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Unit 1

learning strategy

syllables and word stress

- Some words in English can be broken into smaller parts called **syllables**.
Sun-day has 2 syllables.
- If a word has more than one syllable, we usually stress one of the syllables.
- We stress a syllable by making it **longer** **louder** **high_{er}**
- Saying the words out loud can help you decide where to put the stress in a syllable.
- Look at the word list at the back of your Skills Book. The syllable **after** the / ' / mark in the phonetic part of the list also shows where the stress is.

1 Syllables and word stress.

Maha wants to pronounce the following words carefully in a class debate. Sort the words into the table and then mark the stress on the correct syllable of each word. Then, listen and check your answers.



tourism pollution busy
rainforest holiday
travel create journey
relax cultural

two syllables	three syllables
re·lax	'cul·tu·ral
busy	holiday
travel	tourism
create	pollution
journey	rainforest

language focus

adverbial clauses of place

Read the texts in activity 1 on page 3 of the Classbook and use the highlighted words to help you complete the following rules.

- Adverbial clauses of place use the place conjunctions **where** and **wherever**.
- When we want to talk about the location or position of something we use the place conjunction **where**.
- When we want to talk about something that happens or will happen in every place or any place we use the place conjunction **wherever**.
- Adverbial clauses of place can go **before** or **after** the main clause.
- When an adverbial clause comes before a main clause, it is usually separated from the main clause by a comma.

where	wherever
I know a cheap hotel where you can stay in.	I take my camera wherever I go. Wherever I go, I take my camera.
Do you know a shop where they sell balloons?	Wherever he went, he was followed by press photographers.
You can sit where the teacher tells you.	The taxi driver will take you wherever you want to go.
That is the intitute where I studied English in.	Wherever you travel in Oman, you will meet kind people.

2 Where and wherever.

Rewrite the sentences with the place conjunctions in the correct place. The first one has been done to help you.



1. a lot of money I places I have to like visiting pay where don't

I like visiting places where I don't have to pay a lot of money.

2. I think I where can left my book remember I

I think I can remember where I left my book.

3. In Salalah, like staying where I hear the sea I can

In Salalah, I like staying where I can hear the sea.

4. in Sri Lanka, you go ceremonies of Wherever you'll lots find

Wherever you go in Sri Lanka, you will find lots of ceremonies.

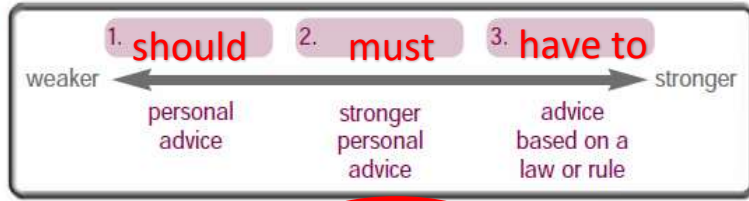
5. trees you want to wherever those You can plant

You can plant those trees wherever you want to.

3 Giving advice.

First, put the modals of obligation in the diagram.

Then, in pairs, take turns to give the tourists in the pictures some advice.



You mustn't drop litter on the ground.



2. You **don't have to** pick the garden flowers, so the place will be ugly.
3. You **shouldn't** carry heavy things as you will get back pain.
4. You **mustn't** put the butterfly in this jar because it will die.
5. You **mustn't** cross the road here because it is so dangerous.
6. You **have to** bring your passport because it is not allowed to travel abroad without it.
7. You **should** stay in a guesthouse because hotels are expensive.

learning strategy

deciding when to use will and going to

We use **will** and **going to**:

for actions and decisions

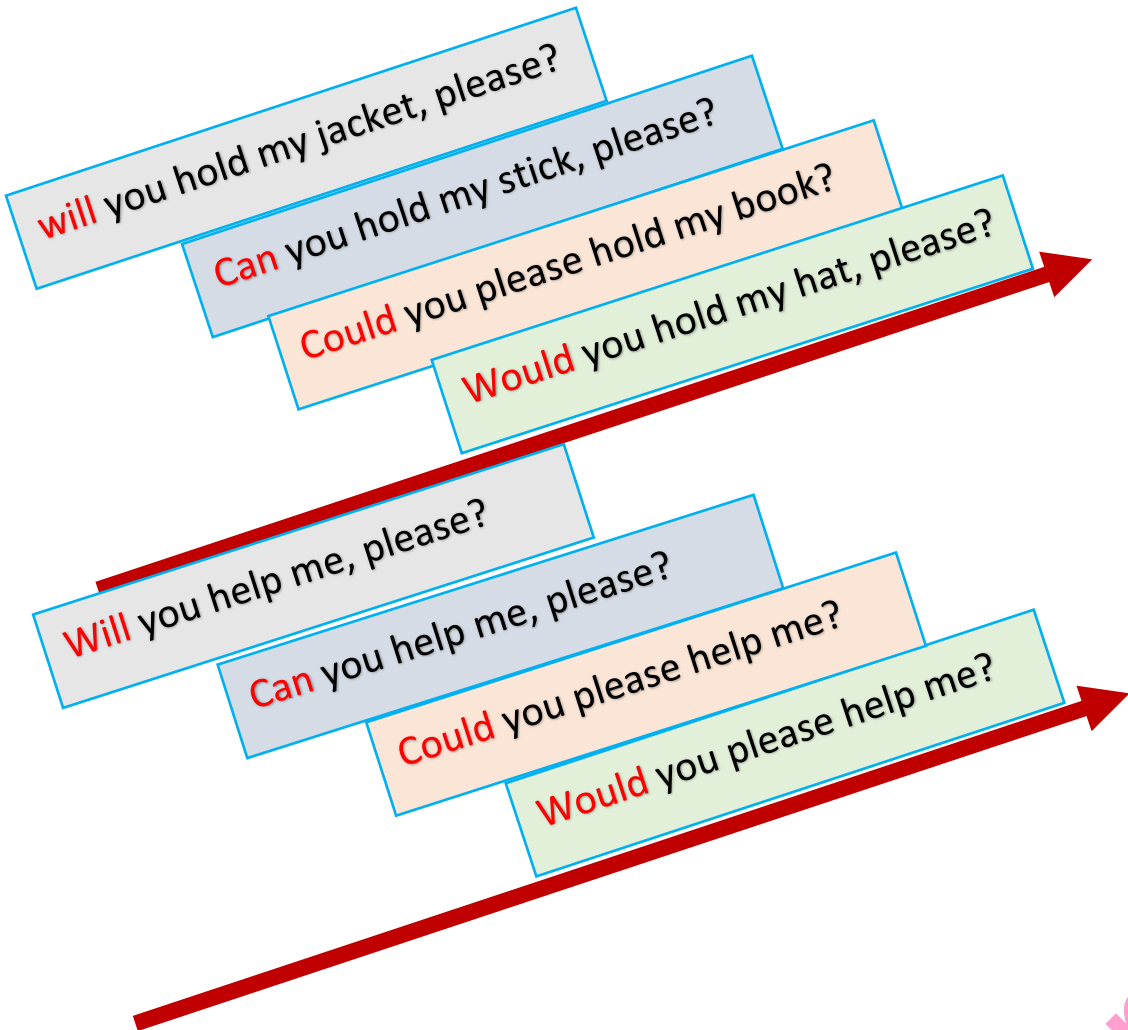
- a. We use **going to** when we have already decided something.
- b. We use **will** when we are deciding something at the moment of speaking.

to predict future events

- c. We use **going to** when we can see that something is about to happen.
- d. We use **will** for something we think is about to happen.

will	Going to
I am hungry! I think I will buy a sandwich.	Sara is going to travel to UK next week.
It is quite small. I will take a bigger one.	I am not going to visit your company tomorrow.
Okay, I will come with you.	The weather is going to be very cold today.
I think fuel price will go up next month.	Fareeda is going to be a doctor next year.
Maybe it won't rain today.	Look! That blind man is going to fall in the hole.

1. I'm going to pack lots of socks. **already decided**
2. It's cold. I'll shut the window. **decided now**
3. I think I'll take some sunglasses. **decided now**
4. One day, people will travel to Jupiter. **think about future but not sure**
5. It's cloudy. It's going to rain. **sure in his prediction**
6. I'm going to visit Maha on Monday. **already decided**
7. He's going to be very tall when he is older. **sure in his prediction**
8. The journey will take about 14 hours. **not sure in his prediction**



Unit 2

language focus

the infinitive

The infinitives are:

- to + infinitive
He went to visit the Statue of Liberty.
- bare infinitive (the infinitive without 'to')
Sorry, I can't help him today.

We use to + infinitive:

- after it + be + adjective
It is nice to see you.
- after a noun or a pronoun
I must take a book to read.
I want you to buy some vegetables.
- in some phrases such as going to, have to, used to
I have to go to school.
- after some verbs such as hope, decide, write, agree
I hope to see you soon.
- after question words
We don't know where to go.

To give reasons	She travelled to study English. / to see a doctor/ to buy clothes/ to visit her family
Without to	I don't know that. I can't play this game. I will go to Muscat. I can start my training.
After it + be+adj.	It was great to see you. It is nice to meet you.
After noun/ pronoun	You have to get a passport to travel abroad. He wanted me to finish the work quickly.
After going to/have to/ used to	My grandparents used to sleep outside. They are going to build a new house. You don't have to park here.
After hope/decide/agree	I decided to go fishing. I hope to find a treasure. He agreed to come with me.
After where/when	She doesn't know when to leave the party. I understand what to do . They know where to stay in London.

1 To + infinitive.

Join the two sentences with
to + infinitive.



For example:

I don't eat chocolate. I'm not allowed.
I'm not allowed to eat chocolate.

After **allowed**

- 1 Sarah is coming to lunch. I asked her.
I asked **her to come** to lunch.

After **a pronoun**

- 2 We're having a holiday. We've decided.
We've **decided to have** a holiday.

After **decided**

- 3 I want to eat something. I must have a
biscuit.
I must have **a biscuit to eat**.

After **a noun**

- 4 I want to go somewhere. I don't know
where.
I don't know **where to go**.

After **where**

- 5 I can see it. It's wonderful!
It is wonderful to see it.

After **it + be + adjective**

2 Which verb?

Put in the correct form of the verbs.

- 1 Yesterday, she learned to ride a bicycle.
(learn/ride)
- 2 This book tells you how to pass exams.
(pass)
- 3 We decided to leave tomorrow.
(decide/leave)
- 4 He always tries to save his money.
(try/save)
- 5 It's nice to see you again. (see)
- 6 We don't know where to put our shoes. (put)

Unit 3

language focus

adverbs of manner

A Adverbs describe verbs.

- There are many different kinds of adverbs.
- We use adverbs of manner to describe how something happens.
The man walked slowly. (Tells us how the man walked.)
- We can put adverbs of manner **before** the verb.
They angrily shouted at the cat.
adverb verb
- We can put adverbs of manner **after** the object.
They shouted at the cat angrily.
object adverb
- We can put adverbs of manner **after** the verb and **before** the preposition + object.
They shouted angrily at the cat.
verb adverb preposition + object
- If there is **no** preposition, we do **NOT** put the adverb between the verb and the object.
~~We wrote quickly the letter.~~
verb adverb object

B We form adverbs of manner by adding -ly to an adjective.
quick → quickly

However ...

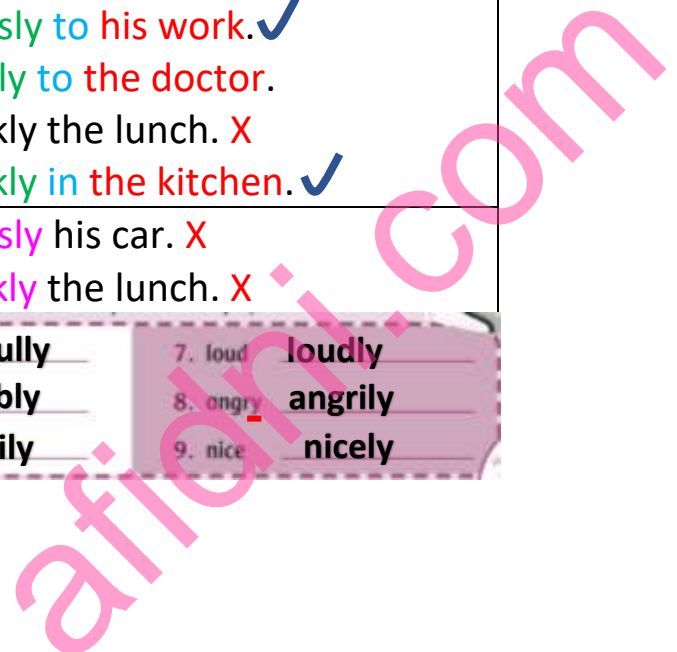
a If the adjective ends in -le, we drop the e and add y.
simple → simply

b If the adjective ends in a consonant + y we drop the y and add -ily.
clumsy → clumsily

c If the adjective ends in -l we add -ly.
careful → carefully

Where we put adverbs of manner	
Before the verbs	He carelessly drove his car. She politely talked to the doctor. She quickly cooked the lunch.
After the object	He drove his car carelessly . She talked to the doctor politely . She cooked the lunch quickly .
After the verb and before the preposition + object	He drove carelessly his car. X He drove carelessly to his work . ✓ She talked politely to the doctor . She cooked quickly the lunch. X She cooked quickly in the kitchen . ✓
No preposition	He drove carelessly his car. X She cooked quickly the lunch. X

1. polite → <u>politely</u>	4. careful → <u>carefully</u>	7. loud → <u>loudly</u>
2. quiet → <u>quietly</u>	5. terrible → <u>terribly</u>	8. angry → <u>angrily</u>
3. speedy → <u>speedily</u>	6. noisy → <u>noisily</u>	9. nice → <u>nice</u>



2 Write sentences.



Sami wants to improve his sentences by using adverbs of manner. Use the word provided to re-write the sentence using an adverb of manner. Use the example to help you.

He walked home. [quick]

He *quickly* walked home.

OR He *walked quickly* home.

OR He *walked home quickly*.

1 She spoke to the class. [soft]

She **softly** spoke to the class. (before a verb)

She spoke to the class **softly**. (after an object)

She spoke **softly** to the class. (after a verb and before a preposition + an object)

2 He cycled to work. [careful]

He **carefully** cycled to work. (before a verb)

He cycled to work **carefully**. (after an object)

He cycled **carefully** to work. (after a verb and before a preposition + an object)

3 I shut the door. [quick]

I **quickly** shut the door. (before a verb)

I shut the door **quickly**. (after an object)

I shut quickly the door. ✘ (no preposition)

4 They drove the car. [dangerous]

They **dangerously** drove the car. (before a verb)

They drove the car **dangerously**. (after an object)

They drove dangerously the car. ✘ (no preposition)

language focus

adverbial clauses of manner

An adverbial clause of manner tells us how things are done or said.

- We use **as if** and **as though** at the start of an adverbial clause of manner.
- **as if** and **as though** are conjunctions.
- The manner clause always comes **after** a main clause.

The adults behaved as if they were children.

main clause

manner clause

- We use adverbial clauses of manner:
 - a. to show that something **might not be true** or that it is **unreal**.
She talked **as though** she were the Queen.
 - b. after words such as **act, feel, look** and **sound**.
He looked **as if** he was bored.
- We usually use a past tense after **as if** or **as though** to show that the information in the manner clause is not true.
- In formal English we sometimes use **were** and **not was**.

main clause

manner clause

She looked as though she was in pain.

Ahmed walked past as if he hadn't seen us.

It looks as if it would rain.

Not true / unreal

He works as though he would reach the sky.

They ran as if they had seen a ghost.

1 Join the sentences.



Join the sentences with **as if** or **as though**. Use the example to help you.

1. That house sounds very noisy. I think they're having a party. [as if]

That house sounds as if they're having a party.

2. The room sounded quiet. I think it was empty. [as though]

The room sounded as though it was empty.

3. They look happy. I think they've had some good news. [as if]

They look as if they have had some good news.

4. He looked shocked. He had seen the Yeti monster. [as though]

He looked as though he had seen the Yeti monster.

language focus

reported speech

We can use reported speech to report someone's words after they were said.

A

Direct speech

Saada said, "They're really very good."

"I am working with four recording machines at the same time," she said.

Saada said, "When I have finished recording with the students, the hard work really starts!"

"I started recording about 4 years ago," Amna said.

Reported speech

She said they were really very good.

She added that she was working with four recording machines at the same time.

Saada said that when she had finished recording with the students, the hard work really started.

Amna said she had started recording about 4 years ago.

B

Look at the sentences above and tick the correct sentences below.

In reported speech:

- | | |
|---|---|
| 1. <input type="checkbox"/> We give the exact meaning of what was said. | 4. <input type="checkbox"/> The speaker comes at the beginning of the sentence. |
| <input type="checkbox"/> We give the exact words that were said | <input type="checkbox"/> The speaker can be at the beginning or the end. |
| 2. <input type="checkbox"/> We cannot change the pronoun. | 5. <input type="checkbox"/> We always use <i>that</i> . |
| <input type="checkbox"/> We sometimes change the pronoun. | <input type="checkbox"/> We sometimes use <i>that</i> . |
| 3. <input type="checkbox"/> The tense never changes. | |
| <input type="checkbox"/> The tense can change. | |

Direct speech	Reported speech
My mother said "Your sister always cleans your room"	My mother said that my sister always cleaned my room.
"I am going to the cinema with my friends" my brother said.	My brother said that he was going to the cinema with his friends.
"I have broken your window." he said.	He said that he had broken my window.
"I may invite your uncles to dinner" my father said.	My father said that he might invite my uncles to dinner.
The tourist asked "Can you speak English?"	The tourist asked me if I could speak English.
"They have finished your project" my friend said.	My friend said that they had finished my project.
"Ahmed will visit your company one day" a friend said.	A friend said that Ahmed would visit our company one day.
"Ali saw your mark." Saif said.	Saif said that Ali had seen my mark.

1 Changing tenses.

When we report speech which was said in the past, we can change the tense. Look at the examples in the language focus box on page 33 to help you complete the following table.

direct speech	reported speech
<p>present simple</p> <p>"I want to go to bed early," he said.</p>	<p>past simple</p> <p>He said he wanted to go to bed early.</p>
<p>present continuous</p> <p>He said "She is cleaning the car"</p>	<p>past continuous</p> <p>He said she was cleaning the car.</p>
<p>present perfect</p> <p>She said, "I've been to London!"</p>	<p>past perfect</p> <p>She said she had been to London.</p>
<p>past simple</p> <p>"I went home" said Alia.</p>	<p>past perfect</p> <p>Alia said that she had gone home.</p>

3 Teen test.

Complete the following activities to help you decide what language you need to do more work on.

1 Write these adjectives as adverbs.

- a. bad badly c. bossy bossily
 b. strange strangely d. simple simply

2 Decide which adverb describes the adverbial clauses of manner best.

- a. She opened the fridge as though she were starving.
 quietly angrily quickly
- b. He kicked the ball as if it were an egg.
 gently fiercely worriedly

3 Write the following as reported speech.

- a. She said, "I want an ice-cream."

She said that she wanted an ice-cream.

- b. "I'm going fishing," he whispered.

He whispered that he was going fishing.

3 Re-write the sentences.

Re-write the sentences with the adverbs in the correct place.

- 1 He ran to catch quickly the bus.
He **quickly** ran to catch the bus.
He ran to catch the bus **quickly**.
- 2 He climbed safely the mountain.
He climbed the mountain **safely**.
He **safely** climbed the mountain.
- 3 She smiles at happily him.
She **happily** smiles at him.
She smiles **happily** at him.
- 4 The slowly boat sank into the sea.
The boat sank **slowly** into the sea.
The boat sank into the sea **slowly**.

4 Adverbial clauses of manner.

Join the sentences together using **as if** and **as though**. Use the example from activity 1 on page 29 of the Skills Book to help you.

- 1 The fruit smelled bad. I thought it was rotten. (as if)
The fruit smelled **as if it was rotten**.
- 2 He drives really fast. I think he's crazy. (as though)
He drives **as though he was crazy**.
- 3 The glass was broken. I thought it was dangerous so I removed it. (as if)
The glass was **as if it was dangerous**.
- 4 He felt hot. He thought he was ill. (as though)
He felt **as though he was ill**.

5 Relative clauses.

Join the sentences with **which** or **who**. Remember that the relative clause usually follows the noun it is adding information about.

For example: I met Mustafa. He makes masks for actors.
I met Mustafa, who makes masks for actors.

- 1 They have found the ticket. I had lost the ticket.
They have found the ticket **which** I had lost.
- 2 I liked the actor. The actor played the detective.
I liked the actor **who** played the detective.
- 3 She made a mask. It had flashing lights for eyes.
She made a mask **which** had flashing lights for eyes.
- 4 I liked the puppets. We saw them yesterday.
I liked the puppets **which** we saw yesterday.
- 5 I didn't like the main character. He was played by John Smith.
I didn't like the main character **who** was played by John Smith.

6 Speech.

Match the direct speech and reported speech.

- a. "Sorry, but I'm going to be a bit late." **2**
- b. "Actually, I've no idea at all where I am!" **5**
- c. "The thing is, I know it's silly but I've missed the bus." **1**
- d. "Anyway, I'm going to be back on Sunday." **3**
- e. "You know, I did ring earlier!" **4**

1. She said she had missed the bus.
2. She said she was going to be late.
3. She said she was going to be back on Sunday.
4. She said she had already rung.
5. She said she didn't know where she was.

7 Reported speech.

Write the following sentences as reported speech.

- 1 Ali said, "I like the script."

Ali said that **he liked** the script.

- 2 "I'm doing my homework," replied Maha.

Maha said **she was** doing **her** homework.

- 3 John said, "I walked to school."

John said that **he had walked** to school.

- 4 "My cat's died!" screamed Mary.

Mary said that **her** cat **had** died.

- 5 Samia exclaimed, "I hate crisps!"

Samia said that **she hated** crisps.

Unit 4

Jobs

language focus

compound nouns

1. A compound noun is formed from two nouns, or an adjective and a noun.
2. Compound nouns are written in different ways:
 - as two words: **police officer**
 - as one word: **firefighter**
 - sometimes as two words joined by a hyphen

Unfortunately, there is no rule for how you write a compound noun, so you need to check in a dictionary.
3. The plural is usually formed by making the second word plural: **police officers** **fishermen**
4. The stress is usually on the first syllable of the first word: **shopkeeper** **firefighter**

compound nouns

as two words	as one word	joined by a hyphen
apple tree / tool box	bath room / fire works	check-up
bus stop	goal keeper / butter fly	mother-in-law
swimming pool	neck tie / sun rise	dry-cleaning
full moon	sea food / hair cut	six-pack
egg rolls	text book / skyscraper	fire-fly
tennis shoe	down stairs / rain coat	women-doctors
washing machine	egg plant / rain bow	five-year-old

1 Compound nouns.

In your group, read each definition and complete the compound noun. Then write your own sentence using that compound noun.

- 1** **foot ball** _____ a round object kicked by a foot

- 2** **footstep** _____ the sound each step makes

- 3** **foot lights** _____ the lights at the bottom of a stage

- 4** **foot path** _____ a narrow path for people to walk along

- 5** **foot print** _____ the mark made by a foot or shoe

language focus

suffixes

- A suffix is a group of two or more letters added to the end of a word.
meaning (n) + ful = meaningful (adj)
flower (n) + ing = flowering (adj)
clear (adj) + ly = clearly (adv)
excite (v) + ment = excitement (n)
- Suffixes change word class.
manage (v) and management (n)
- Suffixes can sometimes change meaning.
care and careless
- The spelling changes when we add a suffix to a word.

1 Jobs.

Some suffixes are used to describe people and their jobs. Look through the unit, find two more jobs which have the following suffixes and write them in the boxes. Work in your groups.

-er teacher farmer firefighter police officer	-or translator parts distributor director actor
-ist journalist scientist artist receptionist	-ian musician electrician optician technician

2 Suffixes. First, read text f on page 33 of the Classbook. Then, with other members of your group, find words with suffixes and complete the table below.

	Root word	Suffix	Whole word	Definition of the whole word
1	develop (v)	-ment	development (n)	the growth of something
2	populate (v)	-ion	population (n)	the number of people in a given place
3	large (adj)	-er	larger (adj)	the comparative of LARGE
4	great (adj)	-est	greatest (adj)	the superlative of GREAT
5	train (v)	-ing	training (n)	the process of teaching
6	quick (adj)	-ly	quickly (adv)	fast
7	adventure (n)	-ous	adventurous (adj)	not afraid to take risks
8	success (n)	-ful	successful (adj)	achieving the result you wanted

3 Word building. Add a suffix from the table above to one of the words below and complete the sentences.

danger	improve	hot	educate	care
--------	---------	-----	---------	------

- You must be very careful when you cross the road.
- A good education gets you a better job.
- This is a very dangerous road.
- My exam results show a clear improvement.
- It was the hottest day of the year.

Attributive adjectives come before nouns.

the local post office
 adjective noun

Predicative adjectives come after verbs and describe the subject and not the action of the verb.

I look scruffy.
 subject verb adjective

Attributive adjectives

- pretty sky
- heavy box

Predicative adjectives

- the sunset was amazing
- the girl seemed calm

1 Making compound nouns.

Match words from the box on the left with words from the box on the right to form 10 compound nouns

bath	sun
ice	air
traffic	tea
post	book
police	tooth

pot	glasses
brush	room
shop	office
station	cream
port	lights

1. post office
2. postcard
3. bookshop
4. toothbrush
5. traffic lights
6. ice-cream
7. police station
8. airport
9. bathroom
10. sunglasses

2 Compound nouns.

Think of a suitable compound noun and write it in the space provided.

- 1 You have to wear a seat belt when you drive in Oman.
- 2 It's very hot in here, would you please turn on the air conditioner.
- 3 Sorry I'm late. There was a terrible traffic jam in the centre of town.
- 4 My favourite food is ice-cream.
- 5 I ate something bad and now I've got awful stomach-ache.
- 6 The television and sofa are in the sitting room.

3 Jobs.

Add a suffix to the words from the box and complete the sentences below.

art music direct translate
~~manage~~ teach act journal

1. A bank manager manages a bank.
2. A musician plays music.
3. A journalist writes about the news.
4. A film director directs films.
5. An actor acts in films and plays.
6. A translator translates languages.
7. An artist paints and draws.
8. A teacher teaches students.

4 Suffixes.

Combine the words and suffixes to make words to complete the text below.

agree work train
improve televise

-ment -ing -ion
-ers -ed

There is new hope for the 1. workers
at Better Bick Bakers. After many years complaining
that there were not enough 2. training
opportunities, the manager has finally
3. agreed to introduce a variety of
courses. On 4. television last night, he
said that he hoped they would create an
5. improvement in a variety of skills within
the company.

