



1st Class

English Language

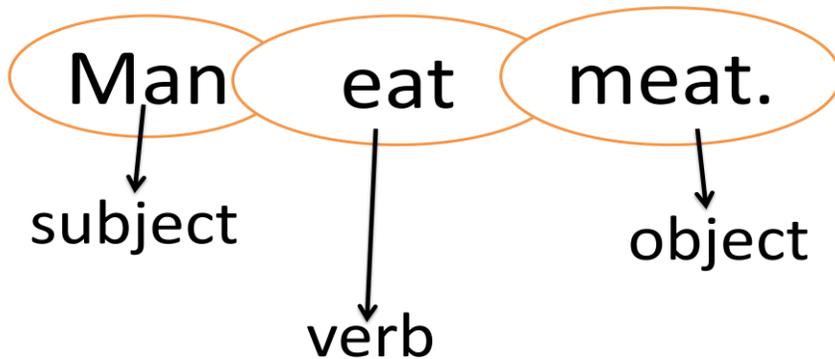
اللغة الإنكليزية

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THE SENTENCE

It all starts with the simple sentence, subject/verb(S/V).

Every sentence in English **MUST** have a subject and a verb to be grammatically correct.



The sentence:

A group of words that express a complete thought (complete meaning).

Two elements are necessary:

A subject: A person or a thing to speak about.

A predicate : something to say about the subject.

To recognize

-The subject ask, whom are we speaking about?

-The predicate ask, what are we speaking about?

Either of these elements or both can be enlarged to give a better meaning



Pagliacci, the funniest clown in Europe, laughs.

The subject has been enlarged.

Kinds of sentences:

- 1-Declarative sentence: A sentence that states.
- 2- An interrogative sentence: A sentence that asks.
- 3-An imperative sentence: A sentence that commands.

Adel , do your homework now.

The child is playing in the garden.

Is the child playing in the garden?

Parts of speech:

It refers to the job that a words does in a sentence, its function or use.

There are eight parts of speech.

Noun , Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction,
interjection

- 1- Noun: To name a person place, thing, quantity, state, or action.
- 2- pronoun: To substitute for a noun.

He, she ,they ,it you , we.

3- Verb: To express action, or non-action.

run, talk, think.

4- Adjective: To modify the noun and pronoun.

5- Adverb: To modify any verb , adjective, or adverb.

think quickly, unusually strong , ugly city.

6- preposition: to show the relationship between a noun or pronoun, and some other word.

Cart before horse.

Bombs over Berlin.

7- conjunction: to join two words or two groups of words.

Jack and Jill.....

8-Interjection:to display sudden emotions.

Oh!

Bravo!

Well Done!

What luck!

A word is a noun, verb, adjective or other part of speech, depending on its use(function).

As I round the corner of the building ,I reflect that our round world spins

round and round on its axis, at the same time making a circle round the sun that results in the round of the seasons.

Eg/ Give the part of speech of each word in the in the following:

Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown And Jill came tumbling after.

PUNCTUATION

The fourteen punctuation marks in English grammar are: the full stop., question mark?, exclamation mark!, comma, semicolon;, colon:, dash-, hyphen-, parentheses {}, brackets(), apostrophe' and quotation marks”.

Full stop(after a statement), question mark(after a question) and an exclamation mark (after an exclamation) are used at the end of sentences.

A/ The full stop (the largest pause)

It is used:

1-to mark the end of assertive or imperative sentence. Ex. Honesty is the best policy. Shut the door.

2- after abbreviation and initials; as

M.A Co. Mr. C.L. Gupta

Four Rules for *Irregular Abbreviations*

1. Abbreviations for government agencies and some other widely used abbreviations again use all capital letters and no periods. [CIA, NAACP,NASA]
2. Abbreviations for metric units of measure customarily use no periods but are lower case. [cc, ml, km]
3. 3.When an abbreviation with a period ends a sentence, the second period is not necessary, but a question mark or exclamation point would follow the period required by the abbreviation. [This is Sam, Jr.

4. (but) Is this Sam, Jr.?]

B/The question mark(?)

This must always be put after direct questions.

C/The note of exclamation(!)

It is used to express surprise, Admiration , anger or any other emotion.

What a lovely sunset!

Bravo! Well Done! Oh!

D/The comma(,)(the shortest pause)

1-It is used to divide sentences or clauses which form part of one main thought.

I told him that, if he wished to gain friends, he must so act, that people could know that he was well-disposed towards them.

2. Use a Comma Before a Coordinator

(*and, but, yet, or, nor, for, so*) that links two main clauses

"The optimist thinks that this is the best of all possible worlds, **and** the pessimist knows it."(Robert Oppenheimer)

However, do *not* use a comma before a coordinator that links two words or phrases:

"Jack **and** Diane sang **and** danced all night."

3. Use a Comma to Separate Items in a Series

Use a comma between words, phrases, or clauses that appear in a series of three or more.

Health is , after all , the most important thing .

4. Use a Comma after an Introductory Word Group

Use a comma after a phrase or clause that precedes the subject of the sentence.

"*When you get to the end of your rope*, tie a knot and hang on."

5-Use a Pair of Commas to Set Off Interruptions

Use a pair of commas to set off words, phrases, or clauses that interrupt a sentence.

"Words are, *of course*, the most powerful drug used by mankind."

- Use a comma after the day and the year in a date.
- Samia's birthday is February 20, 1965.
- Use a comma to separate two or more adjectives that equally modify the same noun.
- She was having problems with the unruly(noisy), disruptive children

When quoting, put a comma to the **left** of a quotation mark.

Ali said, "I knew you would win the contest."

- Use a comma after a noun of direct address.

Noor, didn't I ask you to clean your room?

- Use a comma after the greeting in a personal letter.

Dear Mr. Sami,

- Use a comma after the closing of a letter

Sincerely,

- Use a comma to indicate where a pause is necessary in order to avoid confusion.

Ahmed came in, in quite a hurry.

After Omar, Ali gets a turn.

- Use a comma after an appositive. (An appositive is a noun or noun phrase that gives additional information about the noun that it follows.

Ahmed, my brother, is an optician.

- Use a comma to set off the abbreviation *etc.*

I went to the store to get napkins, plates, cups, forks, etc.

- Use a comma after interjection, such as *oh* or *well*.

Oh, the test was not that difficult.

E/ Semicolon(;)

It is used to divide sentences complete in themselves, when the idea conveyed by the whole is continuous.

Robinson Crusoe lived all alone; he contrived to satisfy his immediate wants by hunting and fishing; he never saw any human being for a very long time, and consequently suffered much from loneliness.

- Use a semicolon between main clauses linked by a conjunctive adverb(*however, consequently, otherwise, moreover, nevertheless*):) or transitional expression(such as *in fact* or *for example*).

“Words rarely express the true meaning; *in fact* they tend to hide it.”

- Use a semicolon between items in a series when the items themselves contain commas or other marks of punctuation.

Our guest speakers will be Dr. Richard McGrath, professor of economics; Dr. Beth Howells, professor of English; and Dr. John Kraft, professor of psychology.

F/ The colon(:)

It is generally used when the sentence following is a summary or explanation of the preceding one, or before a list of things.

I went to the market and bought the following articles: a dozen eggs ,a bottle of soda-water and a kilo of cheese.

- Use a colon between the title and subtitle of a book.

Reading Strategies That Work: Teaching Your Students to Become Better Readers is an excellent resource.

- Inverted Commas'

Or quotation marks are used to mark the exact words of the speaker , or a quotation

She said , 'I am guilty.'

G/ The use of Capital Letters

1. To begin a sentence

We know the way.

2. To begin all proper nouns and adjectives formed from them .

Saturday , the Germans , the English language.

3. To write the pronoun I and the interjection O

Linking words

Linking words help you to connect ideas and sentences, so that people can follow your ideas.

Giving examples

For example

For instance

Namely

Adding information

And

In addition

As well as

Also

Too

Furthermore

Moreover

Apart from

In addition to

Besides

Summarizing

In short

In brief

In summary

To summarize

In a nutshell

To conclude

In conclusion

Sequencing ideas

The former, ... the latter

Firstly, secondly, finally

The first point is

Lastly

The following

Giving a reason

Due to / due to the fact that

Owing to / owing to the fact that

Because

Because of

Since

As

Giving a result

Therefore

So
Consequently
This means that
As a result

Contrasting ideas

-But
-However
-Although / even though
-Despite / despite the fact that
-In spite of / in spite of the fact that
-Nevertheless
-Nonetheless
-While

-Whereas
-Unlike
-In theory... in practice...

Adding information

And
In addition
As well as
Also
Too
Furthermore
Moreover
Apart from
In addition to
Besides

Ideas are often linked by **and**. In a list, you put a comma between each item, but not before **and**.

Also is used to add an extra idea or emphasis

We discussed training, education and budget.

We also spoke of marketing.

You can use **also** with **not only** to give emphasis

We are concerned not only by the costs, but also by the competition.

We don't usually start a sentence with **also**. If you want to start a sentence with a phrase that means also, you can use **In addition**, or **In addition to this...**

As well as can be used at the beginning or the middle of a sentence.

As well as the costs we are concerned by the competition.

We are interested in costs as well as the competition.

Too goes either at the end of the sentence, or after the subject and means **as well**.

They were surprised too.

I, too, was surprised.

Apart from and **besides** are often used to mean **as well as**, or **in addition to**.

Apart from Rover, we are the largest sports car manufacturer.

Besides Rover, we are the largest sports car manufacturer.

Moreover and **furthermore** add extra information to the point you are making

Marketing give us an idea of the potential market. Moreover, it tell us about the competition.

Summarizing

In short

In brief

In summary

To summarize

In a nutshell

To conclude

In conclusion

We normally use these words at the beginning of the sentence to give a summary of what we have said or written.

Giving a reason

-Due to / due to the fact that

-Owing to / owing to the fact that

-Because

-Because of

-Since

-As

Due to and **owing to** must be followed by a noun.

Due to the rise in oil prices, the inflation rate rose by 1.25%.

Owing to the demand, we are unable to supply all items within 2 weeks.

If you want to follow these words with a clause (a subject, verb and object), you must follow the words with **the fact that**.

Due to the fact that oil prices have risen, the inflation rate has gone up by 1.25%.

Owing to the fact that the workers have gone on strike, the company has been unable to fulfill all its orders.

Because / because of

Because of is followed by a noun.

Because of bad weather, the football match was postponed.

Because can be used at the beginning or in the middle of a sentence.

Because it was raining, the match was postponed.

We believe in incentive schemes, because we want our employees to be more productive.

Since / as

Since and **as** mean **because**.

Since the company is expanding, we need to hire more staff.

As the company is expanding, we need to hire more staff."

Diamonds are used for drilling.

Diamonds are very hard.

You can see through glass.

Glass is used for windows.

In both examples above, the second sentence is a reason for the first one. To show it has a reason, you can join the sentences in one of these ways:

result Diamonds are used for drilling.

because

since

as

reason Diamonds are very hard.

Diamonds are used for drilling because they are very hard.

Giving a result

Therefore

So

consequently

this means that

As a result

Therefore, so, consequently and **as a result** are all used in a similar way.

The company is expanding. Therefore / So / Consequently / As a result, they are taking on extra staff.

So is more informal.

Diamonds are used for drilling.

Diamonds are very hard.

You can see through glass.

Glass is used for windows.

In both examples above, the second sentence is a reason for the first one. To show it has a reason, you can join the sentences in one of these ways:

result Diamonds are used for drilling.

because

since

as

reason Diamonds are very hard.

Diamonds are used for drilling because they are very hard.

reason You can see through glass

so

therefore

hence

result Glass is used for windows

You can see through glass so it is used for Windows

Contrasting ideas

But

However

Although / even though

Despite / despite the fact that

In spite of / in spite of the fact that

Nevertheless

Nonetheless

While

Whereas

Unlike

In theory... in practice

But is more informal than **however**. It is not normally used at the beginning of a sentence.

He works hard, but he doesn't earn much.

He works hard. However, he doesn't earn much.

Although, **despite** and **in spite of** introduce an idea of contrast. With these words, you must have two halves of a sentence.

Although it was cold, he went out in shorts.

In spite of the cold, she went out in shorts.

Despite and **in spite of** are used in the same way as **due to** and **owing to**. They must be followed by a noun. If you want to follow them with a noun and a verb, you must use **the fact that**.

Despite the fact that the company was doing badly, they took on extra employees.

Nevertheless and **nonetheless** mean **in spite of that** or **anyway**.

The sea was cold, but he went swimming nevertheless. (In spite of the fact that it was cold.)

The company is doing well. Nonetheless, they aren't going to expand this year.

While, whereas and **unlike** are used to show how two things are different from each other.

While my sister has blue eyes, mine are brown.

Taxes have gone up, whereas social security contributions have gone down.

Unlike in the UK, the USA has cheap petrol.

In theory... in practice... show an unexpected result.

In theory, teachers should prepare for lessons, but in practice, they often don't have enough time.

There is plenty of food in the world.

Many people do not have enough to eat

There are plenty of food in the world.

Although

but

however

Many people do not have enough to eat

1-There is plenty of food in the world but many people do not have enough to eat.

2-There is plenty of food in the world.

However, many people do not have enough to eat.

3-Although there is plenty of food in the world, many people do not have enough to eat.

Note the punctuation in examples 2 and 3.

Note that when you qualify a statement, the reader expects a reason to support the qualification.

There is plenty of food in the world but many people do not have enough to eat because food supplies are badly distributed.

1 Please call me Beth.

1 CONVERSATION *Where are you from?*

Listen and practice.

David: Hello, I'm David Garza. I'm a new club member.

Beth: Hi. My name is Elizabeth Silva, but please call me Beth.

David: OK. Where are you from, Beth?

Beth: Brazil. How about you?

David: I'm from Mexico.

Beth: Oh, I love Mexico! It's really beautiful.

David: Thanks. So is Brazil!

Beth: Oh, good. Sun Hee is here.

David: Who's Sun Hee?

Beth: She's my classmate. We're in the same math class.

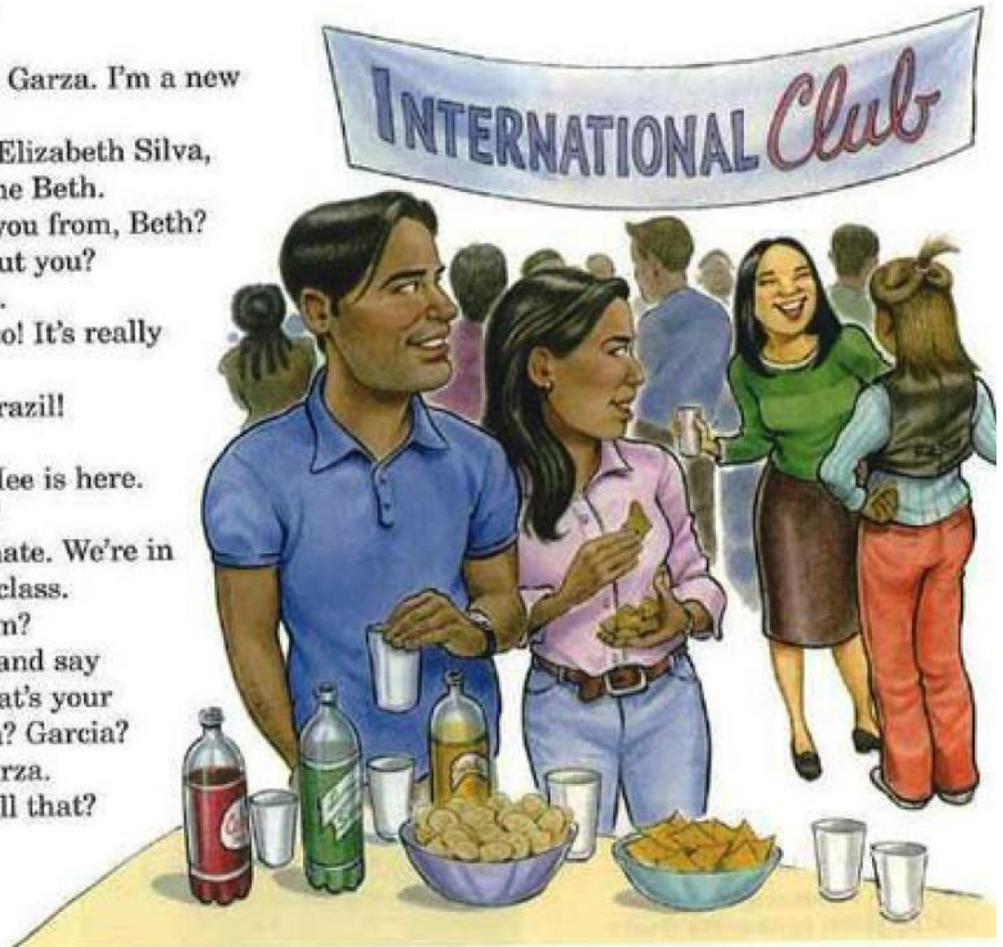
David: Where's she from?

Beth: Korea. Let's go and say hello. Sorry, what's your last name again? Garcia?

David: Actually, it's Garza.

Beth: How do you spell that?

David: G-A-R-Z-A.



2 SPEAKING *Checking information*

A Match the questions with the responses. Listen and check. Then practice with a partner. Give your own information.

1. I'm sorry. What's your name again?
2. What do people call you?
3. How do you spell your last name?

- a. S-I-L-V-A.
- b. It's Elizabeth Silva.
- c. Everyone calls me Beth.

B Group work Introduce yourself with your full name. Use the expressions above. Make a list of names for your group.

A: Hi! I'm Yuriko Noguchi.

B: I'm sorry. What's your last name again? . . .

Wh-questions with be

What's your name?	My name's Beth.
Where's your friend?	He's in class.
Who's Sun Hee?	She's my classmate.
What are your classmates like?	They're very nice.
Where are you and Luisa from?	We're from Brazil.
How are your classes?	They're really interesting.

B Complete these questions. Then practice with a partner.

- | | |
|--|--|
| 1. A: <i>Who's</i> that?
B: Oh, that's Miss West. | 4. A: the two students over there?
B: Their names are Jeremy and Karen. |
| 2. A: <i>she</i> from?
B: She's from Miami. | 5. A: <i>they</i> from?
B: They're from Vancouver, Canada. |
| 3. A: <i>her</i> first name?
B: It's Celia. | 6. A: <i>they</i> like?
B: They're shy, but very friendly. |

C Group work Write five questions about your classmates. Then ask and answer the questions.

What's your last name?

Where's Ming from?

SNAPSHOT

Greetings from Around the World

 <p>a handshake the United States</p>	 <p>a bow</p>	 <p>a kiss on the cheek</p>	 <p>a hug</p>	 <p>a pat on the back</p>
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Sources: A World of Difference Institute; www.brazilbrazil.com

Which greetings are typical in your county?
Can you write the name of a country for each greeting?
What are other ways to greet people?

9 WORD POWER Hello and good-bye

A Do you know these expressions? Which ones are “hellos” and which ones are “good-byes”? Complete the chart. Add expressions of your own.

- | | |
|------------------|-------------------|
| ✓ Bye. | ✓ Hey. |
| Good morning. | Hi. |
| Good night. | How are you? |
| Good-bye. | How's it going? |
| Have a good day. | See you later. |
| Hello. | See you tomorrow. |

Hello	Good-bye
Hey.....	Bye.....
.....
.....
.....
.....
.....



B Match the greetings with the best response.

- | | |
|----------------------|-------------------------|
| 1. Have a good day. | a. Good morning. |
| 2. Hi. How are you? | b. Thank you. You too. |
| 3. See you tomorrow. | c. OK. See you. |
| 4. Good morning. | d. Pretty good, thanks. |

C Pair work Practice saying hello. Then practice saying good-bye.

- A: Hi, Aki. How's it going?
 B: Pretty good, thanks. How are you?

What's in a Name?

Look at the names in the article. Do you know any people with these names? What are they like?



Your name is very important. When you think of yourself, you probably think of your name first. It is an important part of your identity.

Right now, the two most popular names for babies in the United States are "Jacob" for boys and "Emily" for girls. Why are these names popular? And why are some names unpopular?

Names can become popular because of famous actors, TV or book characters, or athletes. Popular names suggest very positive things. Unpopular names suggest negative things. Surprisingly, people generally agree on the way they feel about names. Here are some common opinions about names from a recent survey.

Boys' names	Girls' names
George: average, boring	Betty: old-fashioned, average
Jacob: creative, friendly	Emily: independent, adventurous
Michael: good-looking, athletic	Jane: plain, ordinary
Stanley: nerdy, serious	Nicole: beautiful, intelligent

So why do parents give their children unpopular names? The biggest reason is tradition. Many people are named after a family member. Of course, opinions can change over time. A name that is unpopular now might become popular in the future. That's good news for all the Georges and Bettys out there!

A Read the article. Then check (✓) the statements that are true.

- 1. Your name is part of your identity.
- 2. People often feel the same way about a particular name.
- 3. Boys' names are more popular than girls' names.
- 4. People are often named after family members.
- 5. Opinions about names can change.

B According to the article, which names suggest positive things? Which suggest negative things? Complete the chart.

Positive names	Negative names
.....
.....

C Pair work What names are popular in your country? Why are they popular?

3 What's your neighborhood like?

1 WORD POWER Places

A Match the words and the definitions. Then practice asking the questions with a partner.

What's a . . . ?

1. barber shop
2. laundromat
3. library
4. stationery store
5. travel agency
6. grocery store
7. theater

It's a place where you

- a. wash and dry clothes
- b. buy food
- c. buy cards and paper
- d. get a haircut
- e. see a movie or play
- f. make reservations for a trip
- g. borrow books

B Pair work Write definitions for these places.

clothing store drugstore Internet café music store post office

It's a place where you find new fashions. (clothing store)

C Group work Read your definitions. Can others guess each place?



2 CONVERSATION I'm your new neighbor.



▶ Listen and practice.

Jack: Excuse me. I'm your new neighbor, Jack. I just moved in.

Mrs. Day: Oh. Yes?

Jack: I'm looking for a grocery store. Are there any around here?

Mrs. Day: Yes, there are some on Pine Street.

Jack: Oh, good. And is there a laundromat near here?

Mrs. Day: Well, I think there's one across from the shopping center.

Jack: Thank you.

Mrs. Day: By the way, there's a barber shop in the shopping center, too.

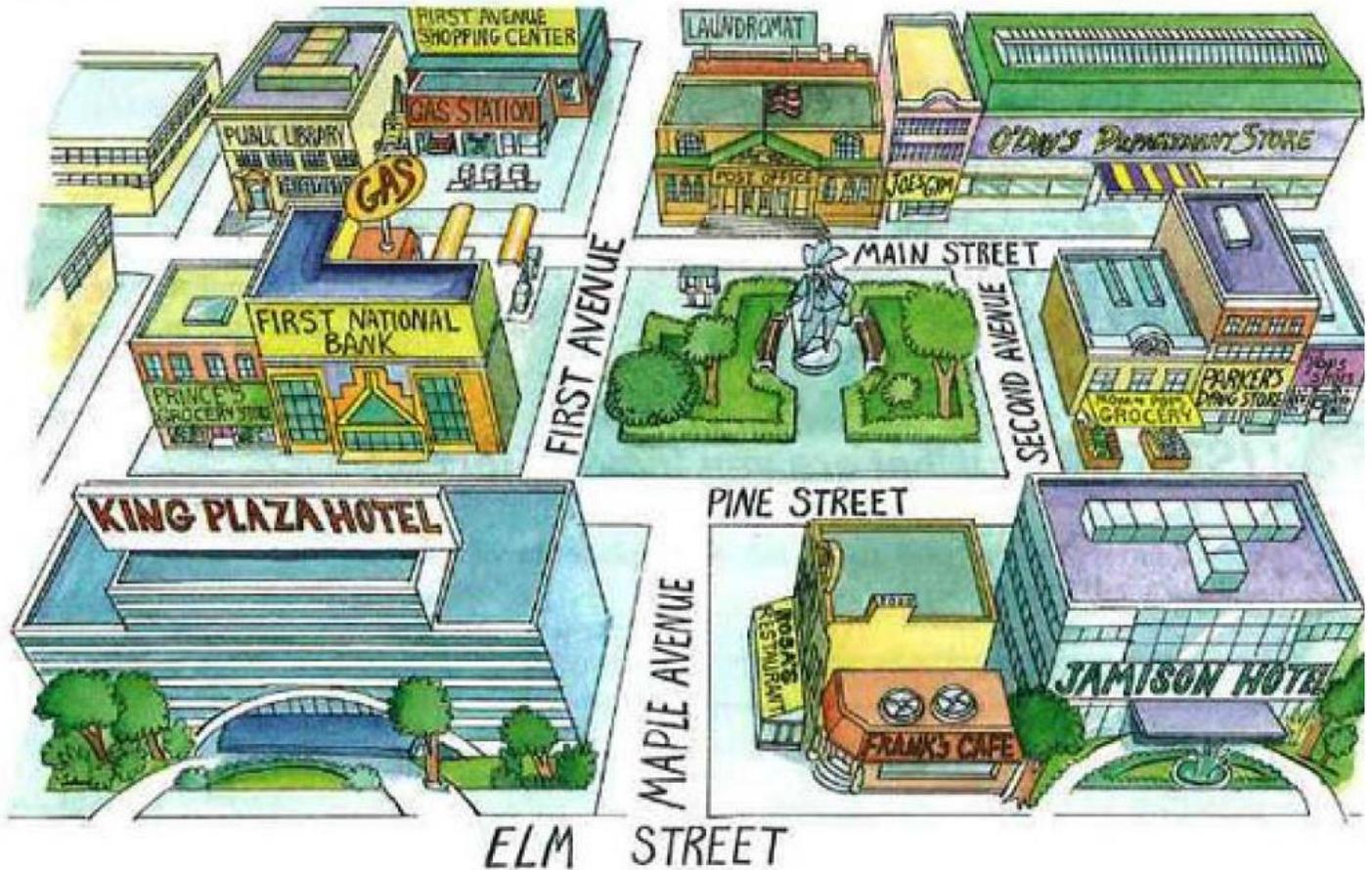
Jack: A barber shop?

A Write questions about these places in the neighborhood map below.

- | | | | | |
|--------------------|----------------|--------|--------------|---------------|
| a bank | gas stations | a gym | a laundromat | a post office |
| a department store | grocery stores | hotels | a pay phone | restaurants |

Is there a bank around here?

Are there any gas stations on Main Street?



B Pair work Ask and answer the questions you wrote in part A.

A: Is there a pay phone around here?

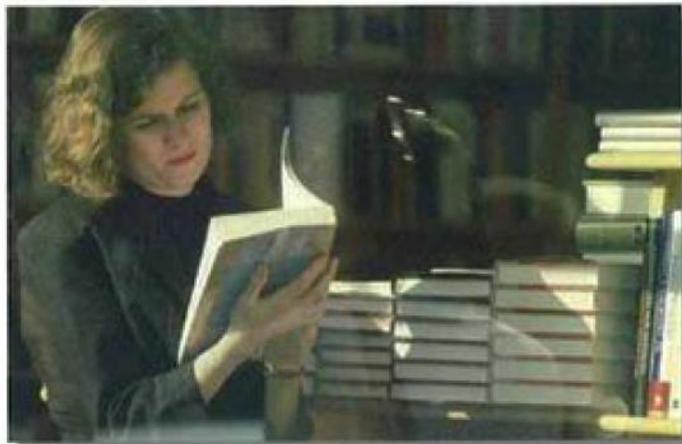
B: Yes, there is. There's one across from the post office.

5 SPEAKING *My neighborhood*

Group work Take turns asking and answering questions about places like these in your neighborhood.

a bookstore	a karaoke bar
coffee shops	a library
dance clubs	movie theaters
drugstores	a music store
a gym	a park
an Internet café	restaurants

- A: Is there a good bookstore in your neighborhood?
B: Yes, there's an excellent one across from the park.
C: Are there any coffee shops?
B: Sorry, I don't know.
D: Are there any cool dance clubs?
B: I'm not sure, but I think there's one . . .



useful expressions

Sorry, I don't know.
I'm not sure, but I think . . .
Of course. There's one . . .

GRAMMAR FOCUS

Quantifiers; how many *and* how much

Count nouns

Are there **many** restaurants?

Yes, there are **a lot**.

Yes, there are **a few**.

No, there aren't **many**.

No, there aren't **any**.

No, there are **none**.

How **many** restaurants are there?

There are ten or twelve.

Noncount nouns

Is there **much** crime?

Yes, there's **a lot**.

Yes, there's **a little**.

No, there isn't **much**.

No, there isn't **any**.

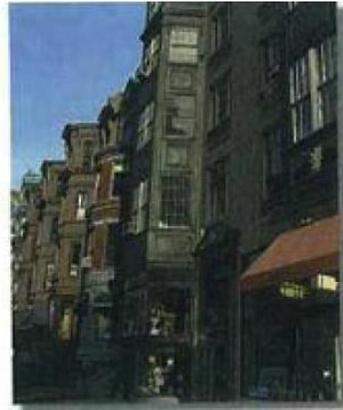
No, there's **none**.

How **much** crime is there?

There's a lot of street crime.

A Write answers to these questions about your neighborhood. Then practice with a partner.

1. Are there many apartment buildings?
2. How much traffic is there?
3. How many dance clubs are there?
4. Is there much noise?
5. Are there many pay phones?
6. Is there much pollution?
7. How many swimming pools are there?
8. Is there much parking?



B Group work Write questions like those in part A about these topics. Then ask and answer the questions.

cafés crime parks pollution public transportation schools traffic lights

SNAPSHOT

COMMON COMPLAINTS about neighbors



NOISE

"My neighbor's dog barks all night."
 "My neighbor always has loud parties."



PRIVACY

"The kids next door always play in my yard."
 "My neighbor visits every day. It's too much!"



ANIMAL PROBLEMS

"My neighbor's cats go everywhere."
 "My neighbor has six dogs. It's a zoo!"



CLEANLINESS

"My neighbor has garbage in his front yard."
 "My neighbor never cuts the grass."

Source: Based on information from *Neighbor Law: Fences, Trees, Boundaries, & Noise*

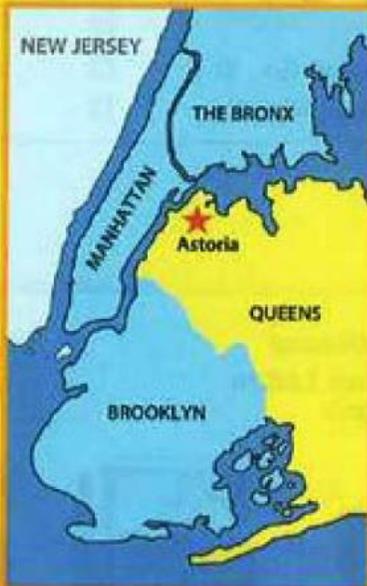
Do you ever have any of these complaints? Which ones?
 What other complaints do you have about neighbors?
 What do you do when you have complaints?

The **World** in One **Neighborhood**

Read the article. Then check (✓) the countries that are not mentioned.

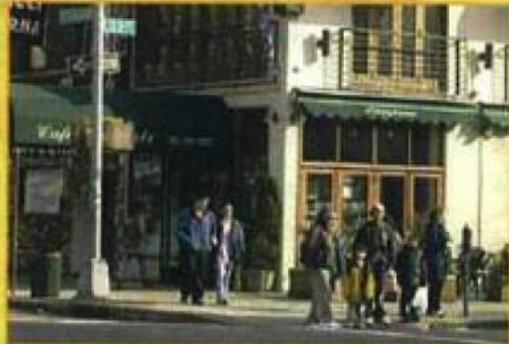
Brazil China India Japan Pakistan Romania Thailand

1 The sidewalks are crowded with Indian women in colorful traditional dress. A woman on the corner is selling Chinese cakes. A new song from a Romanian band is playing in a restaurant. Is it



Astoria is a neighborhood in Queens in New York City.

India? China? Romania? No, it's Astoria, a neighborhood in Queens, New York City. Astoria was once a mostly Greek neighborhood, but the area is changing fast. New residents from India, Pakistan, Thailand, China, and all over the United States are moving in.



2 The new residents bring many traditions. These traditions blend together to make Astoria truly multicultural. "When people are surrounded by different cultures, they adopt the things that they like," says one resident. "Here in Astoria, it isn't surprising that an Indian woman buys Mexican tortillas from a Korean grocery store. It's one of the things that makes the neighborhood special."

3 It isn't surprising that Astoria is becoming a very popular place to live. The rents are reasonable, the neighborhood is safe, and it has very good public transportation. There are inexpensive stores, many nice restaurants, and good fresh fruit and vegetable markets. And Astoria is a comfortable place to live. Apartments are usually big and roomy. As one long-time resident says, "Why live anywhere else? Astoria has it all."

A Read the article. Then write the number of each paragraph next to its main idea.

- The new residents make Astoria a multicultural neighborhood.
- People from all over the world are moving to Astoria.
- The neighborhood has many good characteristics.

B Check (✓) the things you can find in Astoria.

- | | | |
|---|--|---|
| <input type="checkbox"/> inexpensive stores | <input type="checkbox"/> beautiful beaches | <input type="checkbox"/> many different cultures |
| <input type="checkbox"/> big apartments | <input type="checkbox"/> great markets | <input type="checkbox"/> interesting old buildings |
| <input type="checkbox"/> good schools | <input type="checkbox"/> nice restaurants | <input type="checkbox"/> good public transportation |

WRITING *A roommate wanted ad*

A Read these bulletin board ads asking for roommates.

B Now write a “roommate wanted” ad. Use your real name at the end, but you can use a false phone number or e-mail address.

C *Class activity* Put your ads on the bulletin board or wall. Read all the ads and choose one. Then find the person who wrote it. Ask questions to get more information.

Roommates Wanted

Roommate needed to share large 3-bedroom apt. in nice neighborhood. Great park across the street. Only \$440 a month! Parking available. Call Shari or Jen at (352) 555-8381.

Quiet student looking for roommate to share 2-bedroom house near campus. Pets OK. \$550 a month plus utilities. E-mail Greg at g.odams@cup.org.

What does she look like?

WORD POWER Appearance

A Look at these expressions. Can you think of three more words or expressions to describe people? Write them in the box below.

Hair



long brown hair



short blond hair



straight black hair



curly red hair



bald



a mustache and beard

Age



young



middle aged



elderly

Looks



handsome



good-looking



pretty

Height



short



fairly short



medium height



pretty tall



very tall

Other words or expressions

.....

B Pair work Choose at least four expressions to describe yourself and your partner. Then compare. Do you agree?

- A: You have curly blond hair and a beard.
 You're young and good-looking.
 B: I don't agree. My hair isn't very curly.

Me	My partner
.....
.....
.....
.....

CONVERSATION *She's very tall.*

A Listen and practice.

Emily: I hear you have a new girlfriend, Randy.
 Randy: Yes. Her name's Ashley, and she's gorgeous!
 Emily: Really? What does she look like?
 Randy: Well, she's very tall.
 Emily: How tall?
 Randy: About 6 feet 2, I suppose.
 Emily: Wow, that is tall. What color is her hair?
 Randy: She has beautiful red hair.
 Emily: And how old is she?
 Randy: I don't know. She won't tell me.



B Listen to the rest of the conversation. What else do you learn about Ashley?

GRAMMAR FOCUS

Describing people

General appearance

What does she look like?
 She's tall, with red hair.
 She's gorgeous.

Does he wear glasses?
 Yes, and he has a beard.

Age

How old is she?
 She's about 32.
 She's in her thirties.

How old is he?
 He's in his twenties.

Height

How tall is she?
 She's 1 meter 88.
 She's 6 feet 2.

How tall is he?
 He's quite short.

Hair

How long is her hair?
 It's medium length.

What color is his hair?
 It's dark/light brown.
 He has brown hair.

A Write questions to match these statements. Then compare with a partner.

1. ? My brother is 26.
2. ? I'm 173 cm (5 feet 8).
3. ? Sharon has brown hair.
4. ? No, she wears contact lenses.
5. ? He's tall and very good-looking.
6. ? My sister's hair is medium length.
7. ? I have dark brown eyes.

B Pair work Choose a person in your class. Don't tell your partner who it is. Your partner will ask questions to guess the person's name.

A: Is it a man or a woman?

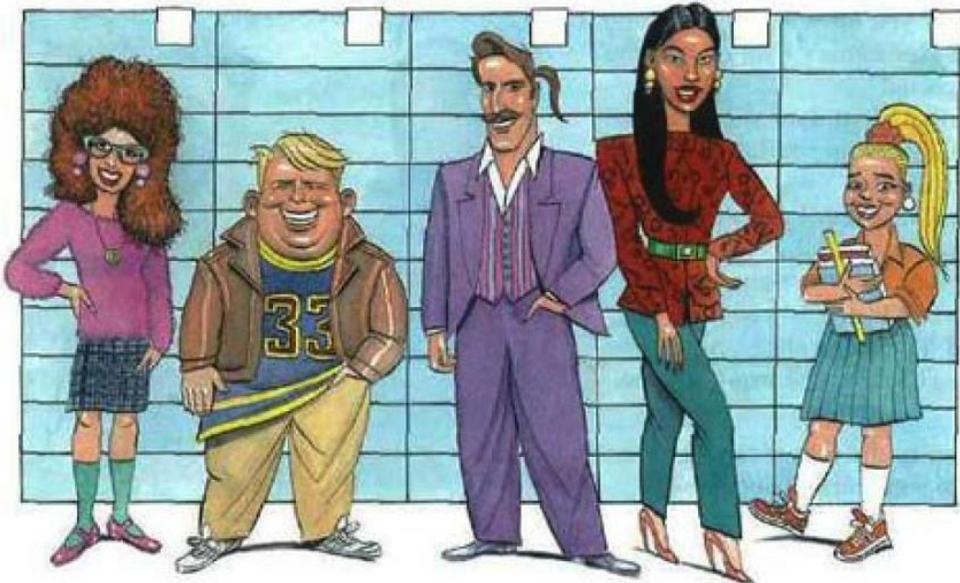
B: It's a man.

A: How tall is he?

B:

LISTENING Who is it?

A Listen to descriptions of five people. Number them from 1 to 5.



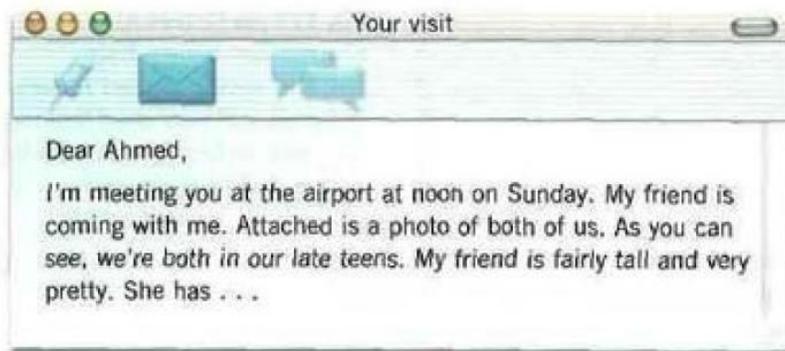
B Listen again. How old is each person?

INTERCHANGE 9 Find the differences

Compare two pictures of a party. Go to the back of the book. Student A find Interchange 9A; Student B find Interchange 9B.

WRITING An e-mail describing people

A Imagine your e-pal is coming to visit you for the first time. You and a classmate are meeting him or her at the airport. Write an e-mail describing yourself and your classmate. (Don't give the classmate's name.)

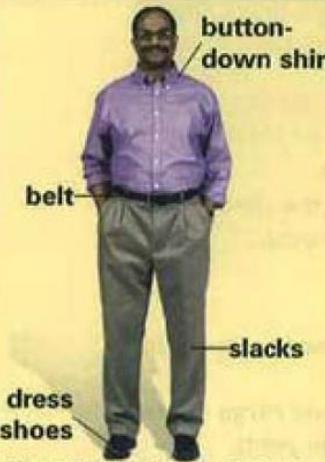


B Group work Read your e-mail to the group. Can they guess the classmate you are describing?

SNAPSHOT

In the Public eye

Fashion on the street

 <p>button-down shirt</p> <p>belt</p> <p>slacks</p> <p>dress shoes</p> <p>DESCRIBE YOUR STYLE: classic</p>	 <p>jacket</p> <p>sweater</p> <p>cargo pants</p> <p>tennis shoes</p> <p>DESCRIBE YOUR STYLE: cool and casual</p>	 <p>T-shirt</p> <p>purse</p> <p>plaid skirt</p> <p>striped tights</p> <p>DESCRIBE YOUR STYLE: funky</p>
--	--	--

Source: Based on an idea from *Time Out New York*

Which clothing items do you wear almost every day? Circle the items.

What are three more things you like to wear?

What's your style? Is it classic? cool and casual? funky? something else?

CONVERSATION Which one is she?

A Listen and practice.

Liz: Hi, Raoul! Good to see you!
Where's Maggie?

Raoul: Oh, she couldn't make it.
She went to a concert
with Alex.

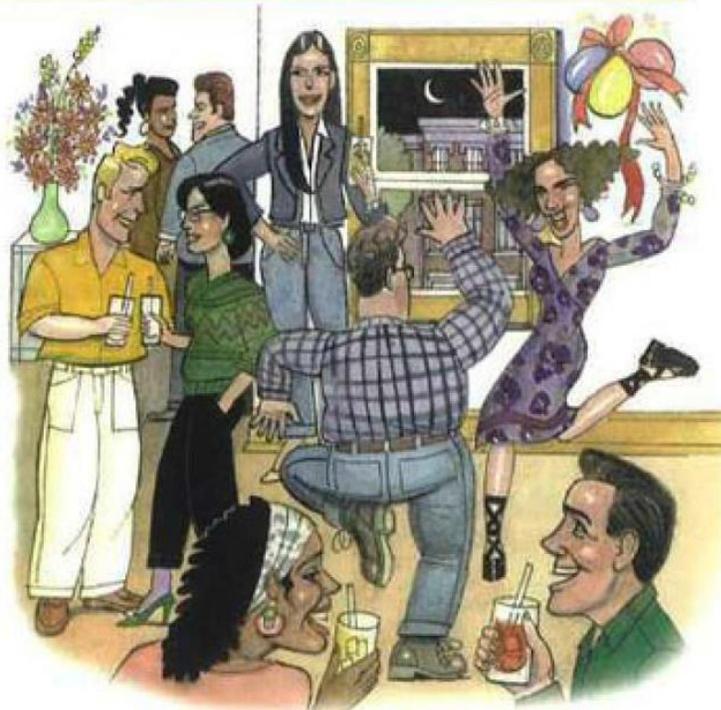
Liz: Oh! Well, why don't you go
and talk to Julia? She doesn't
know anyone here.

Raoul: Julia? Which one is she?
Is she the woman wearing
glasses over there?

Liz: No, she's the tall one in jeans.
She's standing near the window.

Raoul: Oh, I'd like to meet her.

B Listen to the rest of the
conversation. Can you label Joe,
Michiko, Rosa, and John in the picture?



What does she look like? • 61

GRAMMAR FOCUS

Modifiers with participles and prepositions

Who's Raoul?
Which one is Raoul?

He's **the man**
He's **the one**

Participles
wearing a green shirt.
talking to Liz.

Who's Liz?
Which one is Julia?
Who are the Smiths?
Which ones are the Smiths?

She's **the woman**
She's **the tall one**
They're **the people**
They're **the ones**

Prepositions
with short black hair.
in jeans.
next to the window.
on the couch.

A Rewrite these statements using modifiers with participles or prepositions.

- Clark is the tall guy. He's wearing a button-down shirt and cargo pants.
Clark is the tall guy wearing a button-down shirt and cargo pants.
- Adam and Louise are the good-looking couple. They're talking to Tom.
- Lynne is the young girl. She's in a striped T-shirt and blue jeans.
- Jessica is the attractive woman. She's sitting to the left of Antonio.
- A.J. is the serious-looking boy. He's listening to his new salsa CD.

B Pair work Complete these questions using the names of people in your class. Then take turns asking and answering the questions.

- Who's the man sitting next to?
- Who's the woman wearing?
- Who is?
- Which one is?
- Who are the people?
- Who are the ones?

What hip-hop fashions do you know?
Scan the article to find three fashions.

1. _____
2. _____
3. _____

Hip-Hop Style



Teenagers who listen to the same music often have a common look. One hot style in music and fashion is hip-hop. Simply put, hip-hop is a type of urban music with a heavy beat. Typical hip-hop fashions are loose-fitting street clothes. The style includes baggy pants, sweatshirts, hiking boots, baseball caps (usually worn backward), jackets with sports logos, and expensive athletic shoes. In the hip-hop style, boys and girls often dress the same way.

African-American kids in Detroit and Chicago first made hip-hop fashions trendy more than 20 years ago. They wore baggy street clothes to dance clubs. Then North American and European bands also began wearing this style. Thanks to the popularity of music videos and movies, hip-hop soon became an international fashion sensation.

Teens around the world, from Britain to South Africa to Japan, now wear hip-hop clothing. Seventeen-year-old Melanie Borrow, of Manchester, England, says, "My pride and joy in life are my Levi's jeans." In the United States, teens spend a lot of money on hip-hop fashions. David Bowen, 17, of Evanston, Illinois, has five pairs of hiking boots, each costing around \$100. David says, "They're popular because a lot of hip-hop performers wear them."

A Read the article. Find the words in *italics* in the article. Then match each word with its meaning.

- | | |
|-------------------------------|-----------------------------|
| 1. <i>look</i> | a. appearance |
| 2. <i>urban</i> | b. popular trend; hit |
| 3. <i>beat</i> | c. from big cities |
| 4. <i>loose-fitting</i> | d. musical rhythm |
| 5. <i>sensation</i> | e. something to be proud of |
| 6. <i>pride and joy</i> | f. very large; baggy |

B Answer these questions.

1. What is hip-hop music?
2. What are hip-hop fashions?
3. Where did hip-hop fashions begin?
4. When did hip-hop fashions become popular?
5. Why did hip-hop become a fashion sensation?
6. Why are hiking boots popular?

C Pair work Which hip-hop fashions do you like? Which do you dislike?

It really works!

SNAPSHOT

Common Health Complaints



a headache



a backache



sore muscles



a stomachache



a cold



a cough



the flu



insomnia

Source: National Center for Health Statistics

Check (✓) the health problems you have had recently.
What do you do for the health problems you checked?
How many times have you been sick in the past year?

CONVERSATION Health problems

A Listen and practice.

Joan: Hi, Craig! How are you?

Craig: Not so good. I have a terrible cold.

Joan: Really? That's too bad! You should be at home in bed. It's really important to get a lot of rest.

Craig: Yeah, you're right.

Joan: And have you taken anything for it?

Craig: No, I haven't.

Joan: Well, it's sometimes helpful to eat garlic soup. Just chop up a whole head of garlic and cook it in chicken stock. Try it! It really works!

Craig: Yuck! That sounds awful!



GRAMMAR FOCUS

Infinitive complements

What should you do for a cold? **It's important** to get a lot of rest.
It's sometimes helpful to eat garlic soup.
It's a good idea to take some vitamin C.

A Look at these health problems. Choose several pieces of good advice for each problem.

Problems

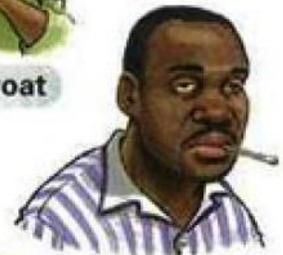
1. a sore throat
2. a cough
3. a backache
4. a fever
5. a toothache
6. a bad headache
7. a burn
8. the flu

Advice

- a. take some vitamin C
- b. put some ointment on it
- c. drink lots of liquids
- d. go to bed and rest
- e. put a heating pad on it
- f. put it under cold water
- g. take some aspirin
- h. see a dentist
- i. see a doctor
- j. get some medicine



a sore throat



a fever



a toothache



a burn

B Group work Talk about the problems in part A and give advice. What other advice do you have?

- A: What should you do for a sore throat?
 B: It's a good idea to get some medicine from the drugstore.
 C: Yes. And it's important to drink lots of liquids and . . .

C Write advice for these problems. (You will use this advice in Exercise 4.)

a cold sore eyes a sunburn sore muscles

For a cold, it's a good idea to . . .

DISCUSSION *Difficult situations*

A Group work What do you do in these situations? Think of three suggestions for each situation.

What do you do when . . . ?

you feel very stressed
you have an argument with a friend
it's 2:00 A.M. and you can't sleep
someone standing near you faints
you need to study but you can't concentrate

A: What do you do when you feel very stressed?
B: I think it's important to breathe deeply.
C: Yes, and it's sometimes helpful to . . .

B Class activity Have any of the above situations happened to you recently? Share what you did with the class.



INTERCHANGE 12 *Help!*

Play a board game. Go to Interchange 12.

WORD POWER *Containers*

A Use the words in the list to complete these expressions. Then compare with a partner.

bag	jar
bottle	pack
box	stick
can	tube

1. a of toothpaste
2. a of aspirin
3. a of bandages
4. a of shaving cream
5. a of tissues
6. a of face cream
7. a of cough drops
8. a of deodorant

B Pair work What is one more thing you can buy in each of the containers above?

"You can buy a bag of breath mints."

C Pair work What are the five most useful items in your medicine cabinet?



ROLE PLAY *Can I help you?*

Student A: You are a customer in a drugstore. You need:

- something for low energy
- something for the flu
- something for a backache
- something for dry skin
- something for an upset stomach

Ask for some suggestions.

Student B: You are a pharmacist in a drugstore. A customer needs some things. Make some suggestions.

Change roles and try the role play again.



WRITING *A letter to an advice columnist*

A Read these letters to an advice columnist.



Dear Fix-it Fred,

I have a problem and need your advice. What do you suggest for losing weight? My friends say I look fine, but I don't think so. I've tried several diets, but they just don't work for me. I'm desperate! Can you please help?

Not Slim Jim

Dear Fix-it Fred,

Several months ago, I moved to another town to start college. I call my boyfriend back home every weekend. Now he says the distance is too great and we should break up. I want to stay together. What do you suggest?

Heartbroken

B Now imagine you want some advice about a problem. Write a short letter to an advice columnist. Think of an interesting way to sign it.

C Group work Exchange letters. Read and write down some advice at the bottom of each letter. Then share the most interesting letter and advice with the class.

Rain Forest Remedies?

Look at the title, pictures, and captions. What do you think the article is about?



Carol Maxwell writes a column on health. Recently, she took a trip to Tortuguero National Park in Costa Rica.

- 1 Rodrigo Bonilla turns off the motor of the boat. We get off the boat and follow him along the path into the rain forest. Above us, a monkey with a baby hangs from a tree.
- 2 On this hot January day, Rodrigo is not looking for wild animals, but for medicinal plants – plants that can cure or treat illnesses. Medicinal plants grow in rain forests around the world.

3 Rodrigo is Costa Rican. He learned about jungle medicine from his grandmother. He shows us many different plants, such as the broom tree. He tells us that parts of the broom tree can help stop bleeding.

4 People have always used natural products as medicine. In fact, about 50 percent of Western medicines, such as aspirin, come from natural sources. And some animals eat certain kinds of plants when they are sick.

5 This is why medical researchers are so interested in plants. Many companies are now working with local governments and searching the rain forests for medicinal plants.

6 So far, the search has not produced any new medicines. But it's a good idea to keep looking. That's why we are now here in the Costa Rican rain forest.



A broom tree

A Read the article. Then check (✓) the best description of the article.

- 1. The article starts with a description and then gives facts.
- 2. The article gives the writer's opinion.
- 3. The article starts with facts and then gives advice.

B Answer these questions. Then write the number of the paragraph where you find each answer.

- Where did Rodrigo learn about jungle medicine?
- Who is interested in studying medicinal plants?
- What is Rodrigo looking for in the rain forest?
- How many new medicines have come from Rodrigo's search?
- How many Western medicines come from natural sources?

3 May I take your order?

SNAPSHOT

FOOD FIRSTS				
	noodles first made in China circa 1000 B.C.	coffee first farmed in the Middle East in 850	chocolate brought to Spain from Mexico in 1520	french fries first made in Belgium circa 1680
				
	sushi modern-style sushi first made in Japan in the 1700s	the sandwich named for the English Earl of Sandwich in 1760	pizza first pizzeria in New York City opens in 1895	the hamburger invented in Connecticut, USA, in 1900

Sources: *New York Public Library Book of Chronologies*; www.digitalsushi.net; www.belgianfries.com

What are these foods made of?

Put the foods in order from your favorite to your least favorite.

What are three other foods you enjoy?

CONVERSATION Going out for dinner

A Listen and practice.

Jeff: Say, would you like to go out to dinner tonight?

Bob: Sure. Where do you want to go?

Jeff: Well, what do you think of Indian food?

Bob: I love it, but I'm not really in the mood for it today.

Jeff: Yeah. I'm not either, I guess. It's a bit spicy.

Bob: Hmm. How do you like Japanese food?

Jeff: Oh, I like it a lot.

Bob: I do, too. And I know a nice Japanese restaurant near here – it's called Iroha.

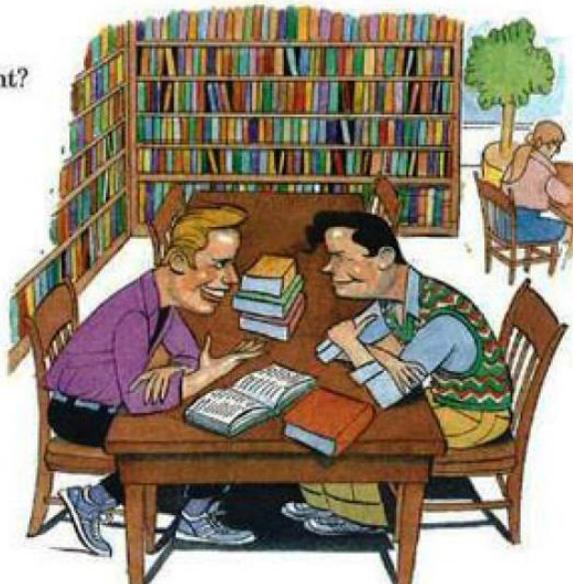
Jeff: Oh, I've always wanted to go there.

Bob: Terrific! Let's go!

B Listen to the rest of the conversation.

What time do they decide to have dinner?

Where do they decide to meet?





A Write responses to show agreement with these statements. Then compare with a partner.

1. I'm not crazy about French food.
2. I can eat any kind of food.
3. I think Mexican food is delicious.
4. I can't stand greasy food.
5. I don't like salty food.
6. I'm in the mood for something spicy.
7. I'm crazy about Korean food.
8. I don't enjoy rich food very much.
9. I always eat healthy food.
10. I can't eat bland food.

B Pair work Take turns responding to the statements in part A again. Give your own opinion when responding.

C Write statements about these things. (You will use the statements in Exercise 4.)

1. two kinds of food you like
2. two kinds of food you can't stand
3. two kinds of food you are in the mood for

WORD POWER *International dishes*

A Complete the chart. Then add one more word to each category.

beef curry	sweet and sour shrimp	mushroom omelet
tuna sushi	grilled salmon	stir-fried tofu
fried bananas	lamb kebabs	chicken burrito

Meat	Seafood	Vegetarian
.....
.....
.....
.....

B Group work Which dishes have you tried? Which would you like to try?

CONVERSATION *Ordering a meal*

A Listen and practice.

Waiter: May I take your order?

Customer: Yes. I'd like the lamb kebabs.

Waiter: All right. And would you like a salad?

Customer: Yes, I'll have a mixed green salad.

Waiter: OK. What kind of dressing would you like?

We have blue cheese and vinaigrette.

Customer: Blue cheese, please.

Waiter: And would you like anything to drink?

Customer: Yes, I'd like a large iced tea, please.

B Listen to the waiter talk to the next customer. What does the customer order?



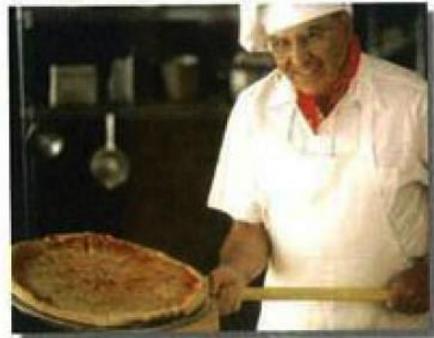
0 **INTERCHANGE 13** *Plan a menu*

Create a menu of dishes to offer at your very own restaurant.
Go to Interchange 13.

1 **WRITING** *A restaurant review*

A Have you eaten out at a restaurant recently?
How was it? Write a review of the restaurant
for a local newspaper.

Last week, I had lunch at Luigi's, a new Italian restaurant in my neighborhood. I ordered a green salad and a cheese pizza. The pizza was excellent, but the salad wasn't very good. The lettuce wasn't very fresh. For dessert, I had chocolate cake and a cappuccino. The cake was rich and delicious, and the . . .



B Group work Take turns reading your reviews to the group.
Is there a restaurant you would like to try?

To Tip or Not to Tip?

Scan the article. How much should you tip someone in the United States who: carries your suitcase at a hotel? parks your car? serves you in a fast-food restaurant?

The word *tip* comes from an old English slang word that means to *give*. It's both a noun and a verb. Americans usually tip people in places like restaurants, airports, hotels, and hair salons.

People who work in these places often get paid low wages. A tip shows that the customer is pleased with the service.

Sometimes it's hard to know how much to tip. The size of the tip usually depends on the service. People such as parking valets or bellhops usually get smaller tips. The tip for people such as taxi drivers and waiters or waitresses is usually larger. Here are a few guidelines for tipping in the United States:

Airport porters or hotel bellhops: \$1 or \$2 for carrying each suitcase

Parking valets: \$1 for parking a car

Hotel door attendants: \$1 or \$2 for getting a taxi

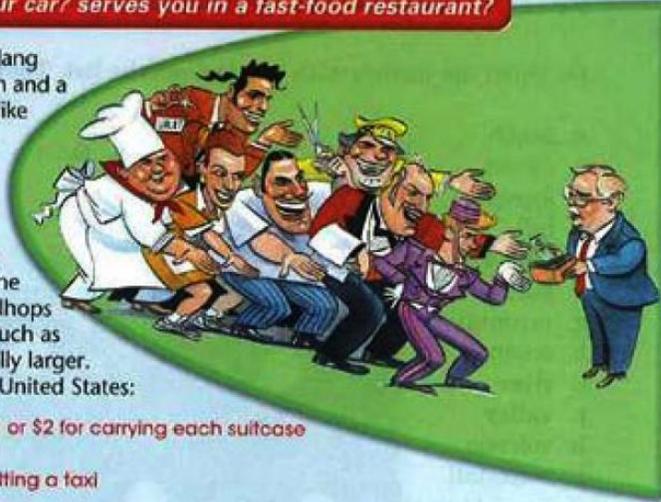
Hotel maids: \$1 to \$5 per night

Taxi drivers: 15 percent of the bill; more if they help you with bags

Waiters and waitresses: 15 to 20 percent of the bill (There is no tipping in fast-food restaurants.)

Barbers or hairstylists: 15 percent of the bill

When you're not sure about how much to tip, do what feels right. You don't have to tip for bad service. And you can give a bigger tip for very good service. Remember, though, your behavior is more important than your money. Always treat service providers with respect.



A Read the article. Find the words in *italics* in the article. Then check (✓) the meaning of each word.

- | | | | |
|---------------------|--|--------------------|---|
| 1. <i>wages</i> | <input type="checkbox"/> regular pay for a job | 4. <i>behavior</i> | <input type="checkbox"/> a way of acting |
| | <input type="checkbox"/> tips received for a job | | <input type="checkbox"/> a way of feeling |
| 2. <i>pleased</i> | <input type="checkbox"/> happy or satisfied | 5. <i>treat</i> | <input type="checkbox"/> ignore |
| | <input type="checkbox"/> annoyed or bothered | | <input type="checkbox"/> act toward |
| 3. <i>depend on</i> | <input type="checkbox"/> be the same as | 6. <i>respect</i> | <input type="checkbox"/> courtesy |
| | <input type="checkbox"/> change according to | | <input type="checkbox"/> rudeness |

B Check (✓) the statements that describe appropriate tipping behavior. For the other items, what is acceptable?

- 1. Your haircut costs \$30. You love it. You tip the stylist \$2.
- 2. A porter at the airport helps you with three suitcases. You tip him \$6.
- 3. Your fast-food meal costs \$8. You don't leave a tip.
- 4. You stay in a hotel for a week. You leave a \$5 tip for the hotel maid.
- 5. Your taxi ride costs \$14. The driver carries your bag. You tip him \$3.

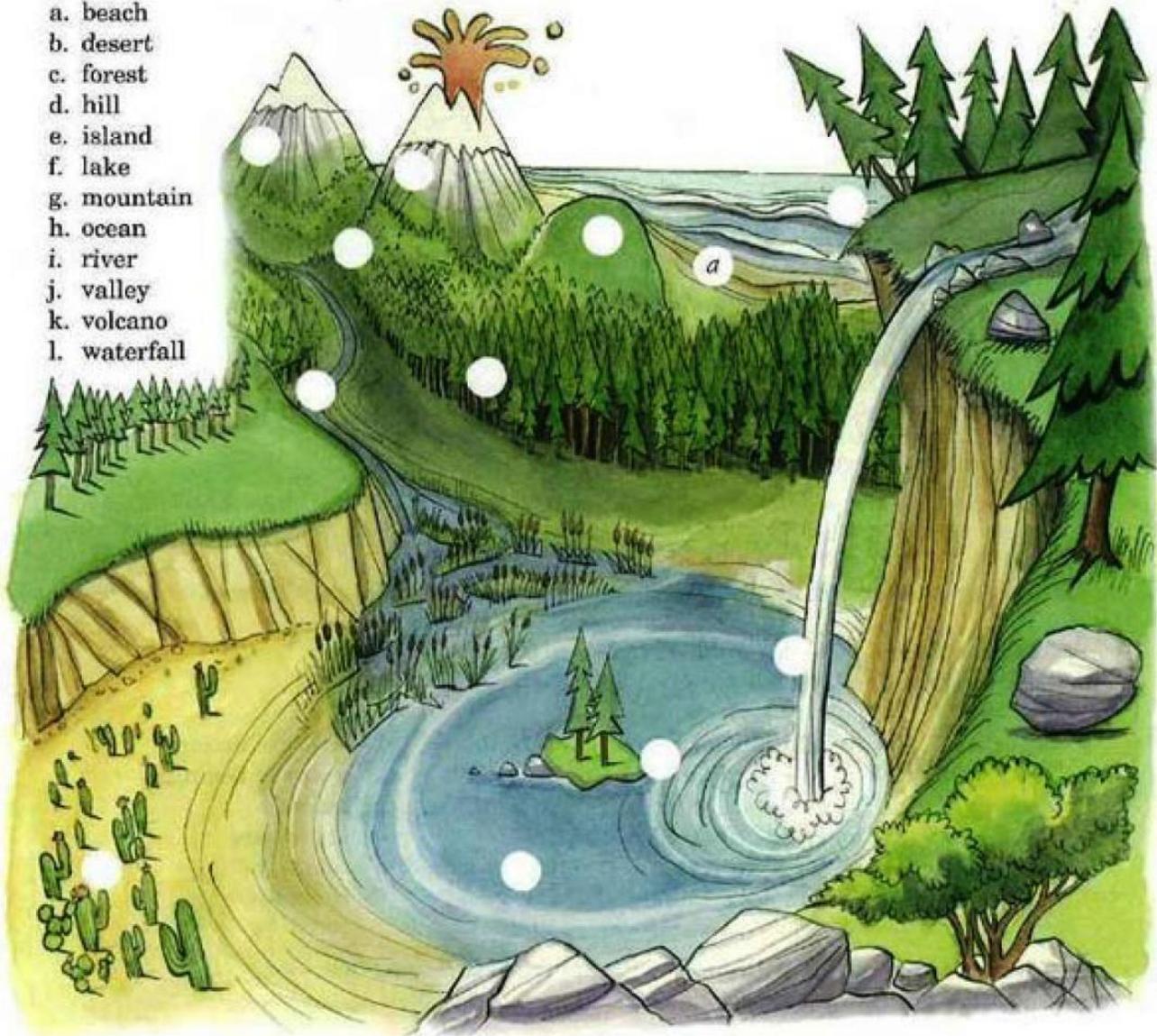
C Group work Is tipping customary in your country? Do you like the idea of tipping? Why or why not?

14 The biggest and the best!

1 WORD POWER Geography

A Label the picture with words from the list. Then compare with a partner.

- a. beach
- b. desert
- c. forest
- d. hill
- e. island
- f. lake
- g. mountain
- h. ocean
- i. river
- j. valley
- k. volcano
- l. waterfall

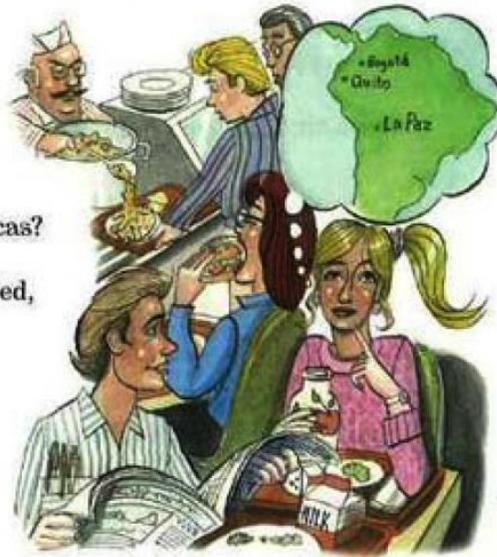


B Pair work What other geography words can you think of? Do you see any of them in the picture above?

CONVERSATION Which is larger?

A Listen and practice.

- Mike: Here's a geography quiz in the paper.
 Wendy: Oh, I love geography. Ask me the questions.
 Mike: Sure, first question. Which country is larger, China or Canada?
 Wendy: I know. Canada is larger than China.
 Mike: OK, next. What's the longest river in the Americas?
 Wendy: Hmm, I think it's the Mississippi.
 Mike: Here's a hard one. Which country is more crowded, Monaco or Singapore?
 Wendy: I'm not sure. I think Monaco is more crowded.
 Mike: OK, one more. Which South American capital city is the highest: La Paz, Quito, or Bogotá?
 Wendy: Oh, that's easy. Bogotá is the highest.



B Listen to the rest of the conversation. How many questions did Wendy get right?

GRAMMAR FOCUS

Comparisons with adjectives

Which country is **larger**, Canada or China?
 Canada is **larger than** China.

Which city has **the largest** population:
 Tokyo, Mexico City, or São Paulo?
 Tokyo has **the largest** population of the three.

What is **the most beautiful** mountain in the world?
 I think Mount Fuji is **the most beautiful**.

Adjective	Comparative	Superlative
long	longer	the longest
dry	drier	the driest
big	bigger	the biggest
famous	more famous	the most famous
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst

For more information on comparatives and superlatives, see the appendix at the back of the book.

A Complete questions 1 to 4 with comparatives and questions 5 to 8 with superlatives. Then ask and answer the questions.

- Which country is , Monaco or Vatican City? (small)
- Which waterfall is , Niagara Falls or Angel Falls? (high)
- Which city is , Hong Kong or Cairo? (crowded)
- Which lake is , the Caspian Sea or Lake Superior? (large)
- Which is : Mount Aconcagua, Mount Everest, or Mount Fuji? (high)
- What is river in the world, the Nile or the Amazon? (long)
- Which city is : Tokyo, Moscow, or Hong Kong? (expensive)
- What is ocean in the world, the Pacific or the Atlantic? (deep)

B Class activity Write four questions like those in part A about your country or other countries. Then ask your questions around the class.

SPEAKING *Our recommendations*

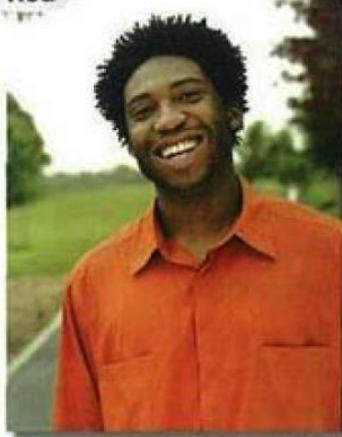
Group work Imagine these people are planning to visit your country. What would they enjoy doing? Agree on a recommendation for each person.

Molly



"I really like quiet places where I can relax, hike, and enjoy the views. I can't stand big crowds."

Rod



"I love to eat in nice restaurants, go dancing, and stay out late at night. I don't like small towns."

Teresa



"My favorite activity is shopping. I love to buy gifts to take home. I don't like modern shopping malls."

A: Molly should go to . . . because it has the best views in the country, and it's very quiet.

B: Or what about . . . ? I think the views there are more beautiful.

C: She also likes to hike, so . . .

CONVERSATION *Distances and measurements*

A Listen and practice.

Scott: I'm going to Australia next year. Aren't you from Australia, Beth?

Beth: Actually, I'm from New Zealand.

Scott: Oh, I didn't know that. So what's it like there?

Beth: Oh, it's beautiful. It has lots of farms, and it's very mountainous.

Scott: Really? How high are the mountains?

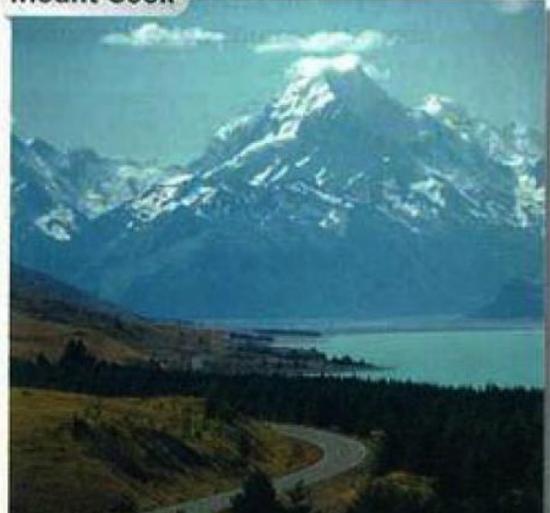
Beth: Well, the highest one is Mount Cook. It's about 3,800 meters high.

Scott: Hmm. How far is New Zealand from Australia?

Beth: Well, I live in Auckland, and Auckland is about 2,000 kilometers from Sydney.

Scott: Well maybe I should visit you next year, too!

Mount Cook



GRAMMAR FOCUS

Questions with how

How far is New Zealand from Australia?	It's about 2,000 kilometers.	(1,200 miles)
How big is Singapore?	It's 648 square kilometers.	(250 square miles)
How high is Mount Cook?	It's 3,740 meters high.	(12,250 feet)
How deep is the Grand Canyon?	It's about 1,900 meters deep.	(6,250 feet)
How long is the Mississippi River?	It's about 5,970 kilometers long.	(3,710 miles)
How hot is Auckland in the summer?	It gets up to about 23° Celsius.	(74° Fahrenheit)
How cold is it in the winter?	It goes down to about 10° Celsius.	(50° Fahrenheit)

A Write the questions to these answers. Then practice with a partner.

- A:?
B: Angel Falls is 979 meters (3,212 feet) high.
- A:?
B: California is about 403,970 square kilometers (155,973 square miles).
- A:?
B: The Nile is 6,670 kilometers (4,145 miles) long.
- A:?
B: Washington, D.C., gets up to about 32° Celsius (90° Fahrenheit) in the summer.

B Group work Think of five questions with *how* about places in your country or other countries you know. Ask and answer your questions in groups.

WRITING An article

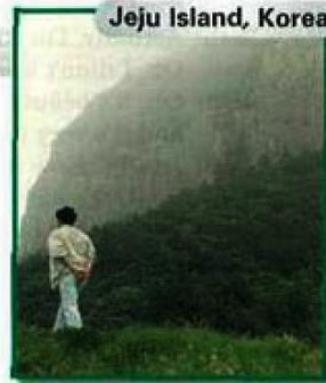
A Write an article for a country's Web site. Include general information about the country and recommend the best places to visit.



Korea's Best Kept Secret

Korea is one of the most interesting countries in the world. There is a fascinating mix of both ancient and modern in this small northeast Asian country. It's famous for its beautiful landscape, rich culture, and delicious food. One of the most popular places to visit is Jeju Island, located off the southern coast. This unique island is . . .

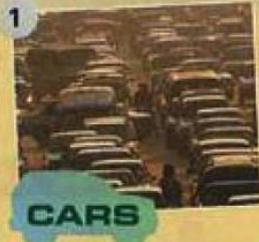
Jeju Island, Korea



B Pair work Read your partner's article. Ask questions to get more information. Does the article make you want to visit that country?

Things You Can Do to Help the Environment

Look at the pictures. Which show environmental problems? Which show solutions?



CARS

Cars are getting bigger. SUVs – large, truck-like vehicles – are now the most popular new cars in the United States. Bigger vehicles burn more gas and increase problems with acid rain and air pollution. So try to walk, bicycle, or use public transportation. And if you drive a car, keep it tuned up. This can save gas and reduce pollution.



ENERGY

The biggest use of home energy is for heating and cooling. So turn up your air conditioner and turn down the heat, especially at night. Replace regular light bulbs with fluorescent bulbs, which use less energy. And remember to turn lights off.



PRODUCTS

Each American throws away an average of 10 kilograms (4.5 pounds) of trash every day. Most of that trash goes into landfills. Reduce waste before you buy by asking yourself: Do I need the item? Is it something I can only use once? Buy products that you can use over and over again. If you use disposable products, choose those made from recycled materials.



WATER

Showers use a lot of water. In one week, a typical American family uses as much water as a person drinks in three years! Buy a special "low-flow" showerhead or take shorter showers. This can cut water use in half. Also, fix any leaky faucets.



A Read the article. Where do you think it is from? Check (✓) the correct answer.

- a textbook an encyclopedia a magazine an advertisement

B Read these statements. Then write the advice from the article that each person should follow.

1. Stephanie always takes long showers in the morning.
2. In the winter, Ralph keeps the heat turned up all day.
3. Matt buys a newspaper every day, but never reads it.
4. Stuart drives to work, but his office is near his home.
5. Sheila leaves the lights on at home all the time.

C Group work What other ways do you know about to help the environment?

TRANSLATION

الترجمة فن رفيع له أهله , والمترجم بمثابة المايسترو الذي يوائم بين الألحان والنغمات , وكي يكون المترجم فناً لا بد أن يتقن اللغة التي نترجم منها وإليها , ونحن في هذا العدد نحاول جاهدين حتى نصل بكم إلى أن تكونوا مترجمين.

فاسمحوا لي أن أطلق عليكم لقب المترجم أو المترجمة , وليس الطالب أو الطالبة

أولاً :- ما هي الترجمة ؟

الترجمة هي عبارة عن تحويل كلمة أو جملة أو نص من لغة إلى لغة أخرى. لذلك فاللغة بالنسبة لعلم الترجمة نوعان:-

(- Source Language (1) اللغة التي نترجم منها)

(- Target Language (2) اللغة التي نترجم إليها)

أخطاء قد يقع فيها المترجم:-

1. التسرع أثناء الترجمة مما يؤدي إلى الترجمة العشوائية.

2. عدم التمسك بالبناء اللغوي السليم للجملة أثناء الترجمة.

3. الترجمة الحرفية وليس ترجمة المعنى.

سنعرض عليكم بعض المشكلات التي قد تواجه المترجم والخطوات التي قد تعينك على حلها.

المشكلة (1) : الترجمة الحرفية بعيداً عن السياق (المعنى)

(He eats beans. -1 فول)

(He doesn't know any beans about computer. -2 معلومات)

إذا استخدمنا الترجمة الحرفية في الجملة الثانية فهذا خطأ لأن كلمة beans معناها (معلومات) وليس (فول).

لذلك :- تعتمد الترجمة على المعنى حتى يفهم مجمل الكلام.

وتذكروا : تكمن صعوبة الترجمة في صحة البناء اللغوي للجملة المعطاة في النص المراد ترجمته.

كيف ؟

(1) التمكن من قواعد اللغة التي درستها والتي تمكّنك من البناء السليم للجملة:-

(لقد حققت مصر إنجازات عظيمة خلال العشريون سنة الأخيرة)

1. فاعل للمصر لا مين اللي حققت

2. فعل لا تحقق لا عملت إليه
 3. مفعول لا إنجازات عظيمة لا حققت إليه
 4. خلال العشرون سنة الأخيرة (ظرف لا) متى

خلي بالك

لقد تترجم have + p.p
 has

- Egypt has achieved (made) great achievements during the last twenty years.
 المشكلة (2) : مراعاة الزمن الصحيح والمناسب للنص المراد ترجمته.
 لقد نجحت مصر في جمع شمل القادة العرب وسيكون لهذا أثراً طيباً على عملية السلام.
 - Egypt has succeeded in closing the ranks of the Arab leaders and this will have a
 great effect of the peace process.

احذر تترجم هيك

فما زلنا نعاني من مشكلة البطالة

- Still suffer from problem unemployment.

ولكن ترجم هكذا

- o We are still suffering from the problem of unemployment.

المشكلة (3) : ترجمة V.To.Be

-ترجع مشكلة ترجمة V.To.Be إلى إهمال اللغة العربية لهذا الفعل في الترجمة.

(1) الطالب كسول

فالفاعل الطالب ولا يوجد فعل وهذا الفعل في اللغة الإنجليزية هو V.To.Be

- The student is lazy.

المشكلة (4) : ترجمة V.To.Have

لدينا الكثير من الموارد الطبيعية لا أمثلاً

- We have a lot of natural resources.

المشكلة (5) : ترجمة المفعول المطلق

لا يوجد ترجمة للمفعول المطلق ولكن نستخدم ظرف أو جملة ظرفية تدل على المفعول المطلق أو معناه.

تهتم الدولة بالتعليم إهتماماً كبيراً

- The state is greatly interested in education.
- تطورت تطووراً كبيراً Developed greatly
- يعامل معاملة حسنة Treat well
- يؤثر تأثيراً سلبياً Affect badly
- تحسنت تحسناً تدريجياً Improved gradually

المشكلة (6) : الصفة قبل الموصوف

إنه ولد كسول

- He is a lazy boy.

المشكلة (7) : كيف نترجم نص مكتوب بلغة المبني للمجهول.

- إذا كان النص المراد ترجمته بلغة المبني للمجهول لا يفضل استخدام اللغة المعلومة.
- قام جراح مشهور بإجراء العملية الجراحية.
- لقد أجرى العملية الجراحية جراح مشهور.

- The operation was performed by a well known surgeon.

المشكلة (8) : بين المضاف والمضاف إليه ضع الحرف الجر of

-وزير التعليم.

- Ministry of education.

-مشكلة التلوث.

- The problem of pollution.

أحياناً : نبدأ بالمضاف إليه ثم المضاف دون وضع of

The value of money -قيمة المال

Living standard -مستوى المعيشة

The standard of living -مستوى المعيشة

المشكلة (9) :

مراعاة حفظ كثير من Phrasal verbs وهي الأفعال التي يأتي بعدها حرف جر.

-الطالب خائف من الأسد.

Afraid of

ولكن هناك أفعال ليس لها حرف جر في اللغة الإنجليزية وتترجم بحرف جر في اللغة العربية.

-هو يلتحق بالمرحلة الثانوية

- He joins secondary stage.

Affect يؤثر على Fear يخشى أن
 Owe يدين بـ Express يعبر عن
 Include يشتمل على Join يلتحق بـ
 Sacrifice يضحي بـ Reach يصل إلى
 Need يحتاج إلى Enjoy يستمتع بـ
 Feel يشعر بـ Obtain يحصل على
 Seek يسعى إلى Maintain يحافظ على
 Recognise يتعرف على Arrest يقبض على

المشكلة (10) : ترجمة الأرقام

حلها من 1 4 ↓ لهجائياً

غير كده نكتب أرقام

-لقى ستة أشخاص مصرعهم فيما أصيب اثنا عشر آخرون.

- Six people were killed and 12 were injured.

المشكلة (11) : ترجمة كلمة Only

حلها تترجم only حسب المعنى الذي يمليه السياق.

- Only five students attended the lecture.

-لم يحضر المحاضرة سوى خمسة طلاب.

-لم يحضر المحاضرة إلا خمسة طلاب.

-حضر المحاضرة خمسة طلاب (فقط – فحسب).

عند الترجمة من اللغة العربية إلى اللغة الإنجليزية

1-تبدأ الجملة بالفاعل في اللغة الإنجليزية.

-يأتي السياح إلى مصر.

- Tourists come to Egypt.

2-إذا وجدت كلمة لا تجد لها مرادف في اللغة الإنجليزية فابحث عن معناها في اللغة العربية ثم ترجمها إلى اللغة الإنجليزية.

Praise يشيد – يمدح

Fatal consequences عواقب وخيمة (نتائج مميتة)

Difficult عويصة – صعبة
Render a service يسدي خدمة – يقدم

عند الترجمة من اللغة الإنجليزية إلى اللغة العربية:

1. أقرأ القطعة بعناية لترى عن أي موضوع تدور القطعة.
2. ضع خط تحت الكلمات الصعبة.
3. حاول تخمين معنى الكلمات الصعبة.
4. قم بالترجمة.
5. إقرأ الترجمة العربية التي قمت بها لترى ما إذا كانت تعطي نفس المعنى الموجود في اللغة الإنجليزية.
6. إقرأ الترجمة مرة أخرى للتأكد من أنها مكتوبة بأسلوب عربي خالي من الأخطاء.

لابد من تذكر هذه الكلمات عند الترجمة

Didn't + المصدر لم

Don't + المصدر لا

Doesn't + المصدر لا

May + المصدر قد

Have – has + p.p لقد

Will not لن

Man إنسان