

Parallel lives

Margaret Richardson and Terry Connelly have almost identical taste in clothes, both have four children of more or less the same age, and both were married on exactly the same day. Not surprising, perhaps, Margaret and Terry are identical twins. What is surprising is that they didn't even meet until they were in their mid-thirties – after their children were born.

It is well known that twins are closer than most brothers and sisters – after all, they spend more time in each other's company. Occasionally, this closeness becomes extreme: for example, Grace and Virginia Kennedy who as children invented their own language; or Greta and Freda Chapman who can speak the same words at the same time in the same voice, as if linked by telepathy.

But what happens if, like Terry and Margaret, identical twins are separated at birth and brought up in different families? Will their backgrounds make them completely different, or will their shared genes still mean that they have a lot in common? Professor Tom Bouchard from the University of Minnesota, set out to find the answer to this question. He traced more than a hundred pairs of twins who were adopted by different parents at birth, sixty-four of whom were identical twins. Each twin was then tested and interviewed about every detail of their life and personality.

It turned out that Margaret and Terry were not unusual. As well as looking very similar, many twins had the same IQ, the same health problems, the same hobbies and interests, the same attitudes and even the same tastes. Several pairs of twins arrived at their first meeting in the same clothes, and one pair of middle-aged women were wearing identical jewellery. Others had made the same career

choices: Jerry and Mark Levy first met in their thirties to discover that they were both firefighters, who drank the same kind of beer and weighed exactly the same.

However, the most incredible story is that of Jim Springer and Jim Lewis from Ohio in the USA – in fact, the 'Jim Twins' made headline news across the USA when they finally met up at the age of thirty-nine. Born to a poor immigrant woman in 1939, they were adopted by different families when they were a few days old, and both were named Jim by their new families. This was just the first in an almost unbelievable number of similarities

in their lives. (see below)

Of course, some of this must be coincidence. But Professor Bouchard has come to a remarkable conclusion. Identical twins brought up separately are more similar than non-identical twins brought up together. 'I am not saying that upbringing doesn't matter – it's very important of course – but this research shows that our genes influence almost every part of our lives: they influence our IQ, our hobbies; our personalities, our political attitudes, our health, even the clothes and food we like.'

The remarkable 'Jim Twins'



- ❧ Both grew up with an adopted brother called Larry.
- ❧ As children they both had dogs called Toy.
- ❧ Both men were divorced and remarried. Both first wives were called Linda, and both second wives were called Betty.
- ❧ Both had a first son called James Alan.
- ❧ Both were 184 cm tall and weighed 83 kg.
- ❧ Both loved motor racing and hated baseball.
- ❧ Both had the same handwriting and the same facial expressions.
- ❧ Both took their holidays at the same beach in Florida every year.
- ❧ Even their homes and gardens were very similar.
- ❧ In 2002, both men died of the same illness, on the same day.

Comprehension Questions

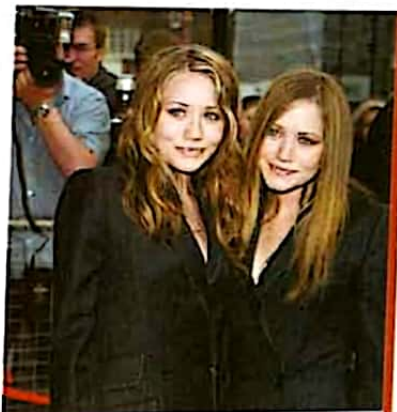
- 1- What types of twins did Tom Bouchard make his research on?
- 2- Did Bouchard find that the similarities between Margarete and Terry were not unusual? And why?
- 3- What are the things that our genes have an influence on?
- 4- What does Bouchard conclude after finishing his research?

Language focus 1

Present perfect simple

a Read the text below without doing the exercise. In what ways have the twins had an amazing life?

b **T4.1** Choose the correct verb form. Then listen and check your answers.



The world's most successful twins

Mary Kate and Ashley Olsen are the most successful twins in the world, and they are still teenagers. Read the fact file below.

- The twins (1) **were / have been** born in Oakwood, California on 13th June 1986.
- They (2) **were / have been** TV stars all their lives. They (3) **appeared / have appeared** in their first TV show, the popular American sitcom *Full House* at the age of just nine months!
- At the age of six, they (4) **started / have started** their own production company, becoming the youngest Hollywood producers in history.
- They (5) **appeared / have appeared** in *Full House* for eight years. The show (6) **finally ended / has finally ended** in 1995.
- Since 1995, the twins (7) **become / have become** famous worldwide and have fan websites in dozens of languages.
- They (8) **published / have published** their first book about twelve years ago: so far, their books (9) **sold / have sold** more than thirty million copies, and (10) **made / have made** more than \$130 million.
- The twins (11) **also produced / have also produced** their own clothing, jewellery, make-up and perfume ranges.
- So far, the twins (12) **built up / have built up** a fortune of at least \$150 million dollars each, and in 2003 they (13) **were / have been** the world's highest paid TV stars.

Analysis

- 1 How is the Present perfect simple formed? Which verbs in the text above are regular/irregular?
- 2 We use the Present perfect when a past action is related to the present in some way. Choose the correct alternative in the rules below.
 - a If an action started in the past and continues to the present, we use the Past simple / Present perfect.
 - b If we don't say when an action happened, but it is still important now, we use the Present perfect / Past simple.
 - c If we say exactly when an action in the past happened (or this is clear from the context), we use the Present perfect / Past simple.
- 3 Which of the words and phrases below belong with the Past simple? Which belong with the Present perfect?
all my life ever? since ten minutes ago when? yesterday

► Read Language summaries A, B and C on pages 146–147.

b Complete the gaps with the Present perfect of the verbs in the box.

change finish (x2) go (x2) lose (x2) meet see

- 1 _____ you _____ my glasses anywhere?
- 2 I _____ my glasses.
- 3 You _____ your hair – it's really nice!
- 4 You _____ weight, haven't you?
- 5 She was here – perhaps she _____ just _____ out for a minute.
- 6 She _____ home. She left about ten minutes ago.
- 7 We _____. Can we go now?
- 8 Sorry, I _____ yet. Just a minute.
- 9 George, _____ you _____ Silvina?

c Look at the tapescript on page 163 and check your answers.

Pronunciation

- 1 **T4.3** Listen to the first dialogue from exercise 2 again. How many times do you hear *have*? How many times do you hear *'ve*?
 - a When is *have* pronounced /hæv/ (= the strong form) ?
 - b When is *have* pronounced /həv/ (= the weak form) ?
 - c When is *have* pronounced /v/ (= the contracted form) ?
- 2 Practise the following phrases, starting with the strong words. Use the recording to help you.
 - a seen → Have you seen → Have you seen my glasses?
 - b lost → I've lost → I've lost my glasses.
 - c have → I have → I don't know if I have.
- 3 Look at the tapescript again for the other dialogues in exercise 2. Practise reading them with a partner. Pay attention to the stress and weak forms.

3 Work in pairs. You are going to find six things that you have done that your partner hasn't. First think about things you have done. Use the Ideas on page 138 or your own ideas. Then ask and answer questions with your partner.

Example:

- A Have you ever been in a newspaper?
- B Yes, I was in a newspaper when my school won a prize.
- A Really? So have I! I was in a swimming tournament. Have you ever won any money?
- B No, I haven't.
- A Okay, that's one for me – I won some money on the lottery last year ...

Vocabulary 1

Describing life events



1 a Put the life events into the correct categories.

bring up your children	change job	fall in love
get a degree	get engaged	get a job
go to university	get promoted	get married
have children	leave home	leave school
rent or buy a house	pass your exams	move house
retire	start school	start work

love and relationships	
home and family	
education	start school
career	

b Discuss the following questions in pairs.

- What order do the things in each category happen? (There are different possibilities.)
- Which of these things have you done? Which haven't you done yet?

2 Here are some more life events. Which are positive and which are negative? Which category in exercise 1 do they go in?

become very successful	fail your exams	get divorced
get married again	lose your job	split up
make a lot of money		

3 Spend a few minutes studying the phrases, then do the quiz on page 138 to check what you remember.

Language focus 2

for, since and ago and Present perfect continuous

1 T4.4 Listen to a student of English, Sara Rossi, talking about her life. Complete the 'lifeline'.



2 Use the lifeline and the tapescript on page 163 to complete the following sentences. Where necessary, complete the gaps with the correct form of the verbs in brackets.

- Sara was born in Alatri _____ ago.
- She _____ (move) to Rome in _____.
- She's been playing volleyball for _____ years.
- She worked as a radio announcer for _____.
- She's lived in Rome since _____.
- She _____ (met) her boyfriend when she was at school.
- She's lived in her present house since _____.
- She _____ (know) Gianluigi for more than ten years.
- She's been learning English _____ 1998.
- She _____ (study) medicine since 1999.
- She _____ (had) her car since 2001.

Analysis

- 1 Which sentences in exercise 2 are in:
 - the Past simple?
 - the Present perfect simple?
 - the Present perfect continuous?
- 2 **for, since and ago**
 - a Which tense is used with ago? Change these time phrases to use ago.
last Tuesday 6.00 this morning last August 2001 1965
 - b Look at sentences c and e in exercise 2. *For* and *since* are often used with the Present perfect simple and the Present perfect continuous. What is the difference between *for* and *since*? Decide which of these time phrases go with *for* and *since*.
twenty years I was born 1999 six o'clock a long time five minutes
 - c Notice we also use *for* with the Past simple if the time period is finished. Find an example of this in exercise 2.
- 3 **Present perfect continuous with *for* and *since***
The Present perfect continuous is especially common with *for* and *since* because it emphasises that the action is long or repeated.
 - a Find examples in exercise 2 that show this.
 - b Why don't we use the Present perfect continuous in sentence h?

► Read Language summary D on page 147.

Practice

- 1 Read more about Sara and her family. Complete the gaps with the correct form of the verbs and circle the correct alternatives.
 - a Sara (1) _____ (drive) (2) *for / since* nearly six years. She first (3) _____ (take) her driving test in 1999, but unfortunately she (4) _____ (not pass) first time!
 - b Sara's brother (5) _____ (study) economics (6) *for / since* five years, and a few weeks ago he (7) _____ (start) working in an international bank.
 - c Sara's mother (8) _____ (be) a maths teacher (9) *for / since* over twenty years. Last Christmas she (10) _____ (be) promoted to head of department, and (11) *for / since* then she (12) _____ (work) really long hours.
 - d Sara's father (13) _____ (work) for a bank for over thirty years, but two years ago he (14) _____ (retire). However, he (15) _____ (be) very busy (16) *for / since* then. Not long ago he (17) _____ (buy) an old boat, and (18) *for / since* the last few months he (19) _____ (paint) it.

Pronunciation

- 1 **T4.5** In connected speech, if a word begins with a vowel sound, the previous consonant sound often 'links on'. Listen to these time phrases.

for about six months
a minute ago
since April
for a while
a long time ago
since eight o'clock

Practise saying the phrases, paying attention to the words that link together.

- 2 **T4.6** Listen and write down the six sentences. Then practise saying them.

- 2 **T4.7** Listen and answer the ten questions using *for*, *since* or *ago*. Do not write full sentences.

Example: *for* About three months

- b How many of the questions can you remember? Listen again and check. Choose five to ask a partner.

- 3 a Draw a lifeline like Sara's for yourself. Mark important dates and events in your life.

- b You are going to explain your lifeline to other students. Spend a few minutes planning which verb forms, time words, etc. to use.

- c Work in small groups. Explain your lifelines and answer any questions you are asked.

In 1998, my parents moved to ...

How long have you known ...?

- d Write a short paragraph explaining your lifeline.

Wordspot take

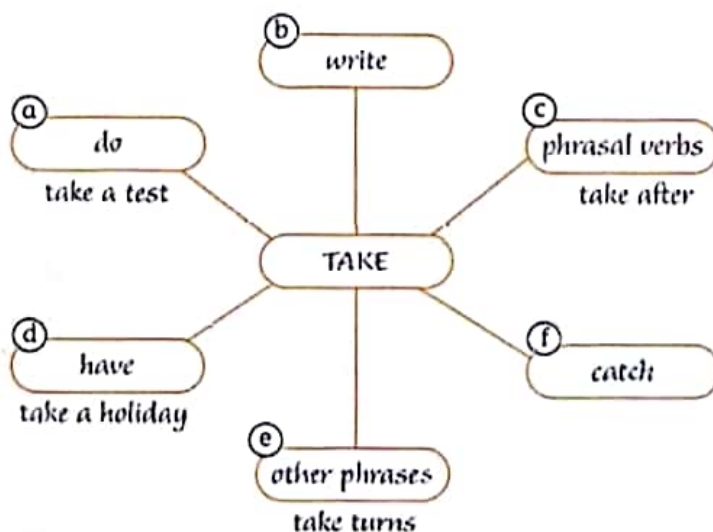
1 a The following phrases with **take** all feature in this module. Do you remember the meaning of each phrase?

- 1 Which of your parents/grandparents do you **take after**?
- 2 Both **took their holidays** at the same beach in Florida every year.
- 3 She first **took her driving test** in 1999, but unfortunately she didn't pass first time!
- 4 **Take turns** to give your talks to the class.

b Check the phrases in A in your mini-dictionary. Then tick if the phrases in A and B have the same meaning. Explain the difference if they are not the same.

A	B
1 take after	look or behave like
2 take a holiday	have a holiday
3 take a test / an exam	pass an exam
4 take up a sport/hobby	begin a sport/hobby
5 take a picture	paint a picture
6 take someone out for a meal	invite someone out for a meal
7 take a train	catch a train
8 take care of	look after
9 take off (clothes)	put on (clothes)
10 take part in	participate in
11 take over	take control
12 take notes	write notes

2 Add the phrases from A in exercise 1 to the diagram below.



3 Work in pairs. You are going to interview each other.
 Student A: Look at the questions on page 139.
 Student B: Look at the questions on page 140.

Writing A curriculum vitae

1 Birgitte is a fashion student looking for a part-time job. She sees this advertisement in the local newspaper. Read the advertisement and find out whether the job is suitable for her or not. Is it part-time? Which days would she have to work?

Retail Store Assistant

RIVA FASHIONS

**Salary according to age/experience
Working Saturdays/Sundays,
16 hours per week.**

We are seeking a **dependable, friendly and capable person** to work weekends in our busy town-centre fashion store. **The successful candidate will have excellent personal and sales skills and experience in retail sales and/or the fashion industry.**

Telephone Linda at Riva Fashions on 0278 547 3829 or e-mail your CV to linda@rivastores.co.uk

2 Birgitte decides to send her CV. Which topics do you think she should include? Can you think of any other topics?

her contact details (address, telephone number, etc.)
 her work experience
 the name of her primary school
 the name of her secondary school
 her education and qualifications
 her date of birth
 her hobbies and interests
 whether or not she can drive
 a profile of her skills and achievements
 what kind of clothes she likes
 what languages she speaks
 what makes her suitable for the job

3 will

Positive form	Negative form	Question form
I / you / he / she, etc. 'll (= will) + verb	I / you / he / she, etc. won't (= will not) + verb	Will I / you / he / she, etc. + verb?
I'll see her.	I won't see her.	Will I see her?

We use **will** for talking about things that we think will happen **without** any special plan or arrangement. We predict they will happen or see them as a future fact.

I can give it to her – I'll see her at work. (= I don't need to arrange this)

I know I'll forget if I don't write it down. (= this is a future fact / I predict this will happen)

REMEMBER!

We can use **shall** for I and we. We normally use this in the question form to make offers or suggestions.

Compare the following pairs of sentences.

- **Will** I meet you at the station? (= asking about a future fact)
- **Shall** I meet you at the station? (= an offer)
- **Will** we have dinner at the hotel? (= asking about a future fact)
- **Shall** we have dinner at the hotel? (= a suggestion)

4 Other ways to talk about the future

a Verbs

- **hope**: We're **hoping to buy** a flat later this year.
- **plan**: I'm **planning to sell** my scooter.
- **think**: We're **thinking of having** a party soon.
- **want**: I **want to finish** this by tonight.

b Phrases

- **due to**: We use **due to** for something that is formally arranged.
The plane's **due to take off** in about twenty minutes.
- **(be) about to**: when something will happen very soon or immediately.
Jill's **about to have** a baby.

B Future clauses with if, when, etc.

Even when we are talking about the future, we use a present verb form after **if, unless, when, before, after, as soon as, until, once, next time, etc.**

If she **fails** her exam again, she'll be really upset.

I won't do anything **unless** you **phone**.

When I **find** it, I'll bring it for you.

Remember to turn off the lights **before** you **leave**.

As soon as we **get** home, I'm going to have a shower.

I'm going to stay here **until** I **find** somewhere to live.

Once we **finish** the decorating, we'll invite you round for dinner.

Notice that in the other part of the sentence, a future verb form is used (**will, going to, etc.**)

Module 6

A -ed/-ing adjectives

1 -ing adjectives

Adjectives ending in **-ing** describe the thing or person that has an effect on us.

Today's lesson was very **interesting**. (= the lesson interested me)

2 -ed adjectives

Adjectives ending in **-ed** describe our feelings about something or someone.

I felt **bored** at the party. (= I found the party boring)

B The passive

Simple tenses

	Positive form	Negative form	Question
Present	It's (= is) made	It isn't (= is not) made	Is it made?
Past	It was made	It wasn't (= was not) made	Was it made?
Present perfect	It's (= has) been made	It hasn't (= has not) been made	Has it been made?
Future	It'll be made	It won't (= will not) be made	Will it be made?
	subject + verb 'to be' + past participle	verb 'to be' + not + past participle	verb 'to be' + subject + past participle

Continuous tenses

	Positive form	Negative form	Question form
Present	It's (= is) being made	It isn't being made	Is it being made?
Past	It was being made	It wasn't (= was not) being made	Was it being made?
	subject + verb 'to be' + being + past participle	subject + verb 'to be' + not being + past participle	verb 'to be' + subject + being + past participle

1 The difference between the active and passive

In active sentences, the subject is the 'doer' of the verb (the person who makes the action happen).

The firefighter **rescued** the child.
(subject) (verb)

In passive sentences, the 'doer' of the verb is not the subject.

The child **was rescued** by the firefighter.
(subject) (verb)

REMEMBER!

If we mention the 'doer' of the verb we use **by + the person**.
The building **was designed by** Sir Andrew Rowley.

2 Reasons for using the passive

- to focus on the main topic of the sentence
The beginning of the sentence normally tells us what the sentence is mainly about. Compare the following sentences.
Jackson won the Olympic gold medal. (= the sentence is mainly about Jackson)
The Olympic gold medal was won by Jackson. (= the sentence is mainly about the Olympic gold medal)

- b if the person who does the verb is unknown or unimportant
*My handbag **has been stolen**.* (= we don't know who did this)
*The Petronas Towers **were built** in 1996.* (= we are interested in **when** they were built, not who built them)
- c the doer of the verb is obvious, or 'people in general'
*Dozens of people **were arrested**.* (= it is obvious that the police arrested them)
*Spanish **is spoken** in more than twenty countries.* (= it is not necessary to say 'by people')

REMEMBER!

We often use the passive in more **formal** contexts (e.g. news reports), and less when we are speaking informally. Compare the following sentences.

*A new parking scheme **is being introduced** in the town centre.*
 (= from a news report)

*I hear **they're introducing** a new parking scheme in the town centre.* (= from a conversation)

3 Verbs often used in the passive

- a verbs related to accidents/injuries, etc.
was injured / was killed / was damaged / was destroyed, etc.
- b verbs related to crime
was arrested / was sentenced / was found guilty / was sent to prison, etc.
- c verbs related to inventions, books, films, etc.
was invented by / was discovered by / was produced by / was directed by / was written by, etc.

Extreme adjectives

- 1 *Absolutely* can only be used with extreme adjectives
absolutely freezing not: ~~*absolutely cold*~~
- 2 *Very* can only be used with non-extreme adjectives
very cold not: ~~*very freezing*~~
- 3 *Really* can be used with both types of adjectives:
really freezing, really cold

Practice

1 Choose the correct alternative.

- a Did you see that documentary about political corruption last night? It was a really interested / interesting programme – I was quite shocked / shocking.
- b The Prime Minister said he was very pleased / pleasing with the country's economic progress, although there are some worried / worrying signs that there may be difficult times ahead.
- c There was a very excited / exciting basketball game on TV last night, but I was a bit surprised / surprising that my team lost.
- d I know that people are always fascinated / fascinating by celebrities' private lives, but I do think some of the personal questions they ask on chat shows can be a bit embarrassed / embarrassing.
- e The instructions for this DVD player are so confused / confusing, it's so frustrated / frustrating trying to follow them.
- f I was a bit annoyed / annoying that I forgot to record that Julia Roberts film last night, although the review in the paper said it was very disappointed / disappointing.
- g I was really frightened / frightening by that ghost story you told us last weekend.

2 Work in groups. Discuss how you would feel in the following situations.

Example:

You switch on the TV to watch your favourite soap and discover that it's the football instead!

I'd be really pleased – I love football!

I'd be really annoyed – I find football really boring!

- a You find out there's a chat show on TV with your favourite actor or rock star.
- b You suddenly see your best friend on TV.
- c You finish watching a scary film on your own at home and have to go to bed in an empty house.
- d You watch a news item about civil war in a developing country.
- e One of your friends phones for a chat in the middle of the news.

Language focus 2

The passive

- 1 Read the following sentences about the news stories and underline the main verb in each.
 - a Shaun Kenna, a Brisbane firefighter, rescued his ex-wife from a burning house.
 - b A Melbourne woman was rescued from a burning house by her ex-husband.
 - c A Chilean teenager tried to rob a bus with his mother on board.
 - d Bono's hat was put on a first-class seat for the flight to Italy.
 - e Every year thousands of accidents are caused by ordinary items.
 - f A lot of money will be raised for charity at the concert tonight.
 - g Raul Hortena has been fined €130.
- 2 Who/What did each action? Do the sentences always tell us?

Analysis

1 Active and passive

Look at sentences a and b in exercise 1.

- a Which verb is active and which is passive?
- b Who is the subject of the active sentence? Who is the subject of the passive sentence?

2 Forming the passive

The passive is formed with *be* + the past participle. Find an example in exercise 1 of the following.

- | | |
|---------------------------|-----------------------|
| – Present simple passive | – Past simple passive |
| – Present perfect passive | – Future passive |

3 The 'doer' (agent) in passive sentences

In passive sentences, the main focus is on the action or the person it happened to, not the person who does the action.

- a Often the person who does the action is not mentioned because:
 - this is obvious. Find an example.
 - the doer is unimportant or unknown. Find an example.
- b Sometimes the doer of the action is mentioned after the verb using *by*. Find two examples.

► Read Language summary B on pages 148–149.

Practice

- 1 Read the articles below and choose the correct verb form.

A woman from Port Headland in Australia (a) attacked / was attacked by a burglar while she was on the phone to her brother in Leeds, England. Her brother (b) heard / was heard strange noises and (c) phoned / was phoned his local police station in Leeds. The Port Headland police (d) contacted / were contacted immediately, and an officer (e) sent / was sent to the woman's house. She (f) rescued / was rescued just eighteen minutes after the attack (g) happened / was happened.

Yorkshire Electricity Company (h) has apologised / has been apologised after they (i) sent / were sent a customer a bill for €2 billion. Tanya Holland, from Huddersfield, (j) told / was told that she (k) owed / was owed €2,131,474,163, but the company (l) said / was said that she could pay in instalments. They later (m) admitted / was admitted that they had made a mistake and a new bill for €21.31 (n) sent / was sent.

It (o) has estimated / has been estimated that a towel (p) steals / is stolen from a Holiday Inn hotel every twelve seconds – that makes a total of 2.7 million towels a year!

- 2 a Work in pairs. Do the quiz and if you don't know the answers, guess!

b T6.3 Listen and check your answers. Then underline the passive verb forms in the quiz.

MEDIA & FILM QUIZ



- Where were the world's first newspapers produced?
a In Ancient China b In Ancient Rome
c In seventeenth-century Germany
- Which TV series is most widely watched around the world?
a *Friends* b *Baywatch* c *The X Files*
- China Central TV (CCTV) is regularly watched by
a 100 million viewers b 300 million viewers
c 750 million viewers
- The radio was first used for communication by
a an Italian b a Scot c a Frenchman
- Who was *The Simpsons* created by?
a Walt Disney b Steven Spielberg
c Matt Groening
- Since the first film, *Dr No* in 1962, how many James Bond films have been made?
a Around twenty b Around thirty
c Around forty
- Which writer's work has most often been made into films?
a Agatha Christie b Jane Austen
c William Shakespeare
- How many TVs are manufactured in the world every year?
a Around seven million
b Around seventy million
c Around 700 million

- 3 Complete the sentences from the recording with the correct form of the verbs in brackets.

- The very first newspapers _____ (write) by hand.
- Baywatch* _____ (translate) into 142 different languages.
- CNN _____ (watch) in 212 countries around the world.
- The radio _____ (first use) for communication by Marconi.
- Marconi _____ (award) the Nobel prize for his work in 1909.
- The Simpsons* _____ (create) in 1986.
- Matt Groening _____ (name) the characters after his own family.
- Around four hundred films _____ (base) on plays by Shakespeare.
- The Bond movies _____ (make) over €13 billion since 1962.
- Around 70 million TVs _____ (manufacture) every year.

- 4 a Work in small groups. Write your own quiz of at least five questions using passive phrases.

was/were written by	was/were built by/in
was/were painted by	is/are made in
was/were composed by	is/are based on
was/were directed by	

Examples:

Who were 'The Matrix' films directed by?

- a Larry and Andy Wachowski
b James Cameron
c Ridley Scott

Was 'Guernica' painted by

- a Matisse? b Miro? c Picasso?

b Do your quizzes in teams, taking turns to read out the questions. Which team got the highest score?

Vocabulary

Extreme adjectives

- 1 Work in pairs. Read the extracts below from reviews for different films. Is each review good, bad or mixed? What kind of film does each review describe?

a 'Terrific ... has more thrills than all of this summer's blockbusters put together ... the special effects are superb and the action non-stop.'

b 'Basically a one-joke comedy. Even Steve Bristow's biggest fans will have to admit that doing this film was a terrible mistake ...'

c 'Sam Harris is hilarious as the commanding officer of a group of soldiers whose main aim in life is to stay as far away as possible from the action ...'

d 'If you forget about the ridiculous plot, and the dreadful dialogue – the movie is actually quite good fun, and Hollywood's latest stars Lucy Martinez and Jason Stone bring youthful glamour to this love story ...'

- 2 Find words in the extracts in exercise 1 that mean the following.

- a very good (x2) c very funny
b very bad (x2) d very silly

- 3 a Match the extreme adjectives in A with an adjective in B.

A	B
1 astonished	very frightened
2 boiling	very happy
3 brilliant	very angry
4 delighted	very sad
5 freezing	very surprised
6 furious	very hot
7 terrified	very good
8 tragic	very cold

- b Which of these adverbs cannot be used with the extreme adjectives in A: *absolutely, really, very*?

► Read Language summary C on page 149.

- 4 Extreme adjectives are often used to make newspaper headlines and articles more interesting. Rewrite the headlines below, using an extreme adjective to replace the adjective(s) underlined.

- a United manager very happy with very good performance
b Very sad death of teenager
c Prime Minister very angry at opposition's criticism
d We made some very bad mistakes admits United captain
e Very cold temperatures in north of country
f Very hot weather to continue
g Film star very surprised at Oscar nomination

Pronunciation

- 1 T6.4 Listen and write the words in the correct column according to the word stress.

● ●	● ● ●	● ● ● ●	● ● ●
			astonished

- 2 Practise saying the words, paying attention to the word stress.

PRACTISE...

1 -ed/-ing adjectives ☐

Choose the correct adjective.

- a That's a very interested / interesting suggestion.
- b It's not surprised / surprising.
- c There's no need to feel embarrassed / embarrassing.
- d Why are you always late? Have you any idea how annoyed / annoying it is!
- e I'm afraid it was rather a bored / boring evening.
- f It was very upset / upsetting to hear the news in that way.
- g The news report was extremely worrying / worried.
- h I don't understand. I'm really confused / confusing!

► Need to check? Language summary A, page 148.

2 The passive ☐

Put these active sentences into the passive, omitting the underlined word(s).

- a The police arrested over thirty demonstrators.

- b The recent storms have damaged a number of buildings.

- c People destroy thousands of trees every year.

- d The judge will sentence the man tomorrow.

- e Someone had stolen my computer.

- f Is anybody looking after you?

- g They presented Sarah with a gold watch.

- h Davison built the museum in 1874.

► Need to check? Language summary B, page 148.

3 Extreme adjectives ☐

Write extreme adjectives which are similar in meaning to the words below. Can you remember any others?

- a very good _____
- b very bad _____
- c very sad _____
- d very angry _____
- e very silly _____
- f very funny _____

► Need to check? Vocabulary, page 65.

4 Words that go together ☐

Match A and B to make a suitable verb + noun combination.

- | | |
|--------------|-----------------------|
| A | B |
| a commit | 1 accident |
| b raise | 2 day off |
| c cause an | 3 money (for charity) |
| d hear a | 4 voice |
| e to give up | 5 suicide |
| f take a | 6 your job |

► Need to check? Reading and vocabulary, page 63.

5 Prepositions ☐

Choose the correct preposition.

- a The film is based at / on / with a novel by Charles Dickens.
- b Who would you recommend this film at / to / with?
- c The film is set at / in / on New York.
- d What was the best thing about / for / of the book in your opinion?
- e The book has been translated in / into / on over thirty different languages.
- f This film is by / from / of my favourite director.

► Need to check? Task, page 67.

Pronunciation spot

The sounds /w/ and /ʌ/

a **T6.6** Listen to the pairs of words below. Can you hear the difference in the vowel sounds?

- | | |
|---------------|-----------------|
| 1 sang / sung | 4 began / begun |
| 2 rang / rung | 5 drank / drunk |
| 3 ran / run | 6 swam / swum |

b **T6.7** Listen and circle the phrase you hear.

c Practise saying the phrases, paying attention to the vowel sounds.

- 1 The match began / has begun.
- 2 I rang / 've rung lots of times.
- 3 They ran / 've run away.
- 4 We drank / 've drunk the whole bottle!
- 5 He swam / has swum every day this summer.
- 6 I sang / 've sung in public many times.

REMEMBER!

Look back at the areas you have practised. Tick the ones you feel confident about. Now try the MINI-CHECK on page 157 to check what you know!

Vocabulary

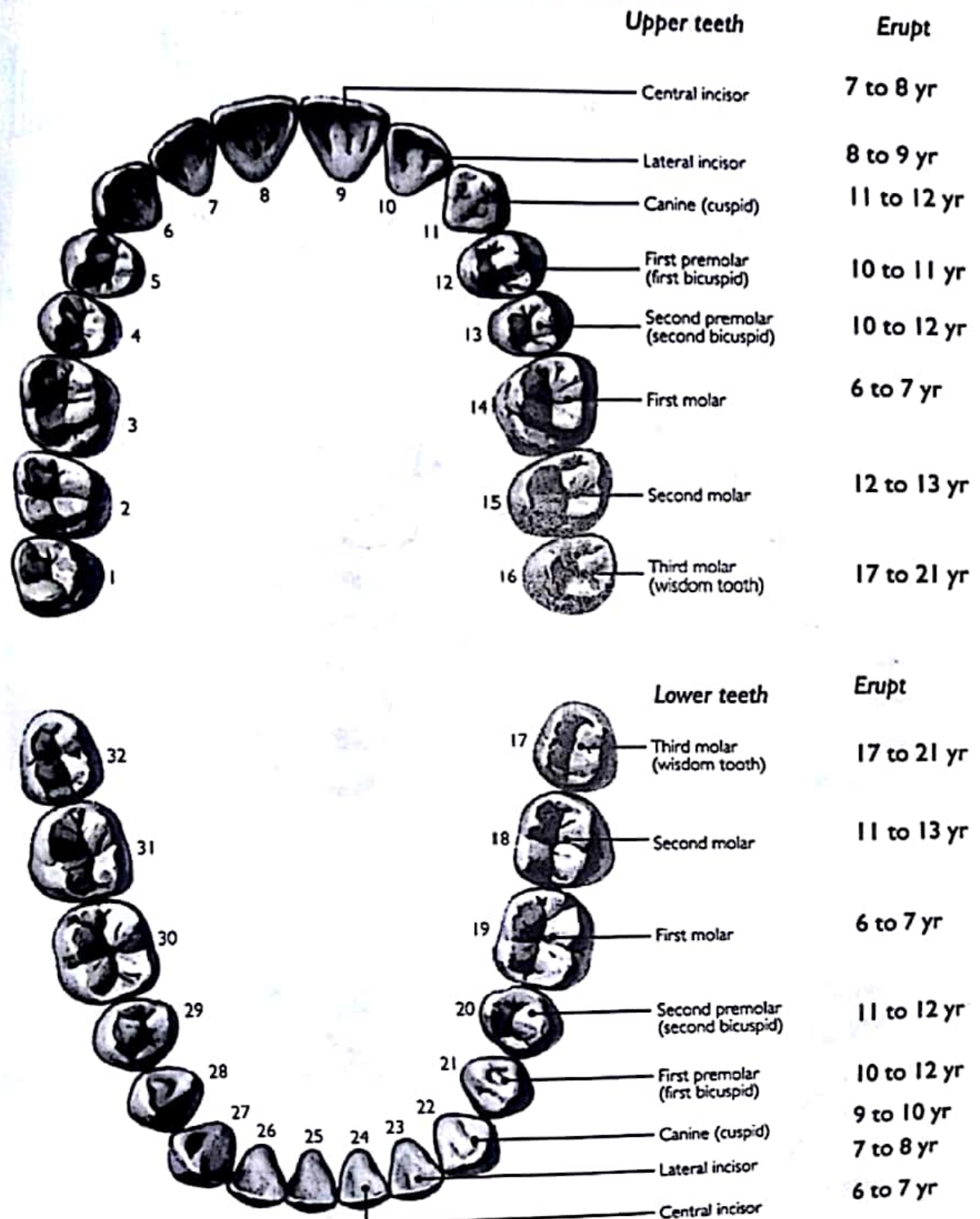
1- Match the words with the definitions.

1- root canal	A. primary teeth
2- crown	B. Inner bony layer of the crown of a tooth
3- deciduous teeth	C. Space in the jawline out of which teeth erupt above the jawline.
4- cementum	D. Glossy, white outer covering of teeth.
5- dentin	E. part of the tooth projecting above the jawline.
6- enamel	F. Bony material surrounding the root of the tooth.
7- pulp	G. Tubular structure holding blood vessels and nerves.
8- socket	H. Connective tissue, blood vessels, and nerves that fill the pulp cavity, and the jawline.

2-Match the words with the definitions.

1-cuspid	a- Permanent teeth.
2-secondary teeth	b- First set of teeth that erupt at regular intervals between six months and age four.
3-bicuspid	c- Fourth and fifth tooth from the median of the jawline with two cusps.
4-canine	d- Third tooth from the median of the jawline with a cusp.
5-molar	e- First and second tooth next to the median of the jawline.
6-primary teeth	f- Any of the three teeth at the back of the median of the jawline.
7-cusp	g- Eyetooth.
8-incisor	h- Sharp-pointed tooth projection.

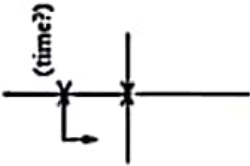
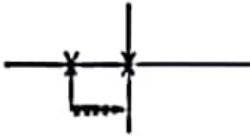
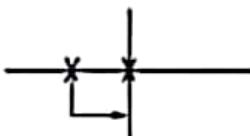
PERMANENT DENTITION



Universal Numbering System.

Translation	
Dental technician	فني الاسنان
Dental laboratory	مخبر الاسنان
Anatomy of teeth	تشريح الاسنان
Soft palate	قبة الحنك الرخوة
Shade guide	دليل الالوان
Gum	لثة
Proxism	صيرير الاسنان
brackets	حاصرات
Mandrill	حامل
Cosmetic crown	تاج تجميلي
Post crown	تاج بوتد
Sticky wax	شمع الالتصاق
Casting wax	شمع الصب
Carving wax	شمع النحت
Over - jet	بروز
Overlap	تراكب

3-1 PRESENT PERFECT

	<p>(a) They <i>have moved</i> into a new apartment.</p> <p>(b) <i>Have you ever visited</i> Mexico?</p> <p>(c) I <i>have never seen</i> snow.</p> <p>(d) I <i>have already seen</i> that movie.</p> <p>(e) Jack <i>hasn't seen</i> it yet.</p> <p>(f) Ann started a letter to her parents last week, but she <i>still hasn't finished</i> it.</p> <p>(g) Alex feels bad. He <i>has just heard</i> some bad news.</p>	<p>The present perfect expresses the idea that something happened (or never happened) <i>before now</i>, at an <i>unspecified time in the past</i>. The exact time it happened is not important.</p> <p>If there is a specific mention of time, the simple past is used: <i>They moved into a new apartment last month.</i></p> <p>Notice in the examples: the adverbs <i>ever</i>, <i>never</i>, <i>already</i>, <i>yet</i>, <i>still</i>, and <i>just</i> are frequently used with the present perfect.</p>
	<p>(h) We <i>have had</i> four tests <i>so far</i> this semester.</p> <p>(i) I <i>have written</i> my wife a letter every other day for the last two weeks.</p> <p>(j) I <i>have met</i> many people <i>since</i> I came here in June.</p> <p>(k) I <i>have flown</i> on an airplane <i>many times</i>.</p>	<p>The present perfect also expresses the <i>repetition of an activity before now</i>. The exact time of each repetition is not important.</p> <p>Notice in (h): <i>so far</i> is frequently used with the present perfect.</p>
	<p>(l) I <i>have been</i> here <i>since seven o'clock</i>.</p> <p>(m) We <i>have been</i> here <i>for two weeks</i>.</p> <p>(n) I <i>have had</i> this same pair of shoes <i>for three years</i>.</p> <p>(o) I <i>have liked</i> cowboy movies <i>ever since I was a child</i>.</p> <p>(p) I <i>have known</i> him <i>for many years</i>.</p>	<p>The present perfect, when used with <i>for</i> or <i>since</i>, also expresses a situation that <i>began in the past and continues to the present</i>.*</p> <p>In the examples, notice the difference between <i>since</i> and <i>for</i>:</p> <p><i>since</i> + a particular time</p> <p><i>for</i> + a duration of time</p>

*The verbs used in the present perfect to express a situation that began in the past and still exists are typically verbs with a stative meaning (see Chart 2-3, p. 15).

The present perfect progressive, rather than the present perfect, is used with action verbs to express an activity that began in the past and continues to the present (see Chart 3-2, p. 42):

I've been sitting at my desk for an hour. Jack has been watching TV since seven o'clock.

□ EXERCISE 3. Present perfect vs. simple past. (Charts 2-9 and 3-1)

Directions: Use the simple past or the present perfect. In some sentences, either tense is possible but the meaning is different.

1. I (attend, not) haven't attended any parties since I came here.
2. Al (go) _____ to a party at Sally's apartment last Saturday night.
3. Bill (arrive) _____ here three days ago.
4. Bill (be) _____ here since the 22nd.
5. Try not to be absent from class again for the rest of the term. You (miss, already) _____ too many classes. You (miss) _____ two classes just last week.
6. So far this week, I (have) _____ two tests and a quiz.

7. Alex is an artist. He (*draw*) _____ many beautiful pictures in his lifetime. Last week he (*draw*) _____ a beautiful mountain scene.
8. Jack really needs to get in touch with you. Since this morning, he (*call*) _____ here four times trying to reach you. He (*call*) _____ at 9:10, 10:25, 12:15, and 1:45.
9. Janet (*wear*) _____ her new blue dress only once since she bought it. She (*wear*) _____ it to her brother's wedding last month.
10. The night has ended, and it's daylight now. The sun (*rise*) _____. It (*rise*) _____ at 6:08.
11. Last January, I (*see*) _____ snow for the first time in my life.
12. Fatima (*see, never*) _____ snow in her entire lifetime.
13. I (*know*) _____ Greg Adams for ten years.
14. A: Is Ahmed here yet?
B: Yes. He (*arrive, just**) _____.
15. A: I (*be, not*) _____ able to reach Mr. Chang yet. So far he (*respond, not*) _____ to any of my attempts to reach him.
B: Oh?
A: I (*start*) _____ trying to reach him three days ago. Since then, I (*fax*) _____ him twice. I (*phone*) _____ him four times. And I (*send*) _____ at least six e-mails.
B: I guess modern communications don't mean much if there's no one at the other end.

EXERCISE 4. Present perfect. (Chart 3-1)

Directions: Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Ask the questions.

Speaker B: Your book is closed. Answer in complete sentences.

Example:

SPEAKER A (*book open*): How many tests have you taken since you started coming to this class?

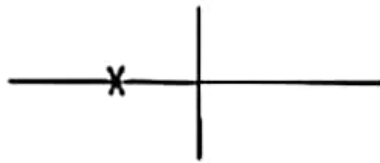
SPEAKER B (*book closed*): I have taken (*three, several, many*) tests since I started coming to this class. OR I haven't taken any tests since I started coming to this class.

**Just* can indicate that something happened a very short time ago, very close in time to the present moment, but still in the past. When *just* expresses this meaning, it is frequently used with the present perfect. However, in informal English the simple past is also often used. Both (a) and (b) are correct:

(a) *I've just finished a letter to my parents.*

(b) *I just finished a letter to my parents.*

2-9 SIMPLE PAST



- (a) I *walked* to school yesterday.
- (b) John *lived* in Paris for ten years, but now he lives in Rome.
- (c) I *bought* a new car three days ago.

The simple past indicates that an activity or situation *began and ended at a particular time in the past.*

- (d) Rita *stood* under a tree *when it began to rain.*
- (e) *When Mrs. Chu heard a strange noise, she got up to investigate.*
- (f) *When I dropped my cup, the coffee spilled on my lap.*

If a sentence contains *when* and has the simple past in both clauses, the action in the *when* clause happens first. In (d): 1st: The rain began. 2nd: She stood under a tree.



Rita *stood* under a tree when it *began* to rain.

□ EXERCISE 8. Present perfect vs. simple past. (Charts 2-9 and 3-1)

Directions: Use the simple past or the present perfect.

1. What (you, learn) have you learned since you (come) _____ here?
And how many new friends (you, make) _____?
2. Since classes began, I (have, not) _____ much free time. I (have) _____ several big tests to study for.
3. Last night my friend and I (have) _____ some free time, so we (go) _____ to a show.
4. I admit that I (get*) _____ older since I last (see) _____ you, but with any luck at all, I (get, also) _____ wiser.
5. The science of medicine (advance) _____ a great deal in the 19th century.
6. In the last fifty years, medical scientists (make) _____ many important discoveries.
7. Libraries today are different from those in the 1800s. For example, the contents of libraries (change) _____ greatly through the years. In the 1800s, libraries (be) _____ simply collections of books. However, today most libraries (become) _____ multimedia centers that contain tapes, computers, disks, films, magazines, music, and paintings. The role of the library in society (change, also) _____. In the 1800s, libraries (be) _____ open only to certain people, such as scholars or the wealthy. Today libraries serve everyone.
8. A: Are you taking Chemistry 101 this semester?
B: No, I (take, already**) _____ it. I (take) _____ it last semester. This semester I'm in 102.

*COMPARE:

- (a) *I have gotten OR have got four letters so far this week.* In this sentence, *have gotten / have got* is present perfect. (NOTE: *Got* is used as the past participle of *get* in both American English and British English. *Gotten* occurs only in American English.)
- (b) *I have got a problem.* In this sentence, *have got* is NOT present perfect. *I've got a problem = I have a problem.* The expression *have got* means "have" and is common in informal spoken English. Its meaning is present; it has no past form.

**Typically, the present perfect is used in sentences with *already*, *yet*, and *just*, but in some situations the simple past is also commonly used with these adverbs in informal English, with no difference in meaning.

1-1 THE SIMPLE PRESENT AND THE PRESENT PROGRESSIVE.

١-١ الحاضر البسيط والحاضر المستمر:

<p>THE SIMPLE PRESENT الحاضر البسيط</p>	<p>(a) Anna takes a shower every day. (b) I usually eat lunch at the cafeteria. (c) Babies cry. (d) The earth revolves around the sun. (e) A square has four equal sides. (f) The sky is blue.</p> <p>(a) تستحم أنا كل يوم. (b) أتناول الغداء عادة في الكافتيريا. (c) الأطفال يبكون. (d) تدور الأرض حول الشمس. (e) للمربع أربعة أضلاع متساوية. (f) السماء زرقاء.</p>	<p>The simple present expresses daily habits or usual activities, as in (a) and (b). The simple present expresses general statements of fact, as in (c) and (d). الحاضر البسيط يعبر عن عادات يومية أو نشاطات اعتيادية كما في (a) و (b). الحاضر البسيط يعبر عن حقائق عامة كما في (c) و (d).</p>
<p>THE PRESENT PROGRESSIVE الحاضر المستمر</p>	<p>(g) Anna can't come to the phone right now because she is taking a shower. (h) It's noon. I am eating lunch at the cafeteria right now. (i) Jimmy and Susie are babies. They are crying. I can hear them right now. Maybe they are hungry.</p> <p>(g) لا تستطيع أنا أن تأتي إلى الجوال الآن لأنها تستحم. (h) إنه وقت الظهيرة، إنني أتناول الغداء في الكافتيريا الآن.</p>	<p>The present progressive expresses an activity that is in progress (is occurring, is happening) right now. FORM: am, is, are + -ing. الحاضر المستمر يعبر عن نشاط قيد الحدوث الآن. الصيغة: ing+are ,is ,am</p>

	(i) جيمي وسوزي أطفال، إنهم سيكون، يمكنني سماعهم الآن، ربما يكونان جاععين. ملاحظة : الدليل على الحاضر المستمر هو (right now).	
--	---	--

1-2 FORMS OF THE SIMPLE PRESENT AND PRESENT PROGRESSIVE.

٢-١ صيغ الحاضر البسيط والحاضر المستمر.

	SIMPLE PRESENT	PRESENT PROGRESSIVE
STATEMENT: اثبات	(I-You-We-They) work. (He-She-It) works.	I am working. (You-We-They) are working. (He-She-It) is working.

NEGATIVE: نفي	(I-You-We-They) do not work. (He-She-It) does not work.	I am not working. (You-We-They) are not working. (He-She-It) is not working.
QUESTION: سؤال	Do (I-You-We-They) work? Does (He-She-It) work?	Am I working? Are (You-We-They) working? Is (He-She-It) working? (نبدل بين فعل الكون و الفاعل)

✓ Contractions of pronouns with be: I'm, you're, we're, they're, he's, she's, it's.

✓ اختصارات الضمائر مع فعل الكون: I'm, you're, they're, he's, she's, it's.

✓ Contractions of verbs with not: don't, doesn't, aren't, isn't.

اختصارات الأفعال مع not: don't, doesn't, aren't, isn't.

NOTE
ملاحظة

Am and not are not contracted
am not ليس لها اختصار.

يمكن أن يأتي من ضمن أسئلة الصح/الخطأ هذه العبارة: (Are these sentences grammatically correct?)

اضع لكم جمل اما صحيحة او خاطئة قواعديا.

<p>These words refer to (simple present tense):</p> <p>هذه الكلمات تشير إلى زمن الحاضر البسيط (دلالة)</p>	<p>✓ always – usually – often – sometimes – seldom – rarely – never.</p> <p>✓ دائماً - عادة - أحياناً - قلماً - نادراً - أبداً.</p> <p>✓ Everyday - Every (week, month, year) –</p> <p>Once a (week, month, year) - Twice a (day, week , month , year)—Three times a (day, week, month, year)</p> <p>✓ كل يوم - كل (أسبوع ، شهر ، سنة)</p> <p>مرة في (الأسبوع ، الشهر ، السنة) ، مرتين في (اليوم ، الأسبوع ، الشهر ، السنة) ، ثلاث مرات (اليوم ، الأسبوع ، الشهر ، السنة).</p>
--	--

<p>These words refer to (present continuous tense):</p> <p>هذه الكلمات تشير إلى زمن الحاضر المستمر (دلالة)</p>	<p>✓ Now - Right now - At present - At the moment.</p> <p>✓ الآن - الآن - في الحاضر - في هذه اللحظة.</p>
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1-3 SPELLING: FINAL -S vs. -ES

(a) Visit → visits	answer → answers
Speak → speaks	happen → happens
(b) Hope → hopes	write → writes
(c) Catch → catches	fix → fixes
Wash → washes	buzz → buzzes
Pass → passes	
(d) Do → does	go → goes
(e) Study → studies	try → tries
(f) Pay → pays	buy → buys

ملاحظات لإضافة (s) إلى الفعل:

- إذا انتهى الفعل بأحد هذه الحروف (ch, sh, s, x, z) نضيف للفعل es.
- إذا انتهى الفعل بـ y قبلها حرف ساكن نقلب y إلى i ثم نضيف الـ (s) ، أما إذا كان قبل y حرف صوتي لا نقلبها إلى i.

EXERCISE1:

التمرين ١: (مهم)

Complete the sentences by using the word in parentheses. Use the simple present or the present progressive.

أكمل الجمل بالكلمات بين قوسين مستخدماً الحاضر البسيط أو الحاضر المستمر.

1. Shhh. The baby (sleep) **is sleeping** The baby (sleep) **sleeps** for ten hours **every night**.
(١) الطفل نائم . الطفل ينام حوالي ٩ ساعات كل ليلة.
2. **Right now**, I'm in class. I (Sit) **am sitting** at my desk. **I usually** (sit) **sit** at the same desk in class every day.
(٢) الآن، أنا في الصف . أجلس على مقعدي. عادة أجلس على المقعد نفسه كل يوم.
3. Ali (speak) **speaks** Arabic. Arabic is his native language, but **right now** he (speak) **is speaking** English.
(٣) يتكلم علي العربية . العربية هي لغته الأصل. لكن الآن يتكلم الانكليزية.
4. Our teacher (stand, not) **isn't standing** up right now. She (sit) **is sitting** on the corner of her desk.
(٤) معلمتنا ليست واقفة الآن. إنها جالسة على زاوية مقعدها.
5. It's 6:00 P.M. Mary is at home . she (eat) **is eating** dinner. She **always** (eat) **eats** dinner with her family around six o'clock.
(٥) إنها الساعة السادسة مساءً . ماري في المنزل. إنها تتناول العشاء. دائماً ما تتناول العشاء مع عائلتها حوالي الساعة السادسة تماماً.
6. It (rain, not) **isn't raining** **right now**. The sun (shine) **shines**, and the sky (be) **is** blue.
(٦) لا تمطر الآن. الشمس مشرقة والسماء زرقاء.
7. (Rain, it) **Does it rain** a lot in southern California?
(٧) هل تمطر كثيراً في كاليفورنيا الشمالية ؟
8. Look out the window. (Rain, it) **Is it raining?** Should I take my umbrella?
(٨) انظر خارج النافذة. هل تمطر ؟ هل عليّ أن أخذ المظلة ؟
9. It's 7:30 A.M. and the Wilsons are in their kitchen. Mrs. Wilson (sit) **is sitting** at the breakfast table. She (read) **is reading** the morning paper. She (read) **reads** the newspaper **every morning**. Mr. Wilson (pour) **is pouring** a cup of coffee. He (drink) **drinks** two cups of coffee **every morning** before he (go) **goes** to work. There is a cartoon on TV, but the children (watch, not) **aren't watching** it. They (play) **are playing** with their toys instead. They **usually** (watch) **watch** cartoons in the morning, but this morning they (pay, not) **are not paying** any attention to the TV. Mr. and Mrs. Wilson (watch, not) **are not watching** through TV either. They (like, not) **don't like** to watch cartoons.

٩) إنها السابعة والنصف مساءً. وعائلة ويلسون في مطبخهم. تجلس السيدة ويلسون على طاولة الفطور. إنها تقرأ الصحف الصباحية. هي تقرأ الجرائد كل يوم. السيد ويلسن يسكب فنجان من القهوة. إنه يشرب فنجانين من القهوة كل صباح قبل أن يذهب إلى العمل.

يوجد فلم كرتوني على التلفاز، لكن الأطفال لا يشاهدونه، بل يلعبون بالعبابيح بدلاً من ذلك. عادة ما يشاهدون التلفاز في الصباح، لكن هذا الصباح لم يعطوا أي انتباه للتلفاز. السيد والسيدة ويلسون لم يشاهدا التلفاز أيضاً. إنهم لا يحبون مشاهدة الأفلام الكرتونية.

10. Alice (take, not) doesn't take the bus to school every day. She usually (walk) walks instead. (take, you) Do you take the bus to get to school every day, or (walk, you) do you walk?

١٠) أليس لا تتركب الحافلة إلى المدرسة كل يوم. عادة ما تمشي بدلاً من ذلك. هل تتركب الحافلة لتذهب إلى المدرسة كل يوم، أم تذهب مشياً؟

1-3 SIMPLE PRESENT AND PROGRESSIVE: SHORT ANSWER TO QUESTIONS

٣-١ الحاضر البسيط والحاضر المستمر:
أجوبة قصيرة للأسئلة

	QUESTION	SHORT ANSWER	LONG ANSWER
SIMPLE PRESENT	Does Bob like tea?	Yes, he does. No, he doesn't.	Yes, he likes tea. No, he doesn't like tea.
	Do you like tea?	Yes, I do. No, I don't.	Yes, I like tea. No, I don't like tea.
PRESENT PROGRESSIVE	Are you studying?	Yes, I am. No, I'm not.	Yes, I am studying. No, I am not studying.
	Is Yoko studying?	Yes, she is. No, she's Not. OR: No, she isn't.	Yes, she is studying. No, she's not studying. OR: No, she isn't studying.
	Are they studying?	Yes, they are. No, they're not. OR: No, they aren't.	Yes, they're studying. No, they're not studying. OR: No, they aren't studying.

NOTE

ملاحظة

(Am, is, and are) are not contracted with pronouns in short answers.

(am, is, and are) غير مختصرة مع الضمانر في الأجوبة القصيرة.

INCORRECT SHORT ANSWER: Yes, I'm. Yes, she's. Yes, they're.

أجوبة قصيرة غير صحيحة: Yes, I'm. Yes, she's. Yes, they're.

EXERCISE2:

التمرين ٢:

Complete the following dialogues by using the words in parentheses. Also give short answers to the questions as necessary. Use the simple present and the present progressive.

أكمل الحوار التالي مستخدماً الكلمات بين قوسين. واعط أيضاً أجوبة قصيرة للأسئلة ان لزم ذلك. استخدم الحاضر البسيط والحاضر المستمر.

1. A: (Mary, have) Does Mary have a bicycle?

B: Yes, she does. She (have) has a ten-speed bike.

(١) A: هل تملك ماري دراجة هوائية؟

B: نعم، لديها. إنها تملك دراجة سرعتها عشرة.

2. A:(It, Rain) Is it raining right now?

B: No, it isn't. At least, I (think, not) don't think so.

(٢) A: هل تمطر الآن؟

B: كلا، لا تمطر. على الأقل لا أعتقد.

3. A:(you, like) Do you like sour oranges?

B:No, I don't. I(like) like sweet ones.

(٣) A: هل تحب البرتقال الحامض؟

B: كلا، لا أحبه. أنا أحب ذات الطعم الحلو.

4. A: (your friends, write) Do your friends write a lot of letters?

B: Yes, they do. I (get) get lots of letters all the time.

(٤) A: هل يكتبون أصدقائك الكثير من الرسائل؟

B: نعم، يكتبون. أحصل على الكثير من الرسائل طوال الوقت.

5. A: (the students , take) Are the students taking a test in class right now?

B: No, **They aren't**. They (do) **are doing** an exercise.

٥ A: هل يجرون الطلاب اختبار في الصف الآن؟
B: كلا، لا يفعلون. إنهم يقومون بعمل تمرين.

فعل think:

- ✓ يقبل الاستمرارية إذا كان معناه يفكر.
- ✓ لا يقبل الاستمرارية إذا كان معناه يعتقد.

الاستمرارية

EXERCISE3:

التمرين ٣:

PREPOSITION: Complete the sentences with prepositions. This exercise contains prepositions that follow adjectives (with, of, to, at, for, from)

أكمل الجمل بحروف الجر. هذا التمرين يحتوي حروف الجر التي تتبع الصفات (with, of, to, at, for, from)

1) Mr. Porter is nice **to** everyone.

١. السيد بورتير لطيف مع الجميع.

2) Kathy was absent **from** class yesterday.

٢. كاثي كان غائبة عن الصف البارحة.

3) Are you ready **for** the test?

٣. هل أنت مستعد للاختبار؟

4) I'm angry **with** Greg.

٤. أنا غاضب من غريغ.

5) I'm mad **at** Greg.

٥. أنا غاضب بجنون من غريغ.

6) Are you afraid **of** dogs?

٦. هل أنت خائف من الكلاب؟

7) Sometimes people aren't kind **to** animals.

٧. أحياناً لا يكون الناس لطيفين مع الحيوانات.

8) One inch is equal **to** 2.54 centimeters.

٨. واحد إنش مساو ل ٢,٥٤ سنتيمتر.

9) I'm thirsty **for** a big glass of ice water.

٩. إنني متعطش لكأس كبير من الماء المثلج.

10) Joe has good manners. He's always polite **to** everyone.

11) I'm not familiar **with** that book. Who wrote it?

١١. لا اعرف هذا الكتاب. من كتبه؟

12) Jack's thermos bottle is full **of** coffee.

١٢. ترمس جاك مليء بالقهوة.

حفظ بصم

<i>With</i>	<i>angry</i>	<i>familiar</i>		
<i>Of</i>	<i>afraid</i>	<i>full</i>		
<i>To</i>	<i>nice</i>	<i>kind</i>	<i>equal</i>	<i>polite</i>
<i>At</i>	<i>mad</i>			
<i>For</i>	<i>ready</i>	<i>thirsty</i>		
<i>from</i>	<i>absent</i>			

GRAMMAR:

Conditional Sentences / If - Clauses Type I , II and III

A. Conditional Sentence Type 1:

→ *It is possible and also very likely that the condition will be fulfilled.*

Form: <i>If</i> + <u>Simple Present</u> >>> <u>Future</u> (= will + bare
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Example: If I find her address, I'll send her an invitation.

Exercise :

Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (send)this letter now, she (receive)..... . it tomorrow .
2. If I (do)..... this test, I (improve) my English.
3. Peggy (go) shopping if she (have) time in the afternoon.
4. Simon (go) to London next week if he (get) a cheap flight.
5. If they (study / not)harder, they (pass / not) the exam.
6. If it (rain) tomorrow, I (have to / not)water the plants.

B. Conditional Sentence Type 2 :

→ *It is possible but very unlikely, that the condition will be fulfilled.*

Form: *if* + Simple Past >>> Conditional (= would + bare infinitive)

Example: If I found her address, I would send her an invitation.

Exercise :

Complete the Conditional Sentences (Type II) by putting the verbs into the correct form.

1. If I (be) rich, my life (change) completely.
2. I (invite) all my friends if (have) a house by the beach.
3. If we (have) a yacht, we (sail) the seven seas.
4. If they (tell) their father, he (be) very angry.
5. We (help) you if we (know) how.
6. My brother (buy) a sports car if he (have) the money.

C. Conditional Sentence Type 3 :

→ *It is impossible that the condition will be fulfilled because it refers to the past.*

Form: *if* + Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation.

Exercise :

Complete the Conditional Sentences (Type III) by putting the verbs into the correct form.

1. If you (study) for the test, you (pass)it.
2. If you (ask)me, I (help)you.
3. If you (speak) English, she (understand)
4. I (write)you a postcard if I (have) your address.
5. If it (not/ start) to rain, we (walk)to the museum.
6. If she (take) the bus, she (not / arrive) on time.

Answer Key :

Exercise 1:

1. send / will receive
2. do / will improve
3. will go / has
4. will go / gets
5. don't study / will not pass
6. rains / will not have to

Exercise 2:

1. were / would change
2. would invite / had
3. had / would sail
4. told / would be
5. would help / knew
6. would buy / had

Exercise 3:

1. had studied / would have passed
2. had asked / would have helped
3. had spoken / would have understood
4. would have written / had had
5. hadn't started / would have walked
6. had taken / wouldn't have arrived