her suitcase though Joe owned three big cases .
5. By the time the train pulled out of the station. Joe



- jumped on and found his seat .
6. Joe went to the dentist to have his eyes examined .

15.4 Give suitable answers to the following questions :

1. What were Joe's problems ?
2. Why did Joe go to another store ?
3. Joe did not want to visit all his relatives, did he ?
4. Why did Joe jump on the train as soon as it came into the station ?

### Vocabulary Study

15.5 Match the words or phrases in list A with these in list B that explain their meaning :

#### List A

1. a student in his first year at a college or university .
2. looking forward to
3. grow too large or too tall for .
4. completely prepared
5. despite
6. discomfort and anxiety
7. at a time earlier than expected
8. entered the station

#### List B

- a. already
- b. all ready
- c. a freshman
- d. contemplating
- e. out grow
- f. pulled in
- g. embarrassment
- h. in spite of

15.6 Fill in the blanks with words or phrases taken from the reading passage :

1. Iraqi stores have such a large \_\_\_\_\_ of clothes .
2. Sometimes I have my tailor \_\_\_\_\_ a pair of

trousers for my son .

3. \_\_\_\_\_ our problems began after we left college .
4. Fatima visited her dentist in order to have her \_\_\_\_\_ filled .
5. She suggests that her daughter \_\_\_\_\_ her aunt tonight .

### Notions and Structures

**15.7** Show that Ali is in favour of (a) and that Samir is in favour of

(b). Use the verb *prefer* and the form *would rather*.

- |                         |                    |
|-------------------------|--------------------|
| 1. a) classical music   | b) pop music       |
| 2. a) theatre           | b) television      |
| 3. a) orange juice      | b) coffee          |
| 4. a) tennis            | b) football        |
| 5. a) air travel        | b) sea travel      |
| 6. a) sandwiches        | b) hot meals       |
| 7. a) detective stories | b) political books |
| 8. a) stay up late      | b) go to bed early |
| 9. a) medicine          | b) engineering     |
| 10. a) doctor           | b) engineer        |

**15.8** Respond to the following statements using likelihood expressions, e.g. *perhaps*, *probably*, *may*, etc. Use the prompts given in brackets.

1. He's late. (car broken)
2. The car stopped. (no petrol)
3. Tom isn't at home. (in the library)
4. What are they up to? (rob a bank)
5. He's walking very slowly. (hurt himself)
6. She's very happy today. (heard good news)
7. They are very sad. (heard bad news)
8. He left in a hurry. (wanted to catch the first train)
9. He's all dressed up this evening. (going to a party)
10. Terrible weather. (sand storm)



**15.9** Respond to the following, expressing certainty.  
Use *no doubt, I'm sure, positively, certainly, etc.*

Follow this example:

- a. Look at that car. (hit someone)
- b. I'm sure it will hit someone. or  
It will certainly hit someone.
1. Look at the sky. (rain)
2. Do you think you will see him today.
3. Look at that plane. (land)
4. Look at that boy in the middle of the street. (car will hit him)
5. Mary is driving so slowly. (something is wrong with her car)

**15.10** Join these pairs of expressions so as to show cause and effect. Use the connective given in brackets.

1. He was repairing the house. He wanted to sell it.  
(because)
2. The weather was bad. The match was postponed. (since)
3. It was getting very hot. I took off my jacket. (as)
4. The speaker hesitated. He had a feeling of uncertainty. (because of)
5. Lack of planning. Failure. (lead to)
6. Strong winds. Floods. ( result in )
7. Too much hard work. Fatigue. (cause)
8. Heavy rains. Floods. (caused by)
9. Ali is tired today. He went to bed late. (therefore)
10. Samir doesn't know where Firas lives. He could not send him any letter. (as a result)
11. The book is easy. I finished it in an hour. (so... that)
12. Ali is an old man. He can't walk. (such... that)
13. The weather is hot. I sweat. (make)
14. I shall speak to him. He's ready to listen. (if)

**15.11** Imagine a class of nine pupils sitting in three rows as follows:

Row 1 : Salim, Firas, Samir.

Row 2 : Atheel, Nabeel, Karim

Row 3: Haitham, Ali, Kamil

They are facing the blackboard and the door. On the wall facing the blackboard, a map is hanging. A large fan is hanging from the ceiling. Answer these questions and make

sure you use each of these expressions at least once.  
in front of, behind, between, above, in the middle, to the left  
of, to the right of, next to, before, beside, at the back of.

1. Where's Salim sitting?
2. Where's Firas sitting?
3. Where's Samir sitting?
4. Where's Atheel sitting?
5. Where's Nabeel sitting?
6. Where's Kamil sitting?
7. Where's Haitham sitting?
8. Where's Ali sitting?
9. Where's Karim sitting ?
10. Where's the blackboard?
11. Where's the map?
12. Where's the door?
13. Where's the fan?
14. Where's the ceiling?

### Composition

15.12 Write a composition on "The Moral Lesson from the Merchant of Venice". Include the following points in your discussion:

1. Life has the evil and the good.
2. There is conflict between them all the time e.g.,
  - a. progressive against reactionary
  - b. patriotic against client regimes
  - c. revolution against feudal lords
3. The good always win; the evil always lose.
4. Antonio, Bassanio, Jessica, Portia are good. They won.
5. Shylock, and Tubal are evil. They lost.

15.13 Write a short composition on the schools you attended . Choose a title and include the following points in your composition .

1. Kindergarten
  - a. your age
  - b. what you learnt
  - c. Your impression of the teacher and school



## 2. Primary

- a. your age and in what year. where
- b. mixed or separate
- c. teachers ——— men or women

## 3. Intermediate

- a. what year. where
- b. impression you had of the school
- c. result in baccalaureate

## 4. Preparatory

- a. what year. where
- b. impression you had of the school
- c. literary or scientific.
- d. your feeling towards English

## Spelling

15.14 Fill in the blanks in the following words with one letter— single or double

Example

p a ——— le  
n mo ——— ey

apple  
money

n 1. a ——— oyance

b 2. ru ——— er

m 3. geo ——— etry

f 4. su ——— ering

p 5. a ——— ologizing

s 6. dimen ——— ion

f 7. pro ——— essional

l 8. co ——— ege

d 9. a ——— ress

l 10. carefu ———

m 11. i ——— ediateley

g. 12. stru ——— le

f 13. su ——— ocation

t 14. ge ——— ing

r 15. refe ——— ed

p 16. ha ——— y

b. 17. pro ——— lem

c. 18. su ——— essful

n. 19. tu ——— el

s. 20. cro ———

15.15 Do as required :

1. Classify elementary geometry . (plane, solid)
2. Invite a friend to have tea with you .
3. Use let to invite a friend to the pictures .



4. Use **let** to offer to help a friend with his homework .
5. You are invited to a party. What will you say when you refuse the invitation ?
6. You have a visitor. Offer him a cup of coffee .
7. What will you say when you refuse an offer ?
8. A friend has invited you to the theatre. Accept the invitation .
9. Use **shall** to offer to lend a friend some money. Then write down what he will say when accepting the offer .
10. You and your friend are late for school . What do you suggest ?
11. Define a librarian (runs a library).
12. Define a needle (tool/ sew) .
13. A friend has suggested that you buy a new car. You disapprove .
14. Define chemistry (science / the composition of substances) .
15. Define a school (establishment / offers education) .
16. Define a bank (building / people keep their money) .
17. What will you say when you agree to a suggestion ?
18. Your friend said. " See you later."
 

How would you respond ?
19. Use **let** to make a suggestion to your friends to clean the classroom .
20. Your brother has suggested that you go with him to the library . You disagree .
21. Your camera is small. Mazin's camera is small, too. Use **similar** to show similarity in size .
22. Your watch is accurate . Meha's watch is accurate . (similarity. Use: as....as) .
23. Your house is far away from the city centre. Ali's house is far away from the city centre. (similarity) .
24. Hasan is brave . His brother is brave, too . (similarity. Use:both)



25. Meha has many books . Suha has few books .  
(difference. Use:than)
26. Your car has four doors . Ali's car has two doors .  
(difference) .
27. Your house is new . Ali's house is old. (difference) .
28. Ali runs quickly. His brother runs slowly . (difference .  
Use:than) .
29. Express your preference concerning soldiers who are  
brave .
30. Your brother's favourite subject is physics . You agree  
with his preference .
31. Your friend likes reading detective stories . You  
disagree with his preference. Use the prompt (political  
books) .
32. Your friend's favourite game is tennis. You disagree with  
his preference . Use the prompt (football) .
33. Ali is in favour of having coffee. His brother is in favour  
of having tea. Use prefer and would rather to show their  
preferences .
34. Express the likelihood of Meha's success. Use  
suppose-could) .
35. Use **may** to show the probability of Meha's arrival  
tomorrow .
36. Look at the clouds. (rain)-Use probably to express  
likelihood .
37. When did he leave ? (at ten) - likelihood .
38. Where is father? (in his study)-Use might possibly to  
express probability .
39. Terrible weather. (sand storm)-certainty .
40. Use **no doubt** to show the certainty of her leaving for  
London next week .
41. What's Ali doing ? (watching T V.) Likelihood . Use :  
may .

42. You are a receptionist. Show the way to the accountant's room . (corridor, left, right)
43. Show the way to the manager's room. ( third floor) .
44. Show the way to the petrol station. (second turning, left, right) .
45. Show the way to the public library. (roundabout, third turning, right, left) .
46. What will you say when a friend apologizes to you for arriving late?
47. You are in a friend's house. You have dropped a cup of coffee on the carpet. Apologize and offer to clean the place .
48. The teacher has said something that you couldn't understand. You want him to repeat what he **has** said .
49. Express Ali's ability to drive a car. Use **capable** .
50. Use **able** to show your ability to pass the exam .
51. Meha cannot cook . Use **capable** to express ability .
52. She speaks French. Use **can** to express ability .
53. We didn't catch the bus. Use **able** to express ability .
54. What do you think of the lecture? (Express your opinion)
55. **Disagree with the following preference. ( Use the prompt : blue )**  
**My favourite colour is green.**
56. What is your opinion of the Iraqi soldiers ?
57. Your brother thinks that the plan will succeed. You agree with his opinion .
58. Your friend thinks that the lecture was long and boring . You disagree with his opinion .
59. Ask your brother's opinion of the play .
60. Your brother thinks that travelling by air is dangerous  
You agree but think that it is the quickest and most way of travelling .
61. Your friend thinks that learning English is difficult. You agree but think that its grammar is quite easy .
62. Your brother always gets to school late. You want him



- to get up earlier. (Use **ought to** as a form of obligation).
63. Your friend drives fast. You want him to be careful. (obligation).
64. Your brother is asking you if he should accompany you to the market. You think it is not necessary.
65. Your friend wants to help you with your homework. You release him from obligation.
66. Your friend didn't arrive on time. (obligation in the past).
67. She was in a hurry. So she did not have her breakfast. (obligation in the past).
68. Prevent your brother from eating that bread. Use the prompt (stale) as justification.
69. Your brother is about to jump into cold water. You are warning him. (Use **avoid** and the prompt **get a cold** as justification.)
70. Your brother always drives fast, You are warning him. Use **you'd better** and the prompt **have an accident**.
71. Warn your friend not to work overtime. Use **don't**.
72. Use **would you mind** to ask a friend to call you a taxi.
73. You are at a dinner table. Ask your brother to pass you the salt.
74. Would you mind if I took tomorrow off? (Give permission).
75. Ask your friend's permission to use his calculator. Then write down what he will say when giving permission. (Use: **may**.)
76. What will you say when you refuse giving permission.?
77. How can you be sure it is sugar and not salt? (taste-conclusion).
78. I cannot find my purse. (left it at home-conclusion).

79. Ali was not at school. (gone home–conclusion) .  
 80. Meha looks unhappy. (tired–conclusion).  
 81. Father is in his study . (writing a report–conclusion) .  
 82. Basrah was rebuilt in a record time. Fao was rebuilt in a record time. (Similarity . Use:both.)

15.16 Write the number of the item and the letter of the correct choice :

1. / a: / is not pronounced in :  
 a. cat b. cart c. heart d. aunt
2. / i: / is found in:  
 a. wear b. hear c. heat d. ear
3. The first sound is /k/ in :  
 a. know b. knob c. city d. call
4. / r / is pronounced in:  
 a. court b. port c. fourth d. every
5. / ou / is pronounced in:  
 a. window b. more c. bought d. oil
6. The last sound is /f/ in:  
 a. though b. caught c. of d. rough
7. The sound / ei / is found in:  
 a. made b. wet c. let d. said
8. The sound / ʃ / is found in:  
 a. mechanic b. technical c. machine d. picture
9. The sound / g / is found in:  
 a. age b. gem c. stage d. legal
10. The sound / ai / is found in:  
 a. main b. straight c. mine d. clay
11. / e ə / is pronounced in:  
 a. here b. her c. hair d. hear
12. / ʌ / is not pronounced in:  
 a. cut b. put c. but d. come
13. / ʌ / is pronounced at the beginning of :  
 a. along b. age c. all d. able
14. / k / is pronounced in:

- a. city b. quite c. race d. know
15. /o:/ is pronounced in:  
a. over b. both c. ought d. coat
16. /t/ is the last sound in:  
a. wanted b. faced c. raised d. oiled
17. The letters ( - ear - ) are pronounced /ə:/ in :  
a. heard b. beard c. heart d. dear
18. The diphthong / i ə / is not found in :  
a. fear b. near c. dear d. wear
19. The letters (-es) are pronounced / -z / in:  
a. clothes b. hopes c. takes d. makes
20. The letters (ph) are pronounced / p / in:  
a. shepherd b. elephant c. geography d. phrase
21. The vowel letter (o) carries a consonant sound in :  
a. one b. on c. over d. oil
22. The letter (l) is silent in:  
a. world b. would c. failed d. sold
23. The diphthong / ei / is found in:  
a. fill b. feel c. fall d. fail
24. The diphthong / e ə / is found in:  
a. we b. we're c. wear d. wire
25. The sound /u:/ is found:  
a. soon b. sat c. seat d. sit
26. The diphthong / i ə / is found in:  
a. fee b. fair c. fear d. four
27. The sound / e / is found in:  
a. ways b. pays c. days d. says
28. / u / is found in:  
a. wool b. cool c. fool d. blood
29. The sound / u ə / is found in :  
a. pour b. sugar c. poor d. door
30. The sound / h / is found in:

- a. oh b. hat c. hour d. honest
31. The sound / z / is found in:  
a. gas b. seat c. stop d. these
32. The sound / ʃ / is found in :  
a. ache b. machine c. Christmas d. furniture
33. The sound / ʒ / is found in:  
a. pressure b. mansion c. injection d. measure
34. The sound / θ / is found in:  
a. truth b. breathe c. other d. with
35. The diphthong / ai / is not found in:  
a. wait b. mine c. why d. life
36. / ai / is pronounced in the middle of the word:  
a. tie b. buy c. like d. fair
37. / o / is found in:  
a. own b. what c. short d. or
38. / o : / is found in the word:  
a. watch b. long c. awfully d. cold
39. / u : / is found in:  
a. good b. foot c. ooze d. should
40. / ^ / is not found in:  
a. up b. under c. mud d. Europe
41. The sound / v / is found in:  
a. free b. of c. off c. family
42. The first consonant sound in "union" is the same as the first consonant sound in:  
a. use b. up c. unhappy d. uncle
43. / ʍ / is found in:  
a. wind b. gentle c. think d. window
44. / ð / is found in:  
a. bath b. smooth c. cloth d. both
45. / oi / is found at the beginning of the word:  
a. boy b. point c. noisy d. oil



15.17 Join each pair of the following expressions using the given prompts .

1. Bassanio arrived in Belmont. Portia received him kindly .  
(Sequence–Use : when)
2. Processes such as fermentation, decay and the like .  
Germs (Cause and Effect .Use : cause, caused by)
3. Launcelot went back to Shylock's house. He wanted to say good-bye to him (Purpose .Use : the purpose of , so as)
4. Pasteur's discovery that germs could be killed by applying heat to the liquid. The process of pasteurization . (Cause and Effect . Use : result in, result from)
5. Antonio waited at the harbour. Bassanio's ship sailed away. (Sequence. Use : until)
6. The Prince of Morocco was clever . He failed to make the right choice . (Contrast. Use : in spite of)
7. You want to open a bank account. You have to fill in some forms. (Cause and Effect. Use : if)
8. The 17th of July Revolution has built a strong army. The aim is to safeguard its achievements. (Purpose. Use : to so that)
9. Bassanio left for Venice. Portia began to think of a plan to save Antonio. (Sequence. Use : when , as soon as)
10. Ibn Rushd became well known and held important positions. He remained humble and continued to work hard. (Contrast. Use : though , yet)
11. Antonio lent money without interest . Shylock lost business. (Cause and Effect. Use : make)



12. The treatment must be given at once . It is called “first aid”  
(Cause and Effect. Use : as a result, as)
13. Antonio and Bassanio decided to go to Shylock . They  
wanted to borrow 3000 ducats. (Purpose . Use : in  
order to , in order that)
14. Launcelot decided to join Bassanio . Bassanio was poor .  
(Contrast . Use : yet, even though)
15. Pasteur discovered the action of germs . He was  
studying fermentation in wines and other liquids .  
(Sequence. Use : while)
16. Shylock was wicked . He lost everything . (Cause and  
Effect . Use : make)
17. Shylock had refused to show mercy to Antonio . The  
Duke pardoned him and gave him back his life.  
( Contrast. Use : although, however)
18. The Duke departed from the court . Antonio was left with  
his two friends , Bassanio and Gratiano . (Sequence .  
Use : after)
19. Jessica dressed up as a pageboy . She did not want to  
be recognized . (Purpose. Use : in order that, in order to)
20. Portia was very beautiful . Many rich well – known men  
wanted to marry her . (Cause and Effect . Use : so ... that,  
as a result)
21. You want to draw out money for yourself . You must  
write “self” or “cash” on the cheque . (Cause and  
Effect . Use : if) (Purpose . Use : to, so that)
22. Many couples take out life assurance policy . They wish  
to save money . (Purpose . Use : so that, to)

23. Portia asked Jessica and Lorenzo to manage the mansion . She was away . (Sequence . Use:while)
24. Disabling of the breathing muscles . An electric shock . (Cause and Effect . Use : cause, result from, caused by)
25. Antonio waited at the harbour . He wanted to see Bassanio off . (Purpose . Use : so as, so that)
26. He is choking . There is a lump of food in the breathing passage . (Cause and Effect . Use : because, because of)
27. The patient must be kept warm . A doctor or an ambulance arrives . (Sequence . Use : until)
28. There was no gas bill in Arthur's mail . There was a coin meter for gas in the flat . (Cause and Effect . Use : because, therefore)
29. Launcelot went back to Shylock's house . He wanted to say good -bye to him . (Purpose . Use : to, in order that)
30. The capacity of higher educational institutions was limited . Many people were unable to get higher education . (Cause and Effect . Use : because of, make)
31. The four lovers were preparing for the marriage . Lorenzo, Jessica and Salerio arrived with a letter from Antonio . (Sequence . Use : while).
32. You want to save . You can put your money into a deposit account . (Cause and Effect . Use : if).
33. Notes and coins are needed for small commercial transactions of everyday life . Few people nowadays keep large sums of money in cash . (Contrast . Use : despite the fact, however)
34. Printing was introduced . Two kinds of script began to appear in most alphabets . (Sequence : when)

35. Burns . Flames , hot objects, electricity, chemicals or radiation . (Cause and Effect : result in, caused by)
37. At first Bassanio refused to take Gratiano with him to Belmont . Gratiano was wild and might spoil everything . (Cause and Effect . Use : since, therefore) .
38. Gratiano tried to answer. Nerissa stopped him (Contrast : Use : but) .
39. Shylock would never agree to Jessica's marriage to Lorenzo . Lorenzo was a poor Christian . (Cause and Effect . Use : as a result, because) .
40. Portia's face glowed with happiness . She remembered Bassanio . (Sequence . Use : when) .





ژماره‌ی سپاردن ( 163 ) سالی 2002ز

2006ز - 2706 کوردی

چاپی بیست و دوو

خانه‌ی کوردستان بۆ بلاکۆرڤنه‌وه‌و راگه‌یاندن به‌هاوکاری چاپخانه‌ی (الدستور) له‌عه‌ممان

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