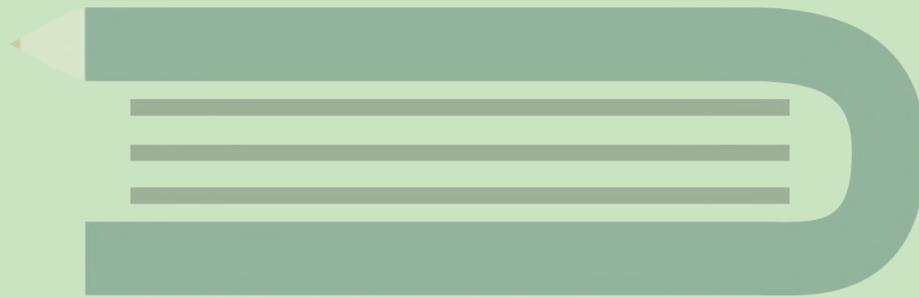


SUPER

GOAL 2



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MANUEL DOS SANTOS



وزارة التعليم
Ministry of Education
2022 - 1444



SuperGoal 2 Student Book

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وزارة التعليم
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Scope and Sequence

	Unit Title	Functions	Grammar
1	Are You Here on Vacation? Pages 2–9	Greet people / Say goodbye Introduce yourself and others Ask for and give personal information Express thanks / Apologize Ask for and give directions	Simple present of the verb <i>be</i> Information questions: <i>how, what, when, where, who, why</i> Prepositions of place
2	What Are They Making? Pages 10–17	Express approval and disapproval Talk about present ongoing activities	Present progressive Imperative for commands and instructions Prepositions of place
3	Who's Who Pages 18–25	Describe professions Talk about professional goals	Simple present tense <i>Wh-</i> questions in the simple present Verb <i>want</i> + infinitive Relative pronouns: <i>who, that, which</i>
4	Favorite Pastimes Pages 26–33	Describe daily activities and routines Ask about and tell how often you do activities Talk about abilities Describe hobbies	Questions with <i>how often</i> Frequency expressions: <i>once a week, etc.</i> Adverbs of frequency: <i>always, often, etc.</i> <i>Know how to</i> Gerunds and infinitives after verbs
5	Is There Any Ice Cream? Pages 34–41	Talk about foods Order from a menu Express preferences with <i>would like</i>	Count/Noncount nouns Expressions of quantity: <i>some/any</i> Partitives <i>Too/Enough</i>
EXPANSION Units 1–5 Pages 42–49		Language Review Reading: Let the Games Begin Reading: Foods: Truths and Lies Writing: Write about a healthy/unhealthy food	
6	What Was It Like? Pages 50–57	Ask and answer about past activities Describe past activities Express an opinion	Simple past tense: <i>be</i> Simple past tense: regular / irregular verbs Intensifiers with adjectives
7	What Happened? Pages 58–65	Retell an event Express feelings Give reasons with <i>why</i> and <i>because</i> Show agreement with <i>so</i> and <i>neither</i>	<i>There was/There were</i> Adverb: <i>ago</i> Pronouns: <i>someone, no one, nothing, anything</i> Conjunctions: <i>because, so</i>
8	What's Wrong? Pages 66–73	Ask and talk about health Name parts of the body Talk about illnesses and their symptoms Make suggestions and give advice	<i>Should/Shouldn't</i> Clauses with <i>when</i> Subject/object pronouns and possessive adjectives/pronouns

Listening	Pronunciation	Reading	Writing
Listen for specific information about a hotel stay	Intonation of <i>yes/no</i> and <i>wh</i> -questions	The Place to Stay	Create a hotel registration form and complete it with personal information Present information about youth hostels in your country (Project)
Listen and make inferences to identify speakers	/i/ and /ɪ/	E-Learning Is Easy!	Describe how the Internet is a useful tool for students Write a script for a how-to video (Project)
Listen for specific information about a profession and career goals	Reduction of <i>want to</i>	Jobs and Employment in Saudi Arabia	Write about your dream job Write about people's occupations (Project)
Listen for specific information about free-time activities	Reduction of <i>do you</i>	Sky High!	Write about your hobby or pastime Write about an unusual hobby or pastime (Project)
Listen for specific information from a meal order	Plural endings /s/, /z/, /əz/	Globalization of Foods	Write a recipe Write a typical menu from your country (Project)
<p>Project: Research a healthful diet Chant Along: Just Another Day Writing: Write about a typical day in a person's life Project: Write verses about a typical day in your life</p>			
Listen for specific information from radio reviews	Past tense endings /t/, /d/, /ɪd/	Art of the Pen: Arabic Calligraphy	Write about an interesting museum, performance, or sports event that you attended Make a brochure about an event in your town (Project)
Listen for specific information about an accident	The /h/ sound	So You Want to Be Cool	Write a witness report about an accident Take a survey about what makes your friends happy, sad, etc. (Project)
Listen to match illnesses with pictures of people	Consonant blends with s	Atchoo! Is It a Cold or the Flu?	Write about what you should do when you have the flu Present home remedies for common illnesses (Project)



Scope and Sequence

	Unit Title	Functions	Grammar
9	Let's Go Out Pages 74–81	Talk about free-time activities and chores Make suggestions Express obligation Make excuses	<i>Should, why don't/doesn't...?</i> , and <i>let's</i> for suggestions <i>Go + verb + -ing</i> <i>Have to/Had to</i> and <i>Don't/Didn't have to</i> <i>Must/Mustn't</i> for obligation and prohibition
10	It's a Bargain! Pages 82–89	Talk about shopping Identify possessions Express preferences	Possessive adjectives and pronouns Question word: <i>whose</i> Pronoun: <i>one/ones</i> Quantitative: <i>too</i> Modal verbs: <i>can, may, could, might</i>
11	There's No Comparison Pages 90–97	Make comparisons State opinions Talk about interesting facts	Comparative and superlative forms of adjectives <i>So...that/Such...that</i>
EXPANSION Units 6–11 Pages 98–105		Language Review Reading: Paris: The City of Light	
12	It's Going to Be Fun! Pages 106–113	Ask about and describe vacations Plan a vacation	Future with <i>be going to</i> Information questions Position of adjectives Adverbs of manner
13	What's the Weather Like? Pages 114–121	Talk about the weather Talk about seasons Talk about future activities Make predictions	Future with <i>will</i> Information questions Conditional with present and future forms Functions with <i>will</i>
14	Could You Do Me a Favor? Pages 122–129	Make and respond to requests Make and respond to offers Give and take phone messages Expressions with <i>will</i>	<i>Can, could, will, would</i> <i>I'll, Let me</i> <i>Want + object noun/pronoun + infinitive</i> <i>Tell and ask + object noun/pronoun + infinitive</i>
15	Today's News Pages 130–137	Talk about the news Ask and answer questions about past ongoing activities Tell narrative stories in the past	Past progressive Past progressive + <i>when</i> Adverbs of degree <i>Could</i> and <i>was/were able to</i>
16	Have You Ever...? Pages 138–145	Talk about activities you have and haven't done	Present perfect Present perfect versus simple past Review of present tenses and simple past
EXPANSION Units 12–16 Pages 146–153		Language Review Reading: Success! Project: Research a role model	

Listening	Pronunciation	Reading	Writing
Listen to phone conversations for excuses	Reduction of <i>have + to</i>	Someone Has to Do It!	Write about how parents and teenagers feel about homework Take a survey on common excuses (Project)
Listen to complete information in an ad	Linking adjacent sounds	The Best Place to Shop—and Be!	Compare shopping in a store and shopping online Write and design a department store advertisement (Project)
Listen for specific details from a tour guide	The <i>er</i> sound	Vision 2030 Kingdom of Saudi Arabia	Write about something from a book of records Present an ancient monument in your country (Project)
Project: Research tourist sites in your country Chant Along: The (Right) Answer			
Listen to vacation plans for specific information	<i>/æ/</i> and <i>/ɒ/</i>	The Stones of Al-Ula	Write an email describing a place you know or would like to visit Present a picnic plan (Project)
Listen for specific information from a weather report	The <i>/l/</i> sound	Can Weather Affect People's Moods?	Write about how the weather affects you Present the weather in a place you would like to visit (Project)
Listen for general understanding of phone messages	Reduction of <i>could you</i> and <i>would you</i>	Dear Daughter	Write a note to ask for a favor Write about common favors (Project)
Listen to conversations for general understanding	Word stress	Age Means Nothing	Write a summary of a news story Present an unusual news event (Project)
Listen for specific information about travel experiences	The <i>/v/</i> sound in <i>have</i>	Ships of the Desert	Write about someone who has had an exciting life Present an extreme sport or activity (Project)



Chant Along: Travel the World Over

Writing: Write about a place where you want to travel

Project: Write a verse about world travel

Chant Along: I Never Found Gold Until I Got Back Home

1 Are You Here on Vacation?



1 Listen and Discuss

What kinds of international festivals do you know about? Where do they take place?

Are you here for the festival?

How do you spell your last name?

Yes, I am. My name is Jean Fournier.

F-O-U-R-N-I-E-R.

It's good to see you, Colin.

How are you?

Fine, thanks. How about you?

Excuse me. Where's the restaurant?

Behind the elevators, on your right.

INTERNATIONAL WRITERS FESTIVAL

WELCOME ALL PARTICIPANTS!

Lee, I'd like to introduce you to Joe.

Nice to meet you, Lee.

Nice to meet you, too.

Good night.
See you tomorrow.

Bye. Take care.

My name is Robert Atkinson,
but everyone calls me Bob.

Hi, Bob. I'm Francisco Ramirez.
But my nickname is Pancho.

I'm Faris. I'm from Saudi Arabia.
Where are you from, Ketan?

Well, I was born in Mumbai,
but I was raised in New Delhi
and I still live there.

Greetings: Hi

Farewells: Good night / See you tomorrow /

Bye / Take care

Hello Mazen. How are you

I'm Ali Salem

I'd like to introduce you to Mohammed

See you soon. Goodbye

2 Pair Work

A. Imagine you just arrived at the writers festival.

1. Greet someone you know.
2. Introduce yourself to someone.
3. Introduce a friend to someone.
4. Say goodbye to someone.

B. Work with another pair. Introduce your partner to them.

C. Choose one of the conversations and continue it. Present it to the class.

A. Vocabulary. Find and write down the greetings and farewells.

B. Comprehension. Who are they? Say and spell their names to a partner.

1. He's from India. **Ketan**
2. His nickname is Pancho. **Francisco Ramirez**
3. He's checking into the hotel.
4. His friend is introducing him to Joe. **Jean Fournier**
5. He's from Saudi Arabia. **Lee Faris**

1 Are You Here on Vacation?

3 Grammar

Simple Present of the Verb *Be*

Use the simple present of the verb *be* to talk about situations and events that exist in the present or that are always true.

I'm on vacation. Riyadh **is** in Saudi Arabia.

Yes-No Questions (?)

Are you here on vacation?

Is Ahmed happy in his new job?

Is it very cold in your country?

Is the museum open on Fridays?

Are you here for the festival?

Are they from Egypt?

Short Answers (+)

Yes, I **am**.

Yes, he **is**.

Yes, it **is**.

Yes, it **is**.

Yes, we **are**.

Yes, they **are**.

Short Answers (-)

No, I'm **not**.

No, he **isn't**.

No, it **isn't**.

No, it **isn't**.

No, we **aren't**.

No, they **aren't**.

Information Questions: *How, What, When, Where, Who, Why*

How're* you doing? (How + are)

Fine, thanks.

What are your names?

My name is Saud, and his name is Ali.

When's* the festival? (When + is)

It's in February.

Where are you from?

I'm from Jeddah.

Who's that tall man? (Who + is)

That's my uncle.

Why're* you studying? (Why + are)

Because we have a test!

A. Complete the conversation. Use the correct form of the verb **be** or short answers with **be**. You can use contractions. Then practice with a partner.

A: **Are** _____ you here on vacation?

B: No, I **am** _____ here for the writers festival.

A: It sounds like fun. So, what **is** _____ your job?

B: I **am** _____ a novelist, and my friend **is** _____ a poet.

We **are** _____ here for the festival.

Are _____ you here for the festival, too?

A: No, **I'm not** _____. I **am** _____ here on vacation.

I **am** _____ here with my friend, too.

He **is** _____ there near the reception desk.

B: **Is** _____ he the tall man in the red shirt?

A: Yes, **he is** _____. Let me introduce you to him.



- What's your name?**
- How do you spell your first /last name?**
- How old are you?**
- What's your nationality?**
- What's your address?**
- What's your telephone number?**
- What's your email address?**
- What's your occupation?**

B. Interview a classmate. Ask for this personal information:



1. name

2. spelling of first and last names

3. age and date of birth

4. nation

5. address

6. telephone number

C. Match the responses to the situations. Then practice the conversations with a partner.

- a. No, I'm Luke Robbins. d. Fine, thanks.
 b. That's all right. e. You're welcome.
 c. Nice to meet you. f. William. But my friends call me Bill.

1. "Are you Dr. Philips?" a
 2. "Let me introduce you to my sister, Amina." c
 3. "How are you doing?" d
 4. "I'm Lee. What's your name?" f
 5. "I'm so sorry." b
 6. "Thank you so much." e

4 Listening

Listen to Mr. Wilson's conversation with a hotel bellhop. Complete the information about him.

Nationality	British
Room—floor	9th floor—905
Number of days at hotel	1
Purpose of visit	a meeting

5 Pronunciation

Listen. Note the rising and the falling intonation. Then practice.

Are you a student?
 Are they from Jordan?
 Is he on vacation?

What's her name?
 Where is she from?
 Who are they?



1 Are You Here on Vacation?

6 Conversation



- 1 Her last name is Ghazali
- 2 No, he isn't. He's on vacation
- 3 He is paying by credit card
- 4 He is staying for four days
- 5 His room number is 705

Desk clerk: Can I help you?
Ibrahim: Yes, please. I have a reservation. My name's Ibrahim Ghazali.
Desk clerk: Are you here for the conference?
Ibrahim: No, I'm here on vacation with my family.
Desk clerk: How do you spell your last name?
Ibrahim: G-H-A-Z-A-L-I.
Desk clerk: Yes, Mr. Ghazali. How long are you staying with us?

Ahmed: Hello
Clerk: Hi, how can I help you
Ahmed: I have a reservation. my name is Ali
Clerk: Are you here on business
Ahmed: No, I am here on vacation
Clerk: How do you spell your first name
Ahmed: A-H-M-E-D
Clerk: Yes, Mr. Ahmed how long are you staying with us
Ahmed: A week
Clerk: Please, fill in this for. May I have your credit card, please
Ahmed: Here you are, Take it
Clerk: Thank you, room sex second floor
Here is your key card. have a nice stay

About the Conversation

1. What's Ibrahim's last name?
2. Is Ibrahim at the hotel on business?
3. How is he paying for the hotel?
4. How long is he staying in the hotel?
5. What's his room number?

Your Turn

Imagine you are checking into a hotel and talking to the desk clerk. Role-play the conversation with a partner. Then change roles.

7 About You

Role-play with a partner. Imagine you are on a trip. Answer the questions for an immigration officer.

1. What's the purpose of your trip? **on vacation**
2. How long are you staying? **Three days**
3. What's your address in this country? **London street next to the bank**
4. Do you have any family here? **No**
5. What's their address?





8 Reading

Before Reading

What do you know about youth hostels?
What do you know about S.A.Y.H.A.?



The Place to Stay

Many young people traveling around the world are backpackers or students on a low budget. They want to see the world, but they can't afford to pay for regular hotels. So youth hostels are the perfect solution for travelers without a lot of money to spend. Today there are more than 4000 hostels in over 80 countries, and the Saudi Arabian Youth Hostels Association (S.A.Y.H.A) offers accommodations in 21 cities across the Kingdom.

The accommodations in hostels are inexpensive because guests usually share rooms and bathrooms. Most hostels have a laundry room, telephones, Internet connection, and a restaurant. Some hostels also offer cooking facilities, such as a kitchen with pots and dishes. Youth hostels are usually in interesting places where young people can learn about the local monuments, history, and culture. Some hostels are even inside old historic buildings, castles, and on boats.

Hostels are definitely the place for socializing. The guests, who are from different cities or countries, have the opportunity to meet other young people and share experiences. Many hostels organize tours and fun activities. For example, S.A.Y.H.A. holds sports and painting competitions, and there are also prizes for the best community projects. So when traveling, youth hostels are the best place to stay and make new friends.



After Reading

Answer **yes** or **no**.

1. no Young tourists are usually rich.
2. yes The rooms in youth hostels are usually cheap.
3. no You are allowed to cook in all youth hostels.
4. yes Hostels are good places for meeting people.



Discussion

Where do you stay when you travel where you stay.

I go to Rome With my family. Rome is fantastic. We go by plane and stay in a nice hotel. We do lots of exciting things in Rome. We got for long walks. The parks in Rome are huge. At night, we usually eat in amazing restaurants. The food is delicious! Rome is a beautiful place to Visit

1 Are You Here on Vacation?



9 Writing

A. Check (✓) the phrase that is more polite.

- | | |
|--|--|
| 1. <input checked="" type="checkbox"/> a. Can I help you, sir? | <input type="checkbox"/> b. What do you want? |
| 2. <input type="checkbox"/> a. I want to make a reservation. | <input checked="" type="checkbox"/> b. I would like to make a reservation. |
| 3. <input type="checkbox"/> a. Tell me where the restaurant is. | <input checked="" type="checkbox"/> b. Excuse me. Where is the restaurant? |
| 4. <input checked="" type="checkbox"/> a. May I have your credit card? | <input type="checkbox"/> b. Give me your credit card. |
| 5. <input type="checkbox"/> a. Say that again. | <input checked="" type="checkbox"/> b. Could you repeat that, please? |

Writing Corner

In formal situations, such as at a hotel, use polite language to make requests.

1. *Would like* is a polite form of *want*.

I want to make a reservation. → I'd like to make a reservation.

Do you want breakfast? → Would you like breakfast?

2. Use *Can / Could / May* to politely ask a question.

Spell your last name. → Could you spell your last name?

Give me your passport. → May I see your passport, please?



B. Read the questions. Decide what information is being asked for and write it in the chart.

Question	Information
1. What is your name, please?	name of guest
2. Could you spell your last name?	
3. What is your address and telephone number?	address and telephone number
4. What day are you arriving?	arrival date
5. How long (many days) are you staying?	length of stay
6. How many guests is the room for?	number of guests
7. May I have your passport, please?	Passport / identification
8. How are you paying for the room?	credit card or cash

C. Create a hotel or hostel registration form. Use ideas from the chart, and add any other information you think is important. Give your hotel a name and design a logo. Then, with a partner, practice asking for information to fill in your registration form.

10 Project

Find out about youth hostels in your country. Present the information to the class.



11 Form, Meaning and Function

Prepositions of Place: across from, between, next to, on, near, far from



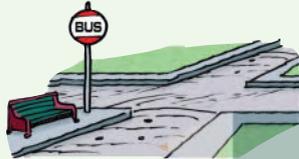
The park is **across from** the school.



The bank is **between** the post office and the restaurant.



The pharmacy is **next to** the bookstore.

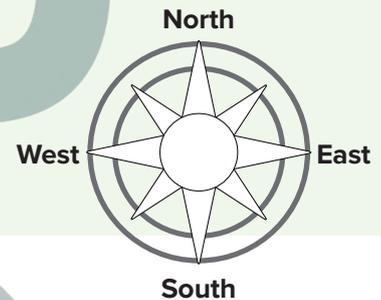


The bus stop is **on** the corner. The museum is **near** the hotel. The airport is **far from** town.

Asking for and Giving Directions

Can you tell me where [the nearest bank] is?
Excuse me. Where is [the Art Museum]?
Is this the right way to [the subway station]?
How can I get to the [post office]?

Turn right onto Park Avenue.
Turn left at the next corner.
Go straight ahead for two blocks.
Go east on Second Street.



A. Match the questions with the answers.

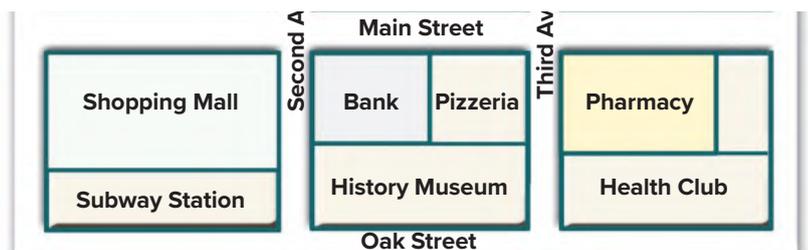
- | | |
|--|---|
| 1. d Is there a restaurant in the mall? | a. Yes. Go straight ahead for one more block. |
| 2. e Is the airport near the city? | b. No. It's between the bank and the health club. |
| 3. f Excuse me. Where's the bus stop? | c. No, it isn't. It's to the south. |
| 4. c Is the university north of here? | d. Yes, there is. It's across from the bookstore. |
| 5. a Is this right the way to the hotel? | e. No, it isn't. It's far from the city. |
| 6. b Is the post office next to the park? | f. It's on the corner of First and Main. |

B. Work with a partner. Describe the location of places on the map. Use **across from, between, next to, on, near,** and **far from.**

Sample answers

The bus stop is across from the shopping mall
The pizzeria is between the bank and the pharmacy
The café is next to the hotel

C. Work with a partner. Student A is a hotel guest: ask for directions to places on the map. Student B is a hotel concierge: give directions. Then change roles.



Sample answers

A: Excuse me. Where is the History Museum

B: Go straight on Third Avenue. Then turn right onto Oak Street



Why are you running away? Come back!

Help! He's breaking my ladder.

Am I doing this right?

Hmm, I'm writing a novel.

Sample answers

The old man is holding a cell phone

The man on the wall is wearing sneakers

The actor at the food stand is eating soup with a fork

One of the actors is wearing boxing gloves

The man is using a laptop

The kids are wearing modern, western clothes

There is a package of fish food lying next to the fish pond

2 Pair Work

A. **Ask** and **answer** about the people in the TV studio.

What is the cook doing?

He's making soup.

Is Lee feeding the fish?

Yes, he is.

B. This story takes place in the past, many years ago. With a partner, find things that are wrong in the picture.

What's wrong in the picture?

Well, the old man is holding a cell phone.

2 What Are They Making?



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3 Grammar

Present Progressive

Use the present progressive for actions happening now.

Information Questions (?)

What	am	I	doing now?
	are	you	
	is	he she	
	are	we	
	are	they	

Affirmative (+)

I'm	working.
You're	
He's	
She's	
We're	
They're	

Negative (-)

I'm not	working.
You aren't	
He isn't	
She isn't	
We aren't	
They aren't	

Yes-No Questions (?)

Am	I	reading?
Are	you	
Is	he she	
Are	we	
	they	

Short Answers (+)

	I	am.
Yes,	you	are.
	he	is.
	she	
	we	are.
	they	

Short Answers (-)

	I'm	not.
No,	you	aren't.
	he	isn't.
	she	
	we	aren't.
	they	

We don't usually use the progressive with verbs like the following: *like, love, want, see, smell, taste, hear.*

I **like** martial arts films. I **don't hear** anything.

We can also use the present progressive for some actions in the future.

A: What are you doing **tomorrow**?

B: I'm **going** to the park.

A. Complete the conversation. Use the present progressive or simple present form of the verbs in parentheses.

Adel: Excuse me. What **is happening** (1. happen)?

Greg: They **are making** (2. make) a TV series.

Adel: What kind of series is it?

Greg: It's a detective story.

Adel: Oh, I **love** (3. love) detective stories.

Greg: Eric McGuire is the director. That's him over there.
He **is talking** (4. talk) to Brad Novak, the actor.

Adel: Who is that tall guy over there?

He **is wearing** (5. wear) a raincoat.

Greg: Oh, that's Adam Scott. He usually **plays** (6. play) a smart detective. In this scene, he **hears** (7. hear) an explosion and goes to investigate.

Adel: Oh, look. They **are starting** (8. start) to film.



2 What Are They Making?

رابط الدرس الرقمي



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6 Conversation

Reporter: So, Jet, how's the new project going?

Jet Chang: It's going very well.

Reporter: Tell me about it.

Jet Chang: Well, it's a documentary series about martial arts. We're filming the studio scenes here in Hong Kong and the rest in locations all over Asia.

Reporter: Are you using a stuntman for the



- 1 He's working on a documentary series about martial arts
- 2 They are ('re) filming the documentary in the studio in Hong Kong and in locations all over Asia
- 3 No, he isn't
- 4 Karate isn't about fighting. It's about physical strength and balance
- 5 Yes, they are, if the first episode is a success

oper

Real Talk

So = a way to start a new topic in a conversation

I see

all by myself = with no one else's help

ce.

Not at all. = a strong "no" answer

About the Conversation

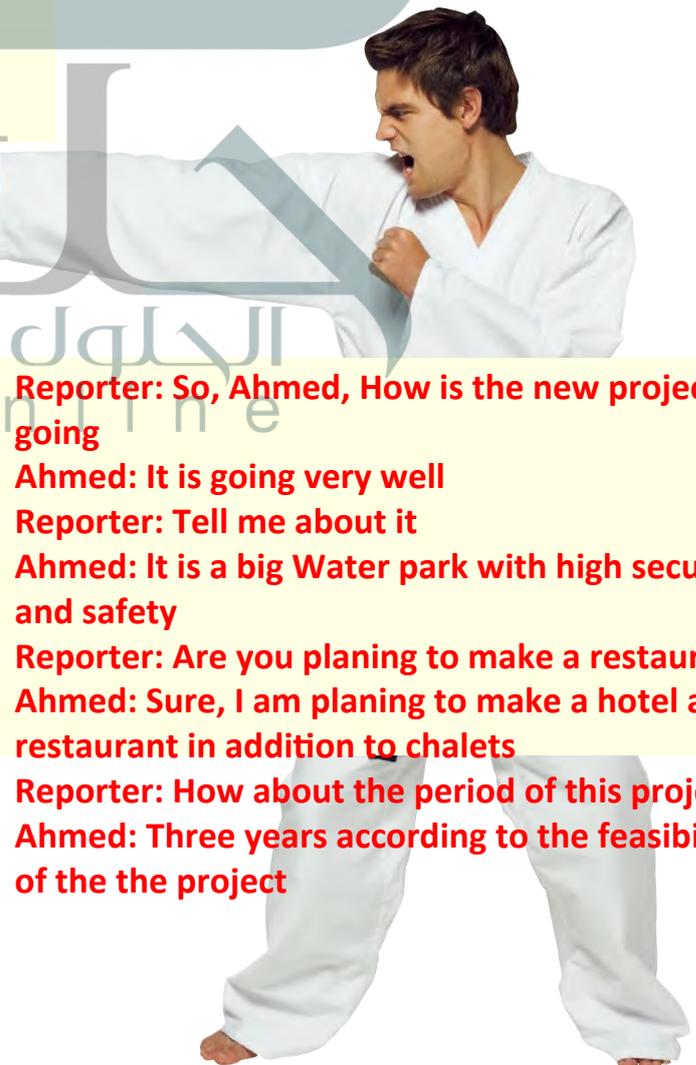
1. What kind of project is Jet working on?
2. Where are they filming the documentary?
3. Is Jet using a stuntman?
4. What does Jet say about karate today?
5. Are they planning a lot of episodes?

Your Turn

Role-play with a partner. Imagine you are a reporter interviewing Jet Chang. Then change roles. →

7 About You

1. What martial arts do you know about?
2. Do you think they're good sports? Why?
3. Do you watch documentaries?
4. What kind of documentaries do you like? Why?
5. Do they make documentaries in your country? What are they about?
6. Do you ever watch documentaries or videos online to learn more about something?



Reporter: So, Ahmed, How is the new project going

Ahmed: It is going very well

Reporter: Tell me about it

Ahmed: It is a big Water park with high security and safety

Reporter: Are you planing to make a restaurant
Ahmed: Sure, I am planing to make a hotel and restaurant in addition to chalets

Reporter: How about the period of this project

Ahmed: Three years according to the feasibility of the the project





8 Reading

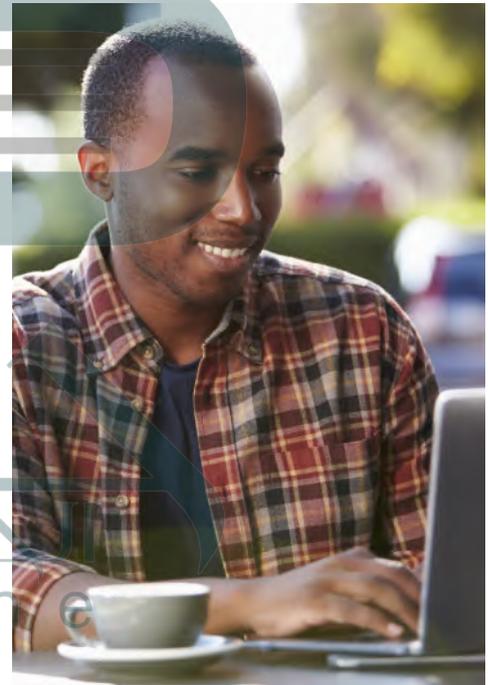
Before Reading

What do you know about web videos and e-learning?

E-Learning Is Easy!

You see a young executive in a public place staring into his laptop and you think: "Oh, poor guy, he's working so hard." But, in fact, perhaps he's looking at Facebook or Skype. Perhaps he's chatting online with friends or watching a video from his family who lives far away. The Internet makes it easy to communicate. Lots of people share photos and videos with their family and friends. Webcams also make it possible for others to see you when you are talking online.

But web videos and webcams are much more than that. They are becoming popular tools for e-learning. Many teachers today show web videos in their classrooms. What better way to help students understand geography or science. And there are thousands of video clips to choose from—you can see active volcanoes, the latest developments in technology, or learn more about global warming. For some students and teachers, the Web is their classroom. More and more students are taking online lessons. Some language students, for example, learn on their own from websites, and others connect with their teacher online with the help of a webcam. There are also online schools like the Khan Academy with over 3,000 video lessons in math, science, economics, and history—and it's absolutely free. Do you want to know how to make a cheesecake or learn how to play golf? Free how-to videos online can teach you. Anyone can e-learn, and it's easy!



After Reading

Answer **yes** or **no**.

1. no Teachers usually use webcams in the classroom.
2. yes More and more people are learning online.
3. no You need to pay to use video websites.
4. yes You can probably learn how to fix a bike on the Web.

Discussion

Do your teachers ever show videos in the classroom to help you learn? Do you ever use online videos to learn how to do things?

The Internet can give us information about everything we ask. we can do research, contact teachers and send assignments ¹⁵

2 What Are They Making?



9 Writing

A. Match each idea on the left with the supporting detail or example. Note how the words in bold help connect the idea to the example.

- | | |
|--|--|
| <p>1. d Many teachers today show web videos in their classrooms.</p> <p>2. e More and more students are taking online lessons.</p> <p>3. a The Internet is a valuable tool that makes learning interactive and entertaining.</p> <p>4. f There are thousands of resources available online.</p> <p>5. c It is fast and easy to find up-to-date information on almost any topic.</p> <p>6. b The Internet is like a global database of information.</p> | <p>a. Students, especially children, have fun learning through online activities and games.</p> <p>b. For instance, you can watch the news in French, read an article in Arabic, or listen to a lesson in Spanish.</p> <p>c. Students do not have to spend hours in a library because they have an electronic library at home or school.</p> <p>d. What better way to help students understand subjects such as geography or science.</p> <p>e. Some language students, for example, learn on their own from websites, and others connect with their teacher online with the help of a webcam.</p> <p>f. Students can make use of references like online dictionaries, thesauruses, and encyclopedias.</p> |
|--|--|

Writing Corner

1. Connect ideas to supporting details and examples with linking words and phrases: *such as, like, for example, for instance, especially, and because.*

B. How is the Internet useful for students? Write your ideas in the chart. Then, think of details or examples and write them next to each idea.

Ideas	Details or Examples
Internet for Research and Development	Researches of the historical places and science
Tour and travel	Traveling and making a reservation through internet
useful for Education	more Lessons and explanations

C. Describe how the Internet is a useful tool for students. Use your notes from the chart in exercise B and other ideas from this unit.

Many people use Internet for different purpose and different needs. The Internet is a great platform for students to learn throughout their lifetime. Teachers can also use the internet to teach students around the world

11 Form, Meaning and Function

Imperatives

Use the imperative for commands and instructions.
Say *please* to be polite.

Affirmative (+)

Sit down. / Please **sit** down.

Also use the imperative to give advice.

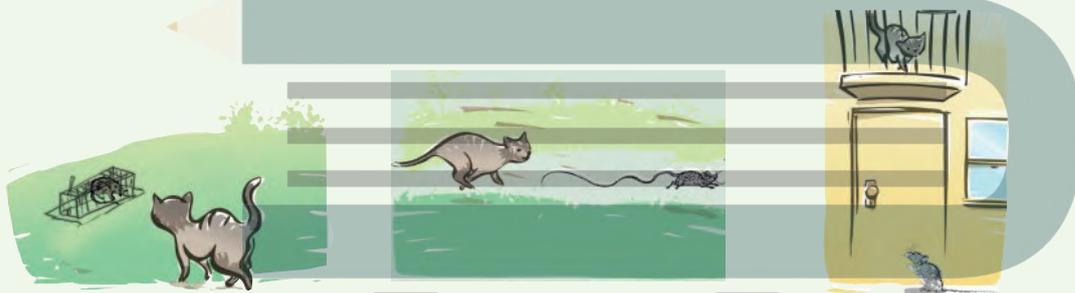
Try the pizza. It's excellent.

Negative (-)

Don't sit down. / Please **don't sit** down.

Don't have the soup. It tastes terrible.

Prepositions: *inside, outside, in front of, behind, away, over, under*



The mouse is **inside** the box.
The cat is **outside** the box.

The mouse is **in front of** the cat.
The cat is **behind** the mouse.
The mouse is running **away**.

The cat is **over** the mouse.
The mouse is **under** the cat.

A. Write the negative imperative.

1. It's not lunch time yet!
2. Why are you feeding the fish?
3. Why are you running away?
4. Help! He's breaking my ladder.
5. No! You're doing that wrong.

Don't eat lunch

Don't feed the fish

Don't run away

Don't break my ladder

Don't do that

B. Write the correct prepositions.

1. The cameraman is filming the scene. He's standing **behind** the camera.
2. The thieves are getting **away** in a fast car.
3. They are filming the talk show live **inside** the television studio.
4. They are making a documentary about dolphins **under** water.
5. In this scene, the stuntman is jumping **over** a wall.
6. The actors are ready to perform **in front of** the camera.
7. They are filming the scenes **outside** on location in the desert.

C. Work in a group to prepare a scene for a detective film. Choose a director, a cameraman, and two or more actors. The director will use the imperative and prepositions to give instructions.

3 Who's Who

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1 Listen and Discuss

Do you know people who have the following jobs?
Discuss what you like or don't like about each occupation.



◀ **Hussain Saleh** is a salesperson. He works in a furniture store, but he would like to develop his abilities. So Hussain is studying business management in college at night. He wants to be a marketing manager.

Judy Simpson
Registered Nurse

Florence Nightingale Clinic
347 Oxford Street
Sydney, Australia
Telephone: 9631 0972
Email: jsimpson@hotmail.net.au



▲ **Judy Simpson** is a nurse, and she's studying to be a child psychologist. She likes to help young children with their problems. Judy works long hours in the hospital, and she doesn't have a lot of free time.

BEST VALUE FURNITURE

Hussain Saleh
Sales Representative

Medina Road, Kilo 12
Jeddah 23421
Telephone: 966-2-516-9354
Email: h_saleh@bestvalue.com



▶ **Oscar Gutierrez** is a travel agent. He works in a travel agency. Oscar organizes tours. His job is very exciting. He travels to many exotic places for his job. Oscar wants to have his own business one day.

Global Travel

Oscar Gutierrez
Travel Agent

Princesa 53, 12th Floor
Madrid 28008
Telephone (1) 9154 1830
Email: oscar@global.com.es

Quick Check ✓

A. **Vocabulary.** Name the job.

1. Helps customers on the phone call center representative
2. Arranges trips travel agent
3. Takes care of sick people nurse
4. Sells things to customers salesperson

B. **Comprehension.** Which people like their jobs?

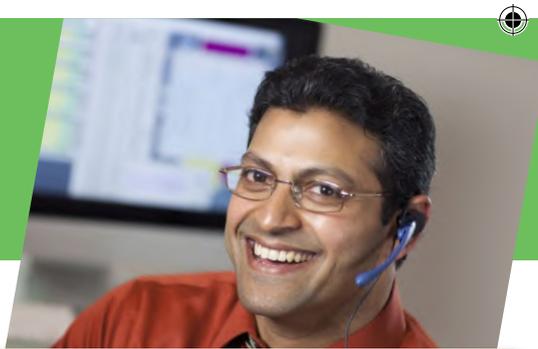
Which people want to change their jobs?

people who like their jobs

Yusef Qassim and Oscar Gutierrez

People who want to change their jobs

Judy Simpson, Hussain Saleh, Rajesh Narwal, and Lee Yung



TeleWorld

Rajesh Narwal
Customer Service

Trade Center Building, 17th Floor
Sankey Road, Bangalore, India
Telephone: 2521-6973
Email: customerservice@teleworld.com.in

▲ **Rajesh Narwal** is a call center representative. He works for a computer software company. He says the salary is good, but he would like to learn more things. He is studying computer science. Rajesh wants to be a computer programmer.



CREATIVE SOLUTIONS

Lee Jinho
Graphic Designer

253-54, Changchung-dong
Seoul, Korea 100-392
Telephone: 82-2-275-6784
Email: leejinho@creative.com.kr

▲ **Lee Jinho** is a graphic designer. He works for an advertising firm. Lee produces advertisements and designs websites. He thinks his job is very stressful. He has a lot of deadlines. He needs to complete designs in a short time.



CONSTRUMAX

Yusef Qassim
Civil Engineer

P.O. Box 3925
Riyadh, Saudi Arabia 18411
Telephone: 966-1-774-7874
Email: yusefqassim@construmax.com.sa

◀ **Yusef Qassim** is an engineer. He works for a construction company. The company builds roads and bridges. Yusef is a good executive, and he hopes to be the president of the company one day.

2 Pair Work

A. **Ask** and **answer** about the people's jobs.

-  What does Lee Jinho do?
-  He's a graphic designer.
-  Where does he work?
-  He works in an advertising firm.

B. **Ask** and **answer** about the people's goals.

-  What does Judy want to be?
-  She wants to be a child psychologist. She likes to help children.

C. Imagine you are one of the people.

Ask and **answer** questions.

-  What do you do?
-  I'm an engineer. I work for Construmax. We build roads and bridges.

3 Grammar

Simple Present Tense

Use the simple present to talk about things that are true in general or that happen all the time.

Affirmative (+)

I	work	in a hospital.
You		
We		
They		
He	works	
She		

Negative (-)

I	don't	work	in a hospital.
You			
We			
They			
He	doesn't		
She			

There is an **s** ending on verbs for the third person singular (for *he, she, it*).
Add **-es** for verbs that end in *s, x, ch, or sh*: *dresses, fixes, teaches, washes*.

Wh- Questions in the Simple Present

- Q:** Where does he/she work? **Q:** Where do you/they work? **Q:** What do you do?
A: He/She works in a hospital. **A:** I/They work in a hospital. **A:** I'm a salesperson.

What do you do? usually means "What's your job?"

Professions and Verbs

The names of many jobs are like the verbs.

- a teacher—teaches a driver—drives
 a player—plays a translator—translates
 a designer—designs a writer—writes

Noun Endings: **-er, -ist, -or**

Many names for people's jobs have these endings.

- er:** driver, photographer, reporter, waiter
-ist: receptionist, scientist, dentist, journalist
-or: actor, director, doctor, translator

Verb *Want* + Infinitive

- Q:** What do you **want to be**? **Q:** What does he **want to be**?
A: I **want to be** an engineer. **A:** He **wants to be** a pilot.

- A.** Complete the sentences with the simple present tense of an appropriate verb.
 Also fill in the subject pronoun.

 Fadwa is a teacher. She teaches in an elementary school.

- My uncle is a writer. **He writes** history books.
- Omar and Ali are engineers. **They work** for a construction company.
- Adnan is a bus driver. **He drives** a bus for the city.
- Fahd is a salesperson. **He sells** computers.
- Hameed is a journalist. **He works** for the city newspaper.

B. Write questions for the answers. Use *Wh-* questions.

1. **What does Fahad do** _____? Fahad is a waiter.
2. **Where does he work** _____? He works part-time in a restaurant.
3. **Where does he live** _____? He lives at home with his parents.
4. **What does he want to be** _____? He wants to be a computer programmer.
5. **What does he do during the day** _____? He goes to school during the day.

C. Complete the conversations with appropriate verbs in the simple present tense. Then practice with a partner.

1. **A:** What do your uncles **do** _____?
B: They're scientists. They **work** _____ in a laboratory.
A: That's exciting.
2. **A:** Where does your brother **work** _____?
B: He works in a bank. He's a teller, but he **wants** _____ to be a manager.
3. **A:** My brother **works** _____ for the United Nations.
B: Really. What does he do?
A: He's a translator. He **speaks** _____ five languages.



D. Choose an adjective for each of these jobs. Use the words in the box or your own ideas. Then compare with a partner. Do you agree or disagree about the jobs?

easy difficult boring exciting stressful fun interesting satisfying

1. teacher
 2. flight attendant
 3. dentist
 4. lawyer
 5. worker on an assembly line
 6. computer programmer
 7. waiter
 8. reporter
- A:** I think reporters have an interesting job.
B: Yes, but their job is very stressful. They have a lot of deadlines.

A: I think computer programmers have a difficult job
B: Yes , but their jobs are interesting

4 Listening

Raymond wants to be a lawyer. What does he say? Answer **yes** or **no**.

1. **yes** The job is interesting and exciting.
2. **no** A person doesn't need to be smart.
3. **yes** The job is stressful.
4. **no** Raymond is a good speaker.
5. **yes** He wants to be a lawyer for the money.
6. **no** Raymond's grandfather was a lawyer.

5 Pronunciation

Listen to the pronunciation of **want + to**. Then practice.

I **want to** be a pilot.

I don't **want to** be a doctor.

What do you **want to** be?

Do you **want to** be a teacher?



3 Who's Who

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6 Conversation



- Ross:** What does your father do, David?
- David:** My dad's a pilot. He flies those huge airplanes. *You know*, the ones that can carry over five hundred passengers.
- Ross:** Wow! That's cool.
- David:** *Yeah*. I want to be a pilot just like my dad. What about your father? What does he do?
- Ross:** He's a writer. He writes for a sports magazine.
- David:** Do you want to be a writer, too?
- Ross:** No. I want to be a chemistry teacher. I love doing experiments, and I like teaching kids.



Your Ending

What is David's response?

- 1 Yeah, teaching is an interesting job.
- 2 Those students can make you proud.
- 3 The good side is that you get lots of vacations.
- 4 Your idea: _____

- 1 He's a pilot
- 2 He wants to be a pilot
- 3 He's a writer
- 4 He wants to be a chemistry teacher. He loves doing experiments, and he likes teaching kids

Real Talk

You know... = an expression used to explain something you just said

yeah = yes

About the Conversation

1. What does David's father do?
2. What does David want to be?
3. What does Ross's dad do?
4. What does Ross want to be? Why?

Your Turn

Discuss in groups. Where do the members of your family work? What do they do? What do they think about their jobs?

- A:** What does your father do
B: He is a civil engineer
A: What do you think about his job
B: It is interesting
A: What does your uncle do
B: He is a teacher
A: What do you think about his job
B: It is boring

7 About You



1. What do you think are interesting jobs? What's interesting about them?
2. What do you think are bad jobs? What's bad about them?
3. What do you want to be in the future? Why?

- 1 Computer programmer, I interest in coding
- 2 Box maker, same daily routine, It is boring
- 3 I want to be a computer programmer, because I love computer science and Technology



8 Reading

Before Reading

Look at headings in the text.

- What ideas do you think you will see in the text?
- List some words and phrases about the themes you expect to see in the text.

Jobs and Employment in Saudi Arabia



The assets of Saudi Arabia

Saudi Arabia has many assets. We have many advantages – our place, our society, our economy and our people. We will use these to build the best future for our country.

We build and support a culture of determination and achieving goals.

Employment goals for 2030

Among our goals by 2030: To lower the rate of unemployment from 11.6% to 7%. To increase women's participation in the workforce from 22% to 30%.

A vision for the future

Our vision is built around three themes: A good society, a strong economy and a determined nation.

A strong economy

A strong economy needs people to have good jobs and to work hard. We started a 'Job Creation Team' to help people find jobs. We assist new businesses that give people jobs and training. We improve technology and digital systems to support businesses and we give training and advice to people who are looking for jobs. We improved the education system to fit with the jobs that the economy needs.

Half of the people in Saudi Arabia are under the age of 25. This is a huge asset to our country and economy. We support young people in finding jobs they enjoy and that help the economy and society.



* Adapted from the text of the Vision Programs at <https://vision2030.gov.sa/en> and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.

After Reading

- List 3 things that Saudi Arabia does to support the economy.
 - Has a 'Job Creation Team' to help people find jobs**
 - Assists new businesses that give people jobs and training**
 - Gives training and advice to people to looking for jobs**
- What percentage of people in Saudi Arabia are under the age of 25? **50%**
- What kind of culture is the country building?
- Name one of Saudi Arabia's employment goals for 2030.

Discussion

- Is it more important to have a job you enjoy, or a job that pays a lot of money?
- How could you help someone who doesn't have a job?
- What job do you want to do? How will this help the economy and society of Saudi Arabia?

9 Writing

- A. What do you want to be? Write the job in the chart below. Make a list of good things and bad things about the job. Use your notes to tell a partner about the job and compare ideas. Remember to write key words only when you make notes.

Job: <u>Computer programmer</u>	
Good things	Bad things
Work remotely	Stressful
Problems solving	Health risks
Flexible job	Brain fatigue

Writing Corner

- Use *and* to connect words and ideas which are similar.
Guy specializes in living room **and** dining room furniture.
- Use *but* to connect contrasting ideas.
Martin likes working on ships, **but** he doesn't like working every day of the week.
- Use *because* to give a reason for something.
Martin's job is very exciting **because** he travels all over the world.

- B. Read the text. What does this person want to be? Underline the words or phrases that describe the good things about the job. Circle the words or phrases that describe the bad things.

I enjoy asking questions and I love writing stories. I want to be a newspaper journalist. Writing for a newspaper is a good job because it is fun and very exciting. Journalists often need to travel to new places to discover stories. They see a lot of the world and they meet new people every day. The bad side is that this job can be very stressful and difficult because journalists have a lot of deadlines. A person needs to be very smart to be a journalist, but I think it is a very interesting and satisfying job. This job is important for society because it gives people news about what is happening in our country and around the world.

- C. Write about your dream job. Write about the good things and the bad things. Use your notes from the chart and words and phrases from this unit. Say why your job does something good for your country. Use the connectors: **and, but, because**.

I want to be a computer programmer , because I interest coding and exercise my brain in solving problems , I can work remotely from anywhere, So the good things about this job is the flexibility

10 Project

- Interview three people in different occupations outside of class. Have them explain what they do and say what they like and don't like about their jobs. Report your findings to the class.



A: Hello, sir

B: Hi

A: May I ask three questions about your job

B: Go ahead

A: What do you do

B: I am A graphic designer

A: What does your job involves

B: Graphic designers involve visual concepts and wide imaginations, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers

A: What do you like and don't like about your job

B: What I like about my job is that I can communicate any idea to a visual story and deal directly with clients

What I don't like about this job is that it is stressful and requires research

A: Thank you sir for this informations

B: You are welcome

A. Write what each person does. Use **who** or **that** and your own ideas.

1. civil engineer A civil engineer is someone who designs roads and bridges.

1. nurse The person who cares for sick people

2. pilot The person who flies an airplane

3. travel agent The person who arranges transportation, tours, trips for travellers

4. waiter The person whose job is to serve meals to people in a restaurant

5. journalist The person writes news stories or articles for a newspaper

6. graphic designer The person who works in graphic design and visual concepts

7. translator The person who changes words of one language to another language

8. lawyer The person who works in a court

B. Complete the sentences with **who** or **which**.

1. The neighbor who lives downstairs is a chef.

2. Is English a language which is easy to learn?

3. Would you like a job which has a large salary?

4. My brother works in a store which sells furniture.

5. The salesperson who helped me was very friendly.

6. The actor who is playing the lead role is very funny.

7. He works for a construction company which builds roads and bridges.

8. The graphic designer who made this advertisement is very creative.



C. Complete the sentences with your own ideas.

1. I like people who are humbles

2. I don't like people that are proud of themselves and impolite

3. I like books which are talking about historical

4. I don't like books that are scary and terrified

5. I want a job which is flexible, so that I can work anywhere anytime

6. I don't want a job that is restricted and stressful

4 Favorite Pastimes

1 Listen and Discuss

Which of the following pastimes are popular in your country?

Young People's Leisure Preferences

What do youth usually do in their free time? Here are some answers.

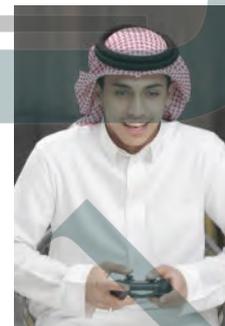


They hang out with friends. ▲
They just meet and talk.

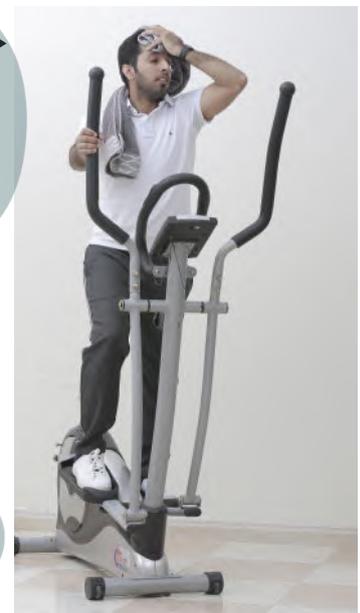


▲ They eat in food courts or restaurants.

They exercise. ▶
They play sports or work out.



▲ They play video games or board games.



◀ They travel and meet people.

They have a hobby. For example, they cook, paint, ▼ read, or make things.



Read the chart of what Saudi youth do online. Do you use the Internet for the same things? What else do you use it for?

What Saudi Youth Do Online

(Percentage of young Saudi Internet users, ages 15-34)

Participate in social networks or professional networks through social media	98%
Send and receive emails	58%
Make telephone calls via the internet	45%
Play or download games, download films, pictures, or videos	37%
Download software and apps	32%

Source: Saudi Youth in Numbers. A report for International Youth Day 2020 by the Statistical Analysis and Decision Support Center of the General Authority for Statistics, Kingdom of Saudi Arabia

How often do you play basketball, Ali?



I usually practice three times a week. It's my favorite thing to do in my free time.



What's your favorite pastime, Josh?



I like to play hockey. I know how to ice-skate very well. I usually go to the rink on weekends.



Read the chart of what U.S. teens do online. Compare this chart to the one about young Saudi Internet users on page 26. What are the similarities? What are the differences?

What U.S. Teens Do Online

(Percentage of U.S. Internet users, ages 12–17)

Send and receive emails	89%
Play online games	81%
Get news or information about current events	76%
Buy things online, such as books, clothing, or gadgets	43%
Look for information on health, diets, or physical fitness	31%

Source: Pew Internet & American Life Project

FYI

Teens means *teenagers* (people aged between 13-19). *Young people* and *Youth* refer to much wider age ranges which are often different depending on the country or culture.

Quick Check ✓

- A. Vocabulary.** Tick (✓) the activities you often do. Compare your answers with a partner.
- B. Comprehension.** Answer **yes** or **no**.
- yes** Ali often works out.
 - yes** Josh knows how to ice-skate.
 - no** Teens seldom buy things online.
 - no** Most teens are not interested in reading about current events.

2 Pair Work

A. Ask and **answer** about teens' pastimes.

-  Do most teens send emails?
-  Yes, 89 percent of teens send emails.
-  How often do teens eat out?
-  They eat out frequently.

B. Ask and **answer** about yourself.

-  What do you do in your free time?
-  I like to paint. It's very relaxing.
-  How often do you cook?
-  I don't know how to cook.

4 Favorite Pastimes

3 Grammar



Questions with *How often*?

How often do you work out?

Frequency Expressions: *once a week*, etc.

I work out **every day** / **once a week** / **twice a week** / **three times a week**.

Adverbs of Frequency: *always, often, never, usually, sometimes, seldom*

Q: What does she **usually** do on Thursdays?

A: She **usually** goes shopping.

Q: What do you **sometimes** do at night?

A: I **sometimes** go out.

Adverbs of frequency usually come after the verb *be* or before other verbs.

However, you can say **Sometimes** *I go out* or *I sometimes go out*.

Know How To

I **know how to** ski. (= I can ski.)

I **don't know how to** ski. (= I can't ski.)

A. Look at the chart of Sabah's activities. Make sentences, and compare with a partner.

 *Sabah always takes a shower in the morning. / She takes a shower every day.*

	Sund.
take a shower	✓
make the bed	
do homework	✓
cook dinner	
draw and paint	✓
watch TV	
take French classes	✓

Sabah always takes a shower in the morning
She takes a shower every day
She makes her bed on the weekend/twice a week
She does homework five times a week
She cooks dinner twice a week. She sometimes cooks dinner
She draws and paints four times a week. / She often draws and paints
She watches TV once a week/She seldom watches TV
She takes French classes three times a week

B. Ask and answer questions about Sabah's activities.

- How often does she take a shower?
- When does she make her bed?
- What language does she study?
- When does she take these classes?
- How often does she do her homework?

She takes a shower every day
She makes her bed on the weekends
She studies French
She takes classes on Sundays, Tuesdays, and Thursdays
She does her homework five times a week
She draws and paints
She does it four times a week
She never does her homework, she never cooks dinner, she never watches TV, and she never takes French classes on the weekend
Yes, she does
Yes, she does

C. Write about your usual activities. Tell your partner how often you do them.

Every Day	Three Times a Week	Twice a Week	Once a Week	Never
brush my teeth	play football	go to the park	visit my uncle	Do the dishes



D. Ask your classmates how they spend their free time.

A: What's your favorite pastime?

B: Text messaging.

A: How often do you do it?

B: I do it all the time.



4 Listening

Listen to what Qassim and Fatima like to do in their free time. Answer **yes** or **no**.

Qassim

1. no He goes indoor climbing every day.
2. yes He knows how to climb very well.
3. no Qassim never climbs mountains.

Fatima

1. yes Fatima usually cooks with Noura.
2. yes She can cook well.
3. no Fatima's friends think that cooking is a creative hobby.

5 Pronunciation

Listen to the reduction of **do + you**. Then practice.

Do you exercise?

Do you play tennis?

Do you know how to cook?

When **do you** exercise?

Where **do you** play?

What **do you** cook?

4 Favorite Pastimes

رابط الدرس الرقمي



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6 Conversation



Jason: What do you usually do in your free time?

Rick: I have an unusual hobby. I fly planes.

Jason: That sounds exciting. How often do you do it?

Rick: I normally do it on the weekend. I really like to do aerobatics.

Jason: You mean, you perform stunts and stuff like that?

Rick: Yeah.

Jason: Wow! But isn't it dangerous?

Rick: No, not at all. It's really very safe. You should come along to the flying club sometime.

Jason: Sure. I'd love to go up in the air with you.

Rick: Up in the air? I fly model airplanes.

Jason: Oh, I see. That is an unusual hobby.



- 1 He flies model airplanes
- 2 He normally does it on the weekend
- 3 Yes, he does
- 4 He invites Jason to come along with him
- 5 He thinks Rick flies planes

stand correctly

an invitation

- A:** What do you do in your free time
B: I usually go to the coffee shop. I play football, and I read novels
A: which activity come first on your list
B: Reading novels is my first priority

About the Conversation

1. What's Rick's pastime?
2. How often does he do it?
3. Does he perform stunts?
4. What does he invite Jason to do?
5. What does Jason think Rick's hobby is at first?

Your Turn

Do a group survey.

1. Ask your classmates about their free-time activities.
2. Which activity comes first on your list?
3. Which activities are the most popular? List the activities in order of preference.

7 About You



A. Talk about your favorite pastime.

1. How often do you do it?
2. Where do you do it?

B. Talk about your skills.

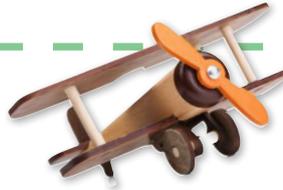
I know how to use a computer.

8 Reading

Before Reading

Look at the photos. What do you know about this hobby?

Sky HIGH!



Aeromodelling is an exciting hobby. It attracts people of all ages. They all have one common interest—the love of flying small-sized airplanes. Most people no longer fly the old elastic-propelled planes. They no longer fly planes that are attached to two cables and that fly in circles around them. Nowadays, with the advances in technology, the big thing is radio-controlled airplanes. These models fly like real aircraft and are an aeromodeller's ultimate dream. People control the movement of the planes through radio signals. Aeromodels can even perform aerobatics in the sky!

Radio-controlled airplanes come in all shapes and sizes: from the Mini Flyer-plane with a wingspan of 9 inches (23 centimeters), to the huge passenger jet models with a 29 1/2-foot (9-meter) wingspan. The price of the airplanes varies from \$30 to several thousand dollars. There are different methods of propulsion, or ways to power the planes. These range from electric motors to expensive jet turbines.

Jet-powered models are sophisticated aircraft. Their engines sound like those of full-size jet planes. These jet models can travel at speeds of 236 miles (380 kilometers) per hour—that's more than the top speed of a Formula 1 race car. Jet models always attract large crowds at aeromodelling competitions. At these competitions, fliers usually do a series of actions with their planes, including launchings, landings, and doing maneuvers in the air.

Aeromodelling is a popular hobby all over the world. In the United States, for example, the Academy of Model Aeronautics has more than 170,000 members in 250 model airplane clubs. The organization advertises the great things about aeromodelling as a sport.



After Reading

Complete the chart with the information on aeromodels from the article.

Kinds of Aeromodels	Sizes	Prices	Kinds of Engines	Speeds
<i>elastic-propelled</i>				



9 Writing

A. Write notes in the chart about your hobby or pastime.

What's your hobby?	Reading
What equipment do you need?	Book
How often / how long do you do it?	Three times a week
Where do you do it?	at home, coffee shop or yard
Who do you do it with?	My father
Why do you like it?	I love to know about different cultures and I find it very interesting

Writing Corner

- Use the gerund (*-ing* form) as a subject or noun.
Painting is a relaxing hobby. **Playing football** is a lot of fun.
- Use the gerund (*-ing* form) as an object with the following verbs and phrases: *enjoy, feel like, like, love, prefer, and spend (time)*.
 Do you like **playing** sports? Or do you prefer **watching** TV?
 He spends his free time **working out** at the gym.
- The verbs *like, love, and prefer* can also go with the infinitive.
 She likes **to cook** in her free time. She prefers **to make** ethnic foods.

B. Read the text about Noura's hobby. Circle the gerund where it is a subject. Underline the gerund where it is an object of the verb.

Painting is my hobby. I enjoy drawing and painting pictures in my free time. I just need some paper, my paints and brushes, and my imagination. I don't have much free time, so I usually paint on weekends. I often spend two or three hours creating a picture. I paint in my room or in the garden because I like painting flowers and trees. I usually feel like painting alone, but sometimes my friend and I paint together. She's a good artist, and she teaches me things. I love painting because it's a relaxing and creative pastime.



C. Write about your hobby or pastime. Use your notes from the chart and ideas from this unit.

Reading is my hobby. I enjoy reading novels, historical stories in my free time I just need books and a calm place with a cup of coffee. Actually I don't have much free time, so I read on weekends. I usually spend six hours reading. I love to be alone when I am reading

11 Form, Meaning and Function

Gerunds after Verbs

Gerunds are the *-ing* form of a verb. They act like nouns and answer the question *what*.

I recommend **playing** basketball as a hobby.

He enjoys **skateboarding** in the park.

We use gerunds after certain verbs and phrases, such as:

can't stand	feel like	love	spend time
dislike	hate	prefer	suggest
enjoy	like	recommend	



Infinitives after Verbs

An infinitive is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*. The verbs *like*, *love*, *hate*, and *prefer* can go with either a gerund or an infinitive.

I like **to watch** TV, but I prefer **to play** games online.

We use infinitives after certain verbs and phrases, such as:

hate	like	prefer	would like
hope	love	want	would love



A. Write the gerund or infinitive of the verb in parentheses.

My favorite pastime is football. I spend a lot of time **practicing** (1. practice) because I'd like **to be** (2. be) a professional football player one day. My team trains twice a week, and our coach also recommends **working out** (3. work out) at the gym twice a week. We usually play matches on the weekends. My teammates and I love **winning** (4. win), but we can't stand **losing** (5. lose). We hope **to win** (6. win) the cup this year.

In my free time, I enjoy **hanging out** (7. hang out) with my friends. On Saturdays, we like **riding** (8. ride) our bikes in the park. When it's raining, we prefer **going** (9. go) to the mall. We like **looking** (10. look) in the stores, and sometimes we want **to buy** (11. buy) things like magazines or clothes. When we don't feel like **shopping** (12. shop), we eat lunch in the food court.

B. Write about your likes and dislikes. Use gerunds and infinitives.

- I like **I like playing video games**
- I'd love **I'd love to travel around the world**
- I enjoy **I enjoy making model planes**
- I prefer **I prefer to send text messages**
- I dislike **I dislike watching TV**
- I can't stand **I can't stand cooking**
- I spend my free time **I spend my free time reading books**
- I recommend **I recommend working out at a gym**

5 Is There Any Ice Cream?



1 Listen and Discuss

Look at the menu. Which of these foods do you like? Which foods don't you like?

Sarah's Kitchen Menu

Appetizers

- Shrimp (grilled or fried)
- Soup (bean or vegetable)

Salads

- Green salad (lettuce)
- Mixed salad (tomatoes, carrots, cucumbers, onions)

Main Courses

- Steak (grilled Argentine style)
- Chicken (roasted)
- Fish (steamed Japanese style)
- Pasta (with tomato or meat sauce)

All main courses come with baked potato or rice.

Desserts

- Apple pie
- Cheesecake
- Ice cream

Beverages

- Coffee/Tea (cup)
- Chocolate milk (glass)
- Fresh fruit juice (glass)
- Water (bottle)
- Soft drinks



1

Worker: May I take your order?
Customer: I'd like the chicken sandwich.
Worker: For here or to go?
Customer: To go, please.

2

Waiter: Would you like some dessert?
Customer: Yes, please. Do you have any cheesecake?
Waiter: Sorry, sir. We don't have any today. How about a piece of apple pie?

Quick Check ✓

- A. Vocabulary.** Put food words on the menu into the following categories:
meat, seafood, vegetables, fruits, dessert.
- B. Comprehension.** Answer about the menu and photos.
1. What's the name of the restaurant on the menu?
 2. Is there any ethnic food on the menu? What?
 3. Do any dishes come with French fries?
 4. What take-out food does the man want?
 5. Does the restaurant have any cheesecake?

2 Pair Work

A. Ask and **answer** about the menu.

-  Is there any pie?
-  Yes, there's some apple pie.
-  Are there any chocolate cookies?
-  No, there aren't any.

B. Order food from the menu.

-  What would you like?
-  I'd like a salad, please.
-  And to drink?
-  Some water, please.

C. Offer something to eat or drink.

-  Would you like some coffee?
-  Yes, please. / No, thank you.

- 1 Sarah's Kitchen
- 2 Yes, there is steak Argentine style and fish steamed Japanese style
- 3 no
- 4 a chicken sandwich
- 5 no

5 Is There Any Ice Cream?



3 Grammar

Count/Noncount Nouns

Count nouns name things that you can count: *one carrot, two carrots*, etc. They have singular and plural forms.

Singular Count Nouns

a burger
an egg

Plural Count Nouns

two burgers
three eggs

Noncount nouns name things that you can't count: *rice, tea*. They don't use *a/an*. They don't have plural forms. Some nouns can be count or noncount: *a salad or some salad; a soup or some soup*.

Expressions of Quantity: Some / Any

Use *some* in affirmative statements.

Use *any* in negative statements and in questions.

Use *some/any* with noncount nouns and with plural nouns.

Affirmative (+)

There is **some** juice.
There are **some** fries.

Negative (-)

There isn't **any** juice.
There aren't **any** fries.

Questions (?)

Is there **any** juice?
Are there **any** fries?

Sometimes *some* is used in questions for offers.

Do you want **some** pizza? How about **some** coffee?

Would Like

Use *would like* for preferences.

Q: What **would** you **like**?

A: I'd **like** a steak sandwich.

Q: **Would** you **like** some mustard on it?

A: Yes, please. / No, thank you.

FYI

I'd = I would



Partitives

We say: a bottle **of** juice, a cup **of** coffee, a glass **of** water, a piece **of** cake.

A. Mark the nouns with **C** for count or **N** for noncount.

- N** ice cream
- C** potatoes
- C** eggs
- N** cheese
- N** chocolate
- C** vegetables
- C** sandwiches
- N** juice
- C** tomatoes

B. Complete the sentences. Use **a** or **some**.

- I'd like **a** cheese sandwich and **a** soft drink.
- Would you like **some** French fries with your steak?
- I want **a** burger with **some** onions.
- Can I have **some** chicken and **a** green salad?
- I'd like **a** piece of cheesecake for dessert.
- I'd like **a** eggs and **a** cup of coffee.
- How about **some** turkey sandwiches for lunch?
- I'm thirsty. May I have **a** glass of water?



C. Complete the conversation. Use **some, any, order,** and **would like.** You can use the words more than once. Then practice with a partner.

Omar: Is this Gino's Italian restaurant?

Tony: Yes, it is. This is Tony speaking. How can I help you?

Omar: I want to (1.) **order** some food for delivery.

Tony: What (2.) **would** you **like**?

Omar: I'd like (3.) **some** minestrone soup and the lasagna bolognese. Do you have (4.) **any** apple juice?

Tony: Sorry, we don't have (5.) **any** juice. Would you like (6.) **some** coffee?



Omar: Yes, please. Two cups of hot coffee.

Tony: Anything else?

Omar: Yes. Don't forget to include (7.) **some** garlic bread. It's so delicious!



D. With a partner, practice ordering a meal that you would like. Use the conversation in exercise C as a model.

4 Listening

Listen and mark what Hameed and Aisha order for lunch.

Hameed Order 316		Aisha Order 317	
<input type="checkbox"/> soup	<input checked="" type="checkbox"/> baked potato	<input type="checkbox"/> soup	<input type="checkbox"/> baked potato
<input type="checkbox"/> salad	<input type="checkbox"/> fries	<input checked="" type="checkbox"/> salad	<input type="checkbox"/> fries
<input checked="" type="checkbox"/> chicken	<input checked="" type="checkbox"/> soda	<input type="checkbox"/> chicken	<input type="checkbox"/> soda
<input type="checkbox"/> pasta	<input type="checkbox"/> iced tea	<input type="checkbox"/> pasta	<input checked="" type="checkbox"/> iced tea
<input type="checkbox"/> pizza	<input type="checkbox"/> coffee	<input checked="" type="checkbox"/> pizza	<input type="checkbox"/> coffee
<input type="checkbox"/> fish of the day	<input checked="" type="checkbox"/> ice cream	<input type="checkbox"/> fish of the day	<input type="checkbox"/> ice cream
<input type="checkbox"/> sandwich	<input type="checkbox"/> cake	<input type="checkbox"/> sandwich	<input type="checkbox"/> cake

5 Pronunciation

Listen to the pronunciation of the plural endings. Then practice.

/s/

drinks

desserts

cups

/z/

eggs

vegetables

fries

/əz/

juices

sandwiches

dishes



5 Is There Any Ice Cream?



6 Conversation

- Server:** Are you ready to order?
- Brandon:** Yes, please. I'd like to start with an appetizer. Do you have any calamari?
- Server:** I'm afraid we don't have any, but we have some great grilled shrimp.
- Brandon:** How big are they?
- Server:** Oh, they're giant, sir.
- Brandon:** OK. I'll have them.
- Server:** And what would you like for your main dish?
- Brandon:** Let me see. I'll have the steak. What does it come with?
- Server:** It comes with a baked potato or a salad.
- Brandon:** The salad, please.
- Server:** How do you want your steak?
- Brandon:** Medium rare.
- Server:** Anything to drink?
- Brandon:** Some water. No ice, please.
- ...
- Server:** Here are your shrimp, sir. Enjoy!



- 1 He wants some calamari
- 2 He orders the steak
- 3 He wants the salad
- 4 He would like some water
- 5 No, he doesn't

Your Ending



What's Brandon's response?

- 1 These are your large shrimp?
- 2 If these are giant shrimp, imagine the small ones!
- 3 How big is my steak?
- 4 Your idea: _____

About the Conversation

1. What does Brandon want as an appetizer?
2. What does he order as a main dish?
3. What does he want with his steak?
4. What would he like to drink?
5. Does he ask for any dessert?

Your Turn

Role-play ordering food in a restaurant. Order an appetizer, a main dish, and a dessert. Take turns being the server and the customer.

7 About You

1. Do you like to eat out?
2. What kind of ethnic restaurants are there in your town?
3. Do you like to try different kinds of foods?
4. What foods do you like best?
5. What are the most popular foods in your country?



8 Reading

Before Reading

What do you know about international foods?
Discuss in a group.



Globalization of Foods

International fast-food chains are becoming more and more popular everywhere! You can have burgers, sandwiches, pizza, ice cream, coffee, and soft drinks in restaurants in the Americas, Europe, and Asia. In general, pizza in New York tastes more or less like a pizza in Italy or Hong Kong. However, there are some changes in the food according to the tastes and culture of the different countries. For example, in Japan, you can get a shrimp burger at McDonald's, and in KSA, the McArabia sandwich with chicken or beef is very popular.

Some famous brands had difficulty when they first entered certain countries. For example, in Peru, the most popular soft drink was and still is Inca Kola. Coca Cola couldn't compete against Inca Kola, so they

bought the factory. Now they produce Coca Cola and Inca Kola. In China, people usually drink tea, but coffee is becoming more and more popular. There are about 4,800 Starbucks coffee shops in the country.

In the past, most ethnic foods were just local. Nowadays with globalization, ethnic foods are also becoming popular everywhere. Pizza is originally from Italy, but today there are over 78,000 pizzerias in the U.S., and the number is growing. Asian food is found in food courts everywhere. And one of the most popular Middle Eastern foods around the world is shawarma, which is sometimes also called doner.



After Reading

1. What are some foods you can have in restaurants all over the world?
2. Is pizza similar in Italy and New York?
3. What is the most popular soft drink in Peru?
4. Is Starbucks successful in China?
5. What is another name for shawarma?

Discussion

You are going to have dinner in a good restaurant with a group of students in your class. Discuss what to eat.

- 1 burgers, sandwiches, pizza, ice cream, coffee, and soft drinks
- 2 Yes, more or less
- 3 Inca Kola
- 4 Yes, it is
- 5 doner

5 Is There Any Ice Cream?



9 Writing

- A. In groups of three, talk about your favorite foods. Find a dish that everyone in the group likes. Discuss the ingredients and how to prepare the dish.

Writing Corner

1. Use sequence words to show the order things happen: *first, next, then, after that, finally*.
To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time words such as *when* and *until*.
Fry the onion in oil **until** it is golden brown.
When the water boils, put the spaghetti in the pot.

- B. Put the directions for the recipe in the correct order. Number the steps 1–8.

Cheese and Mushroom Omelet

Ingredients:

- 2 large eggs
- salt and pepper
- 3-4 sliced mushrooms
- 1 tablespoon butter
- ¼ cup grated cheese



Directions:

- 5 Next, pour the eggs into the frying pan with the mushrooms.
- 2 Add a little salt and pepper, and mix the eggs with a fork.
- 8 Finally, slide the omelet onto a plate.
- 6 When the eggs start to cook, sprinkle the cheese on top.
- 1 First, break the eggs into a mixing bowl.
- 4 Melt the butter, and fry the mushrooms until golden brown.
- 7 Then, fold the omelet in half.
- 3 After that, put the butter in a frying pan.

- C. Write a recipe for a dish that you know how to make. Make a list of ingredients. Use the

Traditional foods comprise a vital aspect of individuals' cultural heritage. Kabsa is my favorite dish and it is also popular in the kingdom of Saudi Arabia. This dish is a delicious blend of basmati (usually) rice cooked with a variety of meats, vegetables and spices. The beauty of traditional Kabsa is the way it is cooked. In Saudi Arabia, kabsa is prepared with all kinds of meats, including chicken, beef, goat, lamb and even camel. Fish and shrimp options are available as well. In addition, most kabsa is flavored with a combination of cloves, cardamom, saffron, cinnamon. The methods for preparing Kabsa is: First, put the onion and the oil in a pressure cooker with medium heat then stir until tender. Next add the meat to the onion and stir the meat with the onion. After that cut the tomatoes in small pieces and put them in the pot with one small spoon tomato sauce. Finally add the rice and water then add the spices from Saudi Arabia. Put the top on the pressure cooker and lock it. You must wait 30 minutes it will be done. This is one way to make Kabsa. There is another way to make Kabsa First Put the water and the pieces of meat in a big pot with high heat. After the water is boiling decrease the fire, cover the pot and cook for one hour. Use the medium pot and cook the vegetable oil and onions from 4 to 6 minutes. Next, "add tomatoes, chili pepper, cumin powder, cardamom powder, black pepper, cinnamon stick, tomato paste, MAGGI Chicken Bouillon cubes and cook with constant stirring for 3-4 minutes (2010)." Add the meat with liquid and add the rice. Finally Boil everything, decrease the fire, and cover the top for 20 minutes

11 Form, Meaning and Function

Too and Enough

Too can be placed before adjectives.

I don't like the soup. It's **too** salty.

Too much can be placed before noncount nouns and too many before count nouns.

I don't like the soup. There's **too much** salt in it.

I don't like the soup. There are **too many** carrots in it.

Enough can be placed after adjectives.

Don't add more salt. The soup is salty **enough**.

Enough can be placed before count and noncount nouns.

We have **enough** eggs, but we don't have **enough** sugar.

A phrase with too or enough can be followed by an infinitive phrase.

The soup is **too** hot to eat.

I have **enough** vegetables to make a salad.



A. Complete the sentences with **too** or **enough**.

- I don't have **enough** time to cook dinner.
- This restaurant is **too** crowded. Let's eat somewhere else.
- There were **too** many sandwiches, but not **enough** salad.
- No more, thank you. That's **enough** rice for me.
- It's **too** hot in here. Can we turn on the air conditioner?
- These shoes are **too** big, and those shoes aren't big **enough**.

B. Complete the sentences with **too much**, **too many**, or **not enough**.

- There are **too many** people in this restaurant. We can't find a table.
- There are **too many** desserts to choose from. I want to try them all!
- too much** sugar and **too many** sweets aren't good for you.
- I can't eat all this. There's **too much** pasta on my plate.
- I have **too much** work to do and **not enough** free time to relax.
- He's still hungry. There was **not enough** food.

C. Complete the sentences with an infinitive phrase.

- It's too late **to call him on the phone**.
- There isn't enough time **to finish the work**.
- Do we have enough eggs **to make a cake**?
- He's too young **to drive a car**.
- I'm too tired **to go for a walk**.
- Are you too busy **to help me with my homework**?

1 Language Review



A. Write what the people in the jobs do.

🔦 A teacher teaches.

- | | |
|-------------------------------------|------------------------------------|
| 1. A driver <u>drives</u> . | 5. A student <u>studies</u> . |
| 2. A translator <u>tranelates</u> . | 6. A salesperson <u>sells</u> . |
| 3. A manager <u>manages</u> . | 7. A reporter <u>reports</u> . |
| 4. A writer <u>writes</u> . | 8. A nurse <u>cares for sick</u> . |

B. Rewrite the sentences. Change **can** or **can't** to **know how to** or **don't know how to**.

🔦 I can swim very well. I know how to swim very well.

🔦 I can't swim at all. I don't know how to swim at all.

- | | |
|--|--|
| 1. I can speak Spanish. | <u>I know how to speak Spanish</u> |
| 2. That student can't type. | <u>That student doesn't know how to type</u> |
| 3. Refaa can make her own clothes. | <u>Refaa knows how to make her own clothes</u> |
| 4. Farah can cook delicious Indian food. | <u>Farah knows how to cook delicious food</u> |
| 5. Most of my friends can't play chess. | <u>Most at my friends don't know how to play chess</u> |

C. Look at the picture, and answer the questions.



🔦 Is the police officer wearing jeans?

1. Is the young man buying a burger?

2. Are the man and woman taking a bus?

3. Is the boy riding a bike?

4. Is the tourist reading a book?

5. Is the businessman sending an email?

No, he isn't. He's wearing a uniform.

No, he isn't. He is buying an ice cream

No, they aren't. They are taking a taxi

No, he isn't. he is riding a skateboard

No, he isn't. he is reading a map

No, he isn't. he is having a phone call



D. Complete the conversation. Then practice with a partner.

Fahd: What is (1. be) your favorite pastime?

Tom: Board games, I guess. I have (2. have) lots of them. But Scrabble is my favorite.
Do you know (3. know) how to play (4. play) it?

Fahd: No, I don't.

Tom: Well, it is (5. be) easy. I can teach (6. teach) you some time.

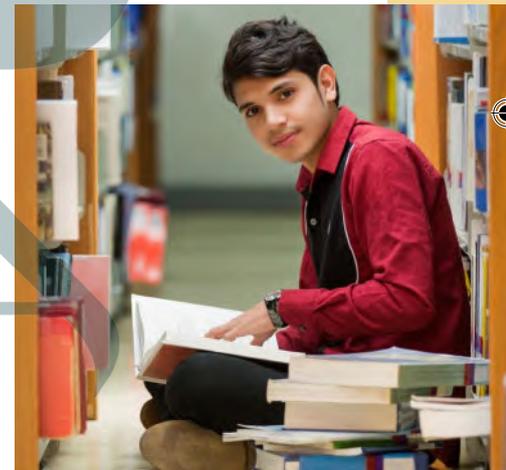
Fahd: I prefer (7. prefer) something up-to-date, like video games. I think video games are (8. be) good for your mental health, and they are (9. be) a good way to get rid of stress.

Tom: Yeah, but some people become (10. become) addicted to video games. They play (11. play) for many hours at one time.

Fahd: Well, I know (12. know) people that play Scrabble for an entire afternoon. Sometimes my friend Mike starts (13. start) a game with friends after lunch, and he doesn't finish (14. not finish) until dinner time.

E. Make questions for the answers.

- Who is that _____ ?
That's Adnan. He's our neighbor.
- What does your brother do _____ ?
My brother's a computer programmer.
- When does Maha wake up _____ ?
Maha wakes up early every day.
- When do you study, after school _____ ?
I usually study in the evening, after school.
- Do you know how to cook _____ ?
No, I can't cook. But I know some really good restaurants.



F. Complete the conversations.

- A:** Why don't you have _____ chicken?
B: No, thank you. I _____ eat meat. I'm a vegetarian.
- A:** How about _____ seafood? The shrimp here are very nice.
B: I can't eat _____ seafood. I get red spots on my body _____ I eat shrimp.
- A:** _____ you like some dessert?
B: Yes, good idea. Do you have _____ fruit?
A: No, we don't have _____. _____ about a piece of chocolate cake?
B: I'm on a diet. I'm trying to _____ weight.



2 Reading

Before Reading

Look at the photos.
What do you think is happening?



LET THE GAMES BEGIN

Ask teenagers around the world how they love to spend their free time, and chances are they'll say video games. But no country can compare to South Korea for love of video games!

You walk around the COEX mall in Seoul on the weekend, and you look around. Teenagers are hanging out, people are shopping, families are eating in food courts, children are having fun... It's just like any other mall. And then you hear screams that are coming from the end of a corridor in the huge building. You walk in, and what do you see? Hundreds of young people are waving signs and chanting slogans. They are the fans of some of the nation's most famous sports stars, such as Lim-Yo-Hwan, Choi Yeon-Sung, and Suh-Ji-Houn. Their sport is something you don't normally find in the West. They are professional video gamers. People admire them for their skill in the science-fiction strategy game *StarCraft*. Next to these players is a panel of commentators and dozens of reporters. The players are not competing today. They are here for selection for a coming tournament.



There are two full-time video game television networks in Korea, and competitive gaming is one of the top televised sports. Thousands of fans attend the *StarCraft* tournament finals in stadiums.

But public video game areas aren't just for top players. South Korea has more than 20,000 public PC gaming rooms, or "bangs," which attract more than a million people a day. Video games are exciting and offer some real opportunities to solve problems and use strategic and critical thinking skills. Some parents actually encourage their children to play such video games as a way to relax, as an escape from academic pressure, and as a fun way to use brainpower.

Discussion

- The good things :-** 1- Encourage teamwork 2- provide a fun 3- develop skills in reading, math
The bad things :- 1- sleeping problems 2- social problems 3- poor school performance
- video gaming can be a good or a bad thing, depending on your gaming habits. Recent studies have shown that video games can have a positive or negative effect on how players behave, depending on the content**



After Reading

A. Match the words with the meanings.

- | | |
|------------------------|---|
| 1. <u>d</u> screams | a. to tell someone it's a good idea to do something |
| 2. <u>e</u> tournament | b. group of TV stations |
| 3. <u>b</u> network | c. stress |
| 4. <u>a</u> encourage | d. shouting |
| 5. <u>c</u> pressure | e. competition among a group of people |

- B. Answer the questions.
- What are teenagers doing? **Teenagers are hanging out, people are shopping, families are eating in food courts, and children are having fun**
 - What are the screams coming from? **There are screams coming from a part of the mall where people are playing video games**
 - What are the people doing? **They are waving signs and chanting slogans**
 - Who are the people? **They are Lim-Yo-Hwan, Choi Yeon—Sung, and Suh-Ji-Houn**
 - What are they? **They are professional video gamers**
 - Are they? **No, they aren't**
 - Where are they? **They are in stadiums**
 - What is a "bang"? **A "bang" is a public PC gaming room**
 - What do they encourage their children to do? **They encourage their children to play video games as a way to relax, as an escape from academic pressure, and as a fun way to use brainpower**

Discussion

- Discuss the advantages and disadvantages of video gaming.
- Do you think video games are good or bad? Explain why.

Writing

Write about your favourite sport.

- How do you play it? **Football is my favourite sport. I play it with my friends. The rules of this sport aren't complicated. Basically, there are usually 11 players on a team, and each team tries to score goals by kicking the ball into a net**
- What do you like about it? **It is the most popular sport in the world. There are many football teams around the world but once every four years, the teams from around the world gather to play the same game in the world Cup**
- How often do you play it? **I play it once a week and I'm very good at it**
- What special skills do you need? **The ancient Greeks and Romans played football over two thousand years ago. Fitness, speed and training every day are needed to get strength muscles especially for the legs**

3 Reading

Before Reading

Look at the name of the food in the title of each section. What do you know about each food? Is it healthful or not?

Foods: TRUTHS AND LIES

Every day, new discoveries about food help change ideas that people had about certain items. Some food villains of the past are perfectly acceptable in today's diets.



Margarine

Margarine was introduced officially in the United States in 1950 as a substitute for butter. However, margarine contained trans fats,* which were worse than the saturated fat in butter. Nowadays, makers of margarine take out trans fats, and some brands include ingredients that help to protect the heart.



Eggs

Eggs can be a problem for people with high cholesterol, especially if the eggs are fried. For healthy people, eggs are a good source of protein and are good for the heart and brain. However, you shouldn't eat a lot of eggs.



Chocolate

People long associated chocolate with obesity, high cholesterol, and acne, because it contains sugar and saturated fats. Recent studies show that dark chocolate protects the heart, because it reduces the bad cholesterol and helps to lower blood pressure. Some nutritionists recommend one square from a bar a day.



Sandwiches

People said, "A sandwich isn't a substitute for a good meal." But some sandwiches can be a good healthy choice. One example is turkey or smoked salmon, with cheese, tomato, avocado, and lettuce on whole wheat bread, especially if you have the sandwich together with a glass of fresh orange juice.



Oils

Oils often have saturated fat, and generally they aren't good for you. However, olive oil is an exception. Olive oil increases the "good" cholesterol and helps to eliminate the "bad" cholesterol. In ancient times, people used olive oil as medicine.



Milk

Milk and other dairy products such as cheese and yogurt are considered the perfect foods for young and old. They provide the body with necessary calcium. Unfortunately, a large portion of the world's population cannot drink milk because they cannot tolerate the lactose in cow's milk. They need to find calcium in other sources.

*Trans fats result when liquid oils are made into solid fats. They are like saturated fat and raise the "bad" cholesterol level. Trans fats can be found in cookies, snacks, margarine, and other processed foods.

After Reading

1. What was the problem with eating margarine?
2. Why are eggs good for you?
3. How does chocolate help protect the heart?
4. How much chocolate should you eat a day?
5. Why is olive oil good for you?
6. Why can't many people drink milk?

Discussion

1. What is your opinion about the foods mentioned in the text?
2. What is your favorite food or drink?
3. Are young people in your country worried about eating healthy?
4. What do young people usually eat?
5. Is fast food popular in your country?
6. What do you think are the good and bad things about fast food?

4 Writing

Write about a food that you think is good or bad for your health.
Defend your point of view.

5 Project

Research healthful diets.
Which foods are considered
healthful and unhealthy
for young people?



6 Chant Along



Just Another Day

I wake up in the morning,
 And I crawl out of bed.
 I don't feel like movin'—
 Got a whole day ahead.
 I grab a cup of coffee
 And make myself a bite.
 My head is aching—
 Didn't sleep all night.

Chorus

It's just another working day.
 Nothing in this job to look forward to.
 I want to get away—
 Get away from this strife
 I got to do something,
 Something good with my life.

The boss calls me in:
 "You're not doing your share.
 You don't fit in,
 And you don't seem to care.
 Get your act together.
 I've had enough.
 Just one more chance
 Or you'll be laid off."

Chorus

It's six o'clock,
 And it's time to go home—
 Shut the laptop down
 And hang up the phone.
 I rush to the station
 And stand on the train.
 Tomorrow at eight
 I'll be back again.

Chorus



Vocabulary

A. Match the words with the meanings.

- | | |
|-----------------------------|--|
| 1. <u>e</u> grab | a. a part that rightly belongs to a person |
| 2. <u>d</u> ache | b. difficulty |
| 3. <u>f</u> look forward to | c. hurry |
| 4. <u>b</u> strife | d. feel a pain |
| 5. <u>a</u> share | e. take into your hand quickly and firmly |
| 6. <u>c</u> rush | f. think about something in the future with pleasure |

B. Circle the correct meaning of each expression.

- crawl out of bed (get up slowly / walk on your hands and knees)
- make myself a bite (bite yourself / make a snack for yourself)
- you don't fit in (your clothes don't fit / you aren't part of the team)
- get your act together (wear more formal clothes / do a better job)
- you'll be laid off (you'll lose your job / you'll be moved to a different job)

Comprehension

Answer the questions.

- | | |
|---------------------------------|--|
| 1. How does the man feel? | 1 He feels bad |
| 2. Is he looking for a new job? | 2 No, he isn't |
| 3. Does he eat breakfast? | 3 Yes, he does |
| 4. Why is his head hurting? | 4 He didn't sleep all night |
| | 5 He's not doing his share, he doesn't fit in, and he doesn't seem to care |
| | 6 He finishes work at six o'clock |
| | 7 He usually has a bad day |

Discussion

- Why do you think the man didn't sleep all night?
- Why does the man want to change his job?
- Do you think it's a good idea for the man to change jobs? Why or why not?

7 Writing

In your own words, write about a typical day in the life of the man from the chant.

8 Project

Think about what you do every day. Write two or three verses like the chant about a typical day in your life. Include a chorus.



6 What Was It Like?



1 Listen and Discuss

Here is a list of museum exhibits in a city. Which ones interest you? Why?

THE “WHAT’S ON?” MUSEUM GUIDE

Pick the dates you would like to see the exhibit.
Search for tickets by date range (MM-DD-YYYY).

Search

Start Over

- About Us
- Exhibits
- Galleries
- Museums
- Sights
- Tours

MUSEUM OF CONTEMPORARY ART

THE WORLD OF MIRÓ

Temporary exhibit of works by the Spanish artist

May 3 – July 29
10 A.M. – 6 P.M.
Closed Saturdays
Tickets: \$5
Students free



MUSEUM OF NATURAL HISTORY

THE JURASSIC EXPERIENCE

JOURNEY THROUGH TIME AND
COME FACE-TO-FACE WITH A GIANT
TYRANNOSAURUS REX

Hours
Open daily
10 A.M. – 5 P.M.
Admission
\$6, \$8, \$11



ISLAMIC HERITAGE MUSEUM

ART OF THE PEN: ARABIC CALLIGRAPHY

Admire the beautiful art of Arabic calligraphy
and Holy Qur’anic verse

June 1 – August 15
Hours:
9 A.M. – 6 P.M.
Closed Sundays
Special discount
for school groups



MUSEUM OF SCIENCE AND TECHNOLOGY

THE SKY’S NOT THE LIMIT

Discover technology: past — present — future
Go on a safari through space

Museum
9 A.M. to 7 P.M.
Planetarium shows
6 P.M. and 7 P.M.
Schools only
11 A.M.



What did you do on the weekend?

I went to the Science Museum.

What was it like?

It was amazing!

OLD AND NEW TECHNOLOGY



NAVIGATION
Learn how navigators traveled the oceans



TRANSPORTATION
Visit our vintage car and plane collection



AERONAUTICS
See an original space shuttle



ELECTRICITY
Discover how electric currents work



ROBOTICS
Shake hands with a moving robot



PLANETARIUM
Explore space with astronauts



The world of Nliro, Art of the Pen: Arabic Calligraphy, and perhaps the Natural History Museum

Quick Check ✓

- A. **Vocabulary.** Mark the exhibits that have student discounts.
- B. **Comprehension.** Answer the questions about the museums.
 1. Where can you see dinosaurs?
 2. Where can you learn about calligraphy?
 3. Where did one of the boys go on the weekend?
 4. What was the Science Museum like?

2 Pair Work

A. **Ask** and **answer.**

- 1 You can see dinosaurs at the Museum of Natural History
- 2 You can learn about calligraphy at the Islamic Heritage Museum
- 3 He went to the Science Museum
- 4 It was amazing

It was interesting. I really liked the football exhibit.

3 Grammar

Simple Past Tense: *be*

I
He **was** at home.
She

We
You **were** at home.
They

Information Questions (?)

How **was** the museum tour?
How **was** the guide?
What **were** the exhibits like?

Affirmative (+)

It **was** good.
He/She **was** great.
They **were** very good.

Negative (-)

It **wasn't** good.
He/She **wasn't** great.
They **weren't** very good.

Yes-No Questions (?)

Was the game exciting?
Were the players good?

Short Answers (+)

Yes, it **was**.
Yes, they **were**.

Short Answers (-)

No, it **wasn't**.
No, they **weren't**.

Simple Past Tense: Regular and Irregular Verbs

Information Questions (?)

What **did** you **do** last weekend?
Where **did** they **go** on Thursday?

Affirmative (+)

I **stayed** home.
They **went** to the beach.

Negative (-)

I **didn't stay** home.
They **didn't go** to the beach.

Yes-No Questions (?)

Did you/he/they **like** the museum?

Short Answers (+)

Yes, I/he/they **did**.

Short Answers (-)

No, I/he/they **didn't**.

Regular past tense verbs end in *-ed* in the affirmative. Most English verbs are regular.

Irregular Past Forms

buy— bought	eat— ate	go— went	meet— met	swim— swam
come— came	feel— felt	have— had	ride— rode	take— took
do— did	fly— flew	know— knew	see— saw	win— won
drink— drank	get— got	leave— left	sleep— slept	write— wrote
drive— drove	give— gave	make— made	spend— spent	

Note: See the list of irregular verbs on page 180.

A. Complete the conversations. Use the past tense of **be**. Then practice with a partner.

- A:** Where **was** the football game?
B: It **was** at King Fahd Stadium.
A: Which team won?
B: Saudi Arabia. They really **were** much better.
- A:** Where **were** you on Thursday night?
B: I **was** at a restaurant.
A: What **was** the food like?
B: It **was** Indian. It **was** delicious.

- A:** How **was** the exhibit?
B: It **was** very interesting. But the lines to get in **were** very long.





B. Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.

Fahd: What **did** you **do** (1. do) yesterday?

Imad: I **watched** (2. watch) the football game between the KSA and Belgium from 1994.

Fahd: **Were** (3. be) there many people in the stadium that day?

Imad: Yes. It **was** (4. be) very crowded.

Fahd: **Did** Saudi Arabia **play** (5. play) well?

Imad: Yes, the team **played** (6. play) a fantastic game.

Fahd: **Did** they **win** (7. win) the game?

Imad: Yes. They **won** (8. win) by one goal!

C. Complete the paragraph. Use the past tense of the verbs in parentheses.

Last night the first episode of the series *Back to the Past* **was** (1. be) on Channel 5. It's an interesting science fiction series about a scientist, Professor Sparks, and his fantastic time machine. He **wanted** (2. want) to travel to the future, but something **happened** (3. happen), and he **went** (4. go) back to the age of the dinosaurs. At first, the professor **was** (5. be) very excited. It **was** (6. be) an opportunity for him to study the Jurassic Period. Then Sparks **saw** (7. see) that he **didn't have** (8. not have) any food. He **didn't know** (9. not know) how to hunt, to fish, or to make a fire.

But he **had** (10. have) a Swiss Army knife, a box of matches, and... his brains. What **did** he **do** (11. do)? What do you think?

4 Listening

Listen to the radio reviews. Are they good (+) or bad (-)? Mark the correct column.

Did the reporter like...	Good (+)	Bad (-)
1. the football game?		✓
2. the restaurant?		✓
3. the modern art exhibit?		✓
4. the new shopping mall?	✓	

5 Pronunciation

Listen to the pronunciation of the past tense endings. Then practice.

/t/

liked

missed

watched

/d/

played

happened

jogged

/ɪd/

visited

needed

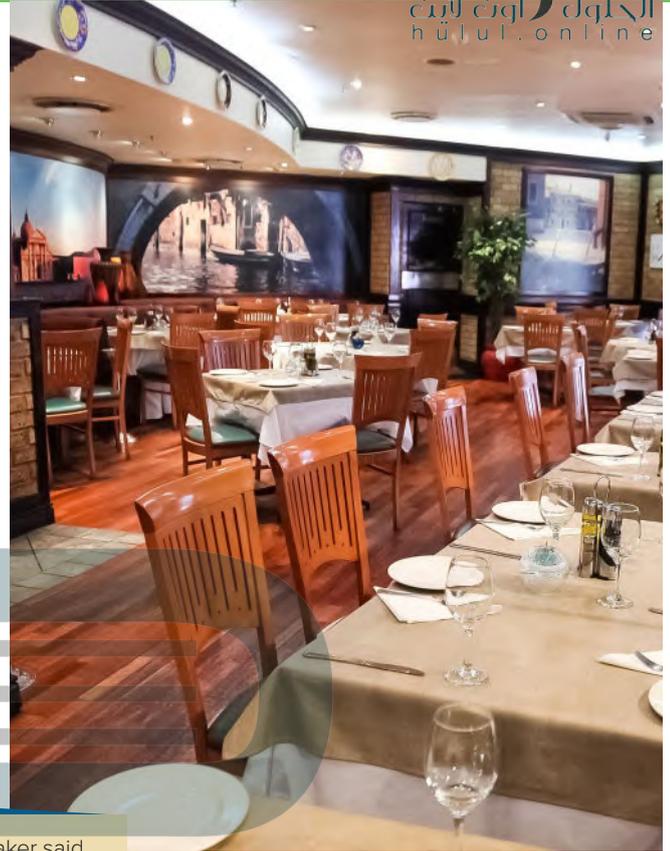
invited

6 What Was It Like?



6 Conversation

- Majid:** Where were you last night? I called you several times and left messages on your voice mail.
- Walid:** I was at home studying, and my cell phone was turned off.
- Majid:** **That's too bad.** I had invitations for the opening of *Vesuvius*, the new Italian pizzeria.
- Walid:** **You did?** Oh, I heard about it. What was it like?
- Majid:** Fantastic! The place is really awesome. It was like the inside of a volcano. The walls and the floor were red, and the lights made them look like they were red hot lava. The service was great. There were over 25 pizzas on the menu, and the Red Hot Volcano special was **out of this world!**
- Walid:** I'm so sorry I missed it. Maybe we can go next weekend.
- Majid:** Yeah, you can invite me anytime!



Real Talk

- That's too bad.** = an expression to show you're sorry about what the speaker said
- You did?** = a short question, used here to express surprise
- out of this world** = an expression used to say that something is very good

About the Conversation

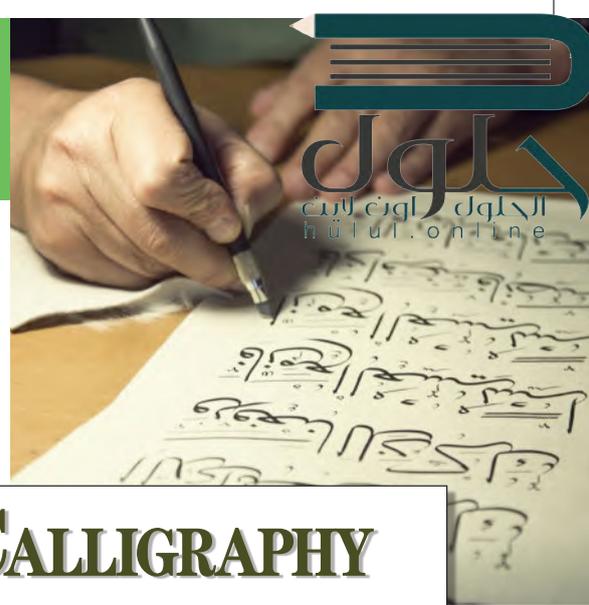
1. Where was Walid?
2. Why didn't he get Majid's messages?
3. Why did Majid call him?
4. What was the restaurant like?
5. What was the service like?
6. Does Majid want to go back?

- 1 He was at home studying
- 2 His cell phone was turned off
- 3 He had invitations for the opening of the new pizzeria
- 4 It was fantastic
- 5 It was great
- 6 Yes, he does

went to the mall

7 About You

1. Did you ever go to an interesting museum? What was it like? **Yes, I did. It was interesting.**
2. Did you ever go to a sports game? What was it like? **Yes, I did. It was boring.**
3. Did you ever see an interesting film on TV? What was it about? **Yes, I did. It was about the history of Roma.**
4. Did you ever eat at a nice restaurant? What was it like? **Yes, I did. It was delicious.**
5. What events are going on in your town this weekend? **I'm going for a camp.**



8 Reading

Before Reading

What do you know about calligraphy? Can you write calligraphy?

ART OF THE PEN: ARABIC CALLIGRAPHY



This summer, the Islamic Heritage Museum is proud to present a special exhibit called *Art of the Pen: Arabic Calligraphy*. Admire the beautiful art of Arabic calligraphy and Holy Qur'anic verse. Learn about the history of calligraphy and its development.

Calligraphy and the Holy Qur'an

The word *calligraphy* means "beautiful writing." Arabic calligraphy has beautiful lines and shapes. But the true beauty of calligraphy is that it is used to write the holy words of the Qur'an. That is how and why the art of Arabic calligraphy started.

The first Arabic system of writing (script) was very simple. Then, with the spread of Islam, there was a need for a more expressive form of writing to communicate Allah's words in the Holy Qur'an.

It was important to have a clear script that all the people of Islam could easily read and understand.

Styles

Today, there are six main styles of Arabic calligraphy. One of the oldest styles is *Kufic* script. It has straight, geometric letters that make it easy to cut into wood or stone. This is the script calligraphers used to write the first copies of the Holy Qur'an.

The other main styles are cursive and have connecting letters. *Thuluth* is a long and elegant script that is often used to write the headings of *surahs*, Holy Qur'anic chapters. It is also the script of the Saudi Arabian flag. *Naskh* and *Ruq'ah* are popular scripts that are common in printing and handwriting. They are generally smaller and easier to read and write. *Farsi* or *Ta'liq*, which means "hanging," is an old script that is sometimes used in literature. *Diwani* is a very decorative style from the Ottoman Empire that is often seen on greeting cards.



After Reading

1. What is so beautiful about calligraphy?
2. Why did the Prophet Muhammad need a clear system of writing?
3. How is *Kufic* script different from other styles?
4. Where can you see examples of Arabic calligraphy?

- 1 It is used to write the holy words of the Qur'an
- 2 It was important to have a clear script that all the people of Islam could easily read and understand
- 3 *Kufic* script has straight, geometric letters that are not connected
- 4 *Thuluth* is often used to write the headings of surah and it is the script on the Saudi Arabian flag

6 What Was It Like?



9 Writing

A. Think about a museum, performance, or sports event that you attended. Try to remember as many sensory details as you can. Write notes in the chart.

	Sights	Sounds	Smells/Tastes	Touch/Feelings
National Museum of Saudi Arabia	historical objects	-----	-----	The pride of Islam and the pride of being a Saudi citizen.
The final football match in the champions league 2020	The Stadium was full of fans and audience	audience cheering	-----	Enthusiastic

C last year,I went to a retirement party for my uncle. Everything was perfect at the party, such as delicious food ,and beautiful decoration. Nevertheless,the music not too good . My uncle is very found of old songs and sad songs. I requested Dj boy to play some party songs, but he said the organizer gave him strict instructions to play only those songs which my uncle liked .Therefor, I felt bored ,but I had to attend the whole party because I didn't want to disappoint my uncle

B. Read about Faisal’s experience at a horse race. Learn the meaning of the words in the box. Then, complete the paragraph with the words.

nervous crowd thundered shook silent paraded excited cheered

Last month, I went to a horse race for the first time. Before the race, my father and I walked by the stables to see the horses. While the jockeys (1) **paraded** past us, one of the horses jumped up on its back legs. The horse, named Prince, was very (2) **nervous**, but the jockey looked confident. I said to my father, “That’s the winner!” Then we pushed through the noisy (3) **crowd** to find a place near the track. The horses were ready to start, and suddenly the crowd was (4) **silent**. “They’re off,” shouted the announcer. The horses (5) **thundered** past us, and it felt like the ground (6) **shook**. They disappeared around the track, so I looked in my binoculars. Prince was in front by a neck! I started to jump because I was so (7) **excited**. As they crossed the finish line, the crowd (8) **cheered**. Prince was the winner by two lengths!



C. Write about an interesting event. Use your notes from the chart.

The most interesting football match
The match between Al hilal vs Al ittihad is a big event in the kingdom of Saudi Arabia

10 Project

Check on the events in your brochure to the class.

وزارة التعليم
Ministry of Education
2022 561444

My first time attending a professional soccer game was an exhilarating, passionate, and emotional experience. The match was in 2020 in the Saudi Premier League competition and was in The King Fahd international Stadium between Al hilal vs Al ittihad . The match between al hilal vs al ittihad considered to be El Clásico as long as Al-Ittihad and Al-Hilal are the most successful football clubs in Saudi Arabia. The stadium was full of audience and fans It was really congested what’s more the sound of their cheering rises the sky of the city. At night stadium turned to flashing lights and music the sights were really amazing that made the soccer match more interesting and full of enthusiasm.



11 Form, Meaning and Function

Intensifiers

We use adverbs like *very*, *quite*, *really*, *pretty*, and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective.

It's a **very** interesting exhibit. Everyone was **pretty** excited.
It's a **really** interesting exhibit. Everyone was **extremely** excited.
It's **quite** an interesting exhibit. Everyone was **quite** excited.

Note: When there is a singular noun, *quite* goes before the article.

Intensifiers with Strong Adjectives

Strong adjectives are words like:

enormous; huge = very big	tiny = very small
brilliant = very clever	certain = very sure
excellent; wonderful; great = very good	awful; terrible = very bad
fantastic; amazing; awesome = very good	delicious = very tasty

We do not use *very* with strong adjectives. We can use adverbs like *absolutely*, *completely*, *totally*, *really*, *pretty*, and *quite*.

The cake is very tasty. The cake is **absolutely** delicious.
Are you really sure? Are you **totally/quite** certain?



A. Circle the correct word(s). In some cases, both words are correct.

The new pizzeria is (1. extremely / completely) popular. It's a (2. really / very) great place to spend the evening with friends. The decoration is (3. pretty / completely) awesome. The walls and the floor are (4. totally / quite) red, and the lights make it look like you're inside a volcano. The waiters are (5. absolutely / extremely) friendly, and the service is (6. very / quite) fast. There's a (7. quite / really) huge selection of pizzas on the menu, and the prices are (8. very / quite) reasonable. The Red Hot special is (9. absolutely / totally) delicious. So, invite your friends. It's (10. absolutely / very) fantastic!

B. Rewrite the sentences with different intensifiers and adjectives.

- The exhibit was very good. We had a really good time.
The exhibit was extremely interesting. We had a totally awesome time
- The exhibit was very bad. We had a very bad time.
The exhibit was quite boring. We had a completely terrible time
- The food was very bad, and the service was very bad.
The food was absolutely awful, and the service was quite slow
- The pizza was very good, and the service was very good.
The pizza was really delicious and the service was extremely friendly
- That's a very good idea. It's very clever.
That's a really great idea. It's absolutely brilliant

7 What Happened?



1 Listen and Discuss

1. Look at the photos. What do you think happened?
2. What causes traffic accidents in your country?

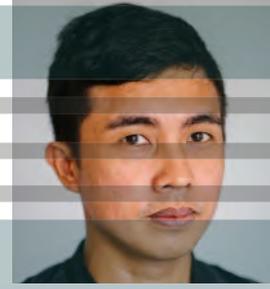


The Scene of the Accident

The accident happened 10 minutes ago.

Witness 1

I'm relieved that no one was hurt.



SUV driver

I was sleepy, and I didn't see the car coming.



Witness 2

The car driver was on his cell phone. He didn't see the stop sign.

Car driver

I saw nothing. I'm really worried because I don't have any car insurance.

Passenger

I'm always nervous when I ride with him.



Police officer

I'm not surprised. This is the third accident here this week. Someone needs to put a traffic light at this intersection.

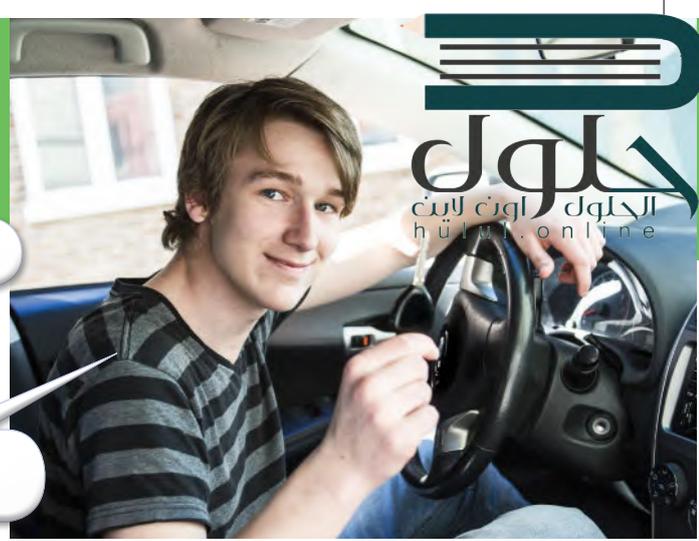
Case Number: ACC 05/04/12/3462
Incident: Motor Vehicle Accident
Reporting Officer: Officer James Smith



Police Report

There was another accident at the corner of Lake and Willow. The accident happened around 3:15 P.M. An SUV crashed into a car. Fortunately, there were no injuries. It was the car driver's fault because he didn't stop at the stop sign. He was talking on his cell phone.





Why are you so happy?

Because I just got my driver's license.

Feelings



happy



sad



tired



sleepy



angry



worried



nervous



scared

Quick Check ✓

A. Vocabulary. Match the words with the meaning.

- | | |
|--------------------------|-------------------------------------|
| 1. <u>d</u> witness | a. hurt from an accident |
| 2. <u>c</u> insurance | b. where two roads cross |
| 3. <u>b</u> intersection | c. payment for costs of an accident |
| 4. <u>a</u> injury | d. someone who saw an event |

B. Comprehension. Answer the questions. Use the information from the police officer and in the police report.

- When did the accident happen?
- Did the car stop at the stop sign?
- Were there any injuries?
- Was it the SUV driver's fault?
- How many accidents happened at this corner this week?

1 It happened at around 3 : 15 in the afternoon

2 No, it didn't

3 No, there weren't

4 No, it wasn't

5 Three accidents happened this week

2 Pair Work

A. Ask and answer about the accident.

-  Why was the witness relieved?
-  Because no one was hurt.
-  What happened?
-  An SUV hit a car.

B. Ask and answer about yourself.

-  When were you last worried?
-  About a month ago. I lost my cell phone.

7 What Happened?



3 Grammar

There Was / There Were

Singular

There was an accident. (+)

There wasn't a traffic light. (-)

Plural

There were three accidents this week. (+)

There weren't many cars in the street. (-)

Why / Because

Q: Why are you worried?

A: Because I have a test tomorrow.

Q: Why did the driver start to shout?

A: Because he was angry.

Adverb: Ago

They saw Ahmed in his office 10 minutes **ago**.

Pronouns: Someone, No One, Nothing, Anything

Someone helped the driver get out of the car. Did you hear **anything**?

Fortunately, **no one** was hurt in the accident. I didn't hear **anything**. I was asleep.

And **nothing** was wrong with the car.

A. Work with a partner. Ask and answer.

A: Why are the fans happy?

B: Because their team won the game.

A: Why are the boys worried?

B: Because they broke the window

A: Why is Nawal angry?

B: Because her sister ate her sandwich



1. boys / worried

A: Why are the boys worried
B: Because, they broke the window



2. Nawal / angry

A: Why is Nawal angry
B: Because her sister ate her sandwich



3. parents / sad

A: Why are the parents sad
B: Because, their son is leaving home



4. officer / surprised

A: Why is the officer surprised
B: Because, the boy isn't hurt



B. Complete the report. Use the past tense of the verbs in parentheses.

PD Witness Report

I **was** (1. be) across the road, and I **saw** (2. see) what happened. The young man in the car **didn't see** (3. not see) that **there was** (4. there be) a stop sign on the corner because he was on his cell phone. He was surprised when the truck **hit** (5. hit) him. His car **crashed** (6. crash) into a newsstand. Fortunately, **there weren't** (7. there not be) many people in the street at the time. Mr. Raffi, the owner of the newsstand, was nervous and upset, but he **wasn't** (8. not be) hurt. Two weeks ago, **there was** (9. there be) another accident in the same place between a motorcycle and a taxi.

Signature: *Ryan McNeal*

C. Write your answers. Use **ago**. Then share answers with a partner.

- When did you last read a good book? *I last read a good book two weeks ago on vacation.*
- When did you last see a good exhibit? *I last saw a good exhibit four days ago*
 - When did you first use a computer? *I first used a computer five days ago on weekend*
 - When did you last eat a delicious meal? *I last ate a delicious meal three weeks ago*
 - When did you last go shopping? *I last went shopping two days ago on Friday*

D. Complete the sentences. Use **someone, no one, nothing**, or **anything**.

- I was there, but I didn't see **anything**.
- No one** can say that I didn't try. I worked hard.
- Can **some one** please help me?!
- Why are you angry? I did **nothing** wrong.
- I'm surprised **no one** heard the loud crash.
- The children are bored because there's **nothing** to do here.

4 Listening

Answer **yes** or **no** about the accident.

Harry Skinner

- no** The light was green for the truck.
- yes** The truck hit the bus.
- yes** No one was injured.
- yes** In the end, everyone was OK.

Jill Black

- yes** The light was green for the truck.
- yes** The truck hit the bus.
- yes** No one was injured.
- yes** In the end, Jill is worried.

5 Pronunciation

Listen to the **h** sound. Then practice.

I'm **h**appy for you.
Are you **h**urt?
Is **h**e **h**ungry?

7 What Happened?

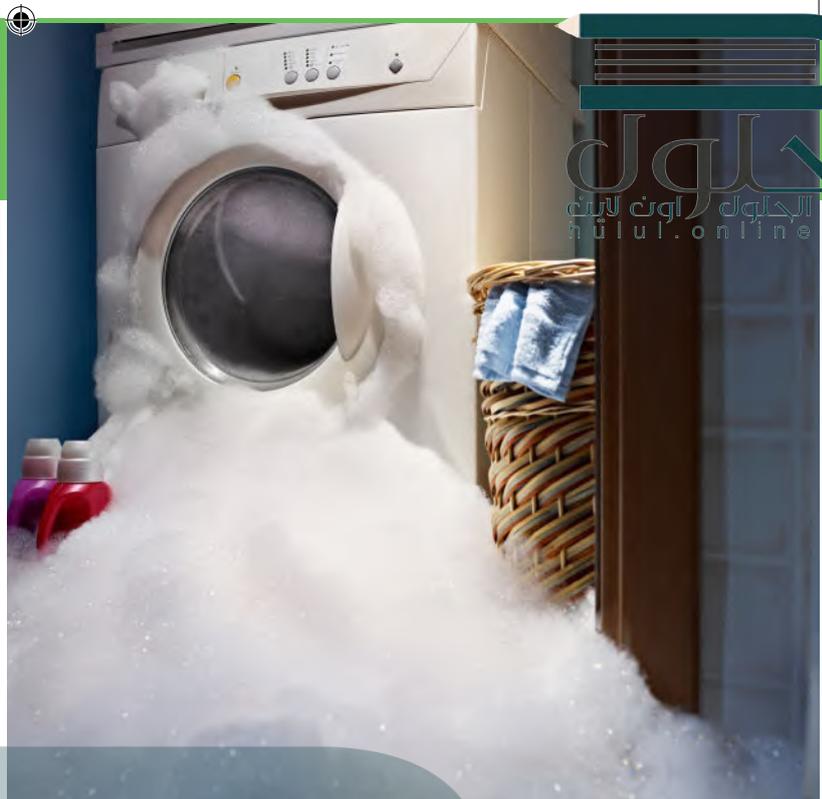
6 Conversation



- Daughter:** Mom, can I talk to you?
Mother: I'm busy right now.
Daughter: It'll only take a minute.
Mother: OK. What's up?
Daughter: Well, I have some good news and some bad news. Which one do you want to hear first?
Mother: Give me the good news.
Daughter: I got an A on my history report.
Mother: That's great. And what's the bad news?
Daughter: Now don't be angry, Mom. Don't lose your cool, please. The thing is, I broke the washing machine. There's soap and water everywhere!
Mother: You did what?



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Your Ending

- 1 She wants to talk to her mother
- 2 She's busy
- 3 The daughter got an A on her history report
- 4 The daughter broke the washing machine

Real Talk

It'll only take a minute. = It's going to be very quick.

What's up? = What's happening?

Don't lose your cool = Don't get angry

The thing is = The problem is

About the Conversation

1. What does the daughter want?
2. Why can't her mom talk to her?
3. What is the good news?
4. What is the bad news?

Your Turn

Role-play with a partner. Give bad news to a friend. You borrowed his/her bike, camera, video game, etc., and something happened to it. Then change roles.

7 About You



1. Were you ever in an accident? Or do you?
2. How long ago was it?
3. What happened? Was anyone hurt?
4. How did you or the person you know feel?

- Sister:** Dear brother, can i talk to you
Brother: I have a lot of things to do, I'm busy
Sister: it takes only one minute
Brother: Ok, What's up
Sister: I have some bad news for you
Brother: Tell me what is happening
Sister: Don't get angry ,brother . I lost your wallet
Brother: What did you say

8 Reading

Before Reading

What does it mean to be “cool”? Discuss with a partner what things you can do to be cool.

So You Want to Be **COOL**

Are you worried about your clothes?

Are you nervous because you have to speak in front of the class?

Are you sad because someone said something bad about you?

Are you unhappy because you don't have many friends?

Teenage Express magazine offers some ideas on how to be cool.



- Think of your good qualities. List them. You're going to find that you have a lot of them!
- Take care of your appearance and your clothes. Keep your hair clean and well-groomed. Your clothes don't have to be expensive. They just have to look nice. Sometimes a comfortable, classic look is better than the latest extreme style.
- Compliment people and smile a lot. Meet new people and be friendly to them. Don't be shy. If you want to meet someone, go ahead and introduce yourself. People usually like an outgoing person.
- Be very nice to everyone. But if someone bothers you, defend yourself and say what you think. Never let anyone bring you down. Stand up for yourself.
- Ignore negative things people say about you. Be confident in who you are.
- Be yourself at all times, because trying to be someone else is not good. Being cool doesn't mean being someone you are not.
- Being cool does not mean being silly or stupid. So study hard and be smart. Learn useful information about a lot of topics. Your friends are going to respect and admire you for that.
- Be proud of your qualities and who you are. Remember, being cool is mostly a matter of attitude.

After Reading

Answer **yes** or **no**. Being cool means:

1. **yes** not worrying about what others think of you.
2. **no** wearing the latest fashion in clothes.
3. **yes** being friendly and sociable.
4. **no** not saying what you think.
5. **no** not studying and not doing well in school.

Discussion

Which of the above things did you do in the past to be cool? What happened?

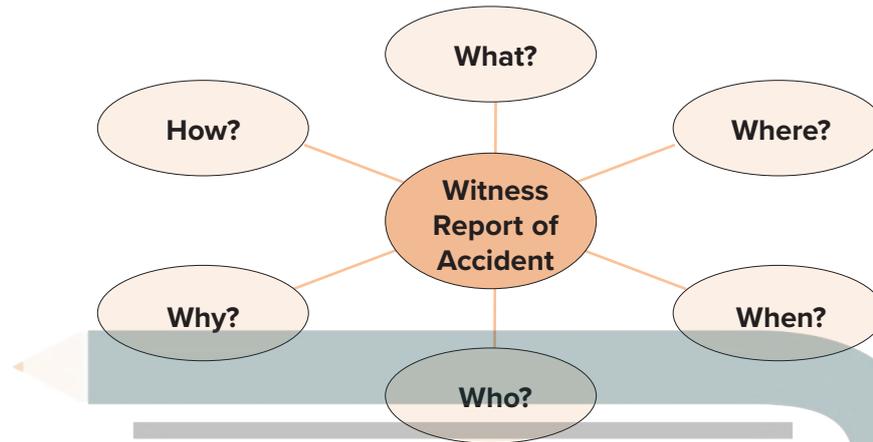
Being an outgoing person
In the class when I stood in front of my classmates and gave a presentation, I was joking and a little bit funny to break the ice, so that I talked and gave my presentation confidently and made the class full of joys and interests so that everyone admired my presentation



7 What Happened?

9 Writing

- A. Think about an accident that you saw or heard about. Draw a diagram like the one below on a piece of paper. Use your diagram to write notes about the accident.



Writing Corner

1. A witness report describes the events of an incident in the order they happened. It answers the five W's (who, what, where, when, why) and explains how the incident happened.
2. Use connecting words such as: *and*, *but*, *because*, *so*, and *when*.
I was in the park **when** the accident happened. There was ice on the road, **so** the driver lost control **and** hit a tree.

- B. Read the witness report. Does it answer who, what, where, when, why, and how?

I was in my living room when I saw smoke outside. I was worried, so I went out onto the balcony to have a look. I saw my neighbor, Mr. Dooley, in his yard. The smoke was from his barbecue. He waved to me, and I went back into the house to watch the six o'clock news. A few minutes later, I heard a loud explosion. This time I ran outside because I was really scared. There was a lot of smoke, and I couldn't see anything. Then I heard a cry for help. "Over here! I'm stuck in the fence. The gas tank caught fire, and the explosion threw me across the yard." Mr. Dooley was quite upset, but fortunately he wasn't badly hurt.



- C. Write your own witness report about an accident you saw or heard about. Use your notes from the diagram and ideas from this unit.

One day I walked in the street when I saw a bike accident. It was a rainy day drizzling while I was walking on the road . From far away I saw a motorbike came towards me The rider was going at a medium speed. Suddenly the bike slipped and the rider fell on the road. Luckily he didn't get major injuries because he was very carefully in riding

11 Form, Meaning and Function

Because versus So

The subordinate conjunction *because* introduces a reason—it tells why.
The conjunction *so* introduces a consequence or a result.

Most accidents happen **because** people don't pay attention.
He didn't see the stop sign, **so** he caused an accident.

So and Neither

So... and *Neither* both show agreement with the speaker.

So... shows agreement with an affirmative statement.

Neither... shows agreement with a negative statement.

A: I'm a careful driver.

B: **So** am I.

A: I'm not tired right now.

B: **Neither** am I.

A: I have some good news.

B: **So** do I.

A: I never lose my cool.

B: **Neither** do I.

A: I just heard a crash.

B: **So** did I.

A: I didn't watch the news last night.

B: **Neither** did I.

A. Complete the sentences with **so** or **because**.

- The driver was sleepy, **so** he didn't see the stop sign.
- Sam called the emergency services **because** there was an accident.
- "I was scared **because** he was driving too fast," said the witness.
- He doesn't have car insurance, **so** he is extremely worried.
- She wasn't injured in the crash **because** she was wearing a seat belt.
- There were many accidents, **so** they put traffic lights at the intersection.

B. Show agreement with the statements. Use **so** or **neither**.

- I don't have a driver's license. **Neither do I**
- There's nothing to do. I'm bored. **So am I**
- I always wear a seat belt in the car. **So do I**
- I got injured in an accident. **So did I**
- I'm not nervous about the test. **Neither am I**
- I didn't see anything. **Neither did I**



C. Join the sentences with **so** and **because**.

- He was injured in the crash. He was taken to hospital. **1 He was injured in the crash, so he was taken to hospital**
- The passenger wasn't wearing a seat belt. She hit her head. **2 The passenger hit her head because she wasn't wearing a seat belt**
- No one was hurt. I'm extremely relieved. **3 No one was hurt, so I'm extremely relieved**
- Ahmed fell off his bike. He was riding too fast. **4 Ahmed fell off his bike because he was riding too fast**
- The driver didn't stop at the traffic light. The accident was his fault. **5 The driver didn't stop at the traffic light, so the accident was his fault**

8 What's Wrong?

1 Listen and Discuss

1. What are the most common illnesses you know about?
2. What do you think happened to the boys on their school trip to the zoo? What happened to the girls on their school trip to the museum?

Bad THE SCHOOL TRIP



Name: Sam
Illness: cold
Symptoms: sneezing, watery eyes



Name: George
Illness: headache
Symptoms: head hurts



Name: Charles
Illness: cough
Symptoms: sore chest, long periods of coughing



Name: Peter
Illness: stomachache
Symptoms: diarrhea, vomiting



Name: Michael
Illness: earache
Symptoms: pain in the ear



Name: Sarah
Illness: flu
Symptoms: fever, runny nose



Name: Maria
Illness: sore throat
Symptoms: pain in the throat



Name: Sonia
Illness: toothache
Symptoms: tooth aches



FYI

A normal body temperature is 98.6°F (37.0°C).

Quick Check ✓

A. Vocabulary. Relate body parts to illnesses.

💡 *nose—runny nose, cold, sneezing*

B. Comprehension. Answer **yes** or **no**.

1. yes Sarah has a high temperature.
2. yes Maria's throat is sore.
3. yes Peter's stomach hurts.
4. no The patient at the doctor's office doesn't have a fever.
5. yes The doctor says the patient should stay at home.

2 Pair Work

Ask and **answer**.

-  What's the matter? / What's wrong?
-  I have a stomachache.
-  You should take some medicine.
-  What do you do when you have a cold?
-  I usually take some aspirin.



3 Grammar

Should/Shouldn't

Use *should/shouldn't* to give and ask for advice.

Q: What **should** I do about my bad grades?

A: You **should** study more.

Q: What **should** I do when I have a stomachache?

A: You **shouldn't** eat so much.

Clauses with When

Q: What do you do **when** you have a cold?

A: I usually take some aspirin.

Q: What did you do **when** you had the flu?

A: I stayed in bed.

A. Work with a partner. Ask and answer the questions with *How do you feel when...?* Use the words in the box.

A: How do you feel when you lose something?

B: I feel angry and nervous.

afraid	excited	happy	nervous	sleepy	tired
angry	fine/OK	hot	relaxed	strong	weak
bad	glad	hungry	sad	terrible	wonderful
bored	great	ill	sick	thirsty	worried

How do you feel when...?

1. you exercise? **I feel hungry**

2. you eat a lot? **I feel sleepy**

3. you see or hear bad news on TV?

4. you are not prepared for a test?

5. you have nothing to do? **I feel bored**

6. you need to go to the dentist?

7. you see a sad film on TV? **I feel sad**

8. you don't sleep well? **I feel tired**

9. you do well on a test? **I feel happy**

10. you need to make an excuse? **I feel nervous**

11. you travel by plane? **I feel excited**

12. you need to say goodbye to a friend? **I feel bad**

I feel sad
I feel worried

I feel sick

B. Now tell your partner what you do in the situations in exercise **A.**

When I lose something, I look and look for it.

When I exercise, I usually drink a lot of water.

C. Work with a partner. Ask and answer questions. Use the adjectives in the box in exercise **A.**

A: I'm really angry.

B: Why?

A: Because I lost my keys.

A: I'm really happy

B: Why?

A: Because I did well on my test

D. Match the problem with the advice. Then practice with a partner.

- A:** I have a temperature.
B: You should take some medicine.

Problem

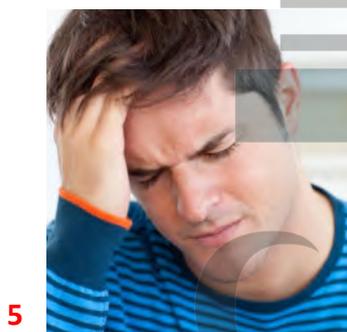
1. d I have a headache.
2. a We're very tired.
3. e Mariam has a stomachache.
4. b Ahmed has a toothache.
5. f The children have sore throats.
6. c Faisal is afraid of shots.

Advice

- a. You should take a rest.
- b. He should go to the dentist.
- c. He should take some pills instead.
- d. You should take some aspirin.
- e. She shouldn't eat anything right now.
- f. They should drink warm liquids.

4 Listening

Listen to what is wrong with the person. Write the number next to the correct photo. Write the name of the illness next to the number.



5

a. cold



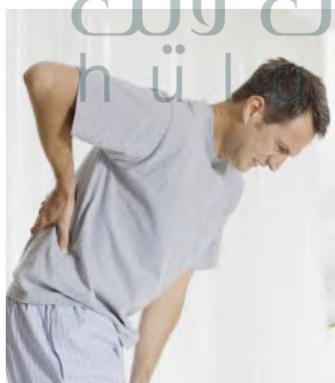
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b. stomachache

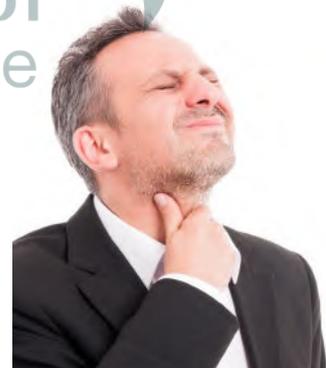


4

c. toothache



d. 1- backache



3

e. sore throat

5 Pronunciation

Listen to the initial consonant blends with **s**. Then practice.

سوزة sneeze stomach swallow sleepy

6 Conversation



Omar: Hi, Bud. What's the matter? You don't look well.

Bud: Man, I feel terrible. I have a stomachache, and I feel like vomiting.

Omar: You should see a doctor.

Bud: I just did. He gave me a prescription for some medicine and said I should have only tea, toast, rice, and things like that for a while. It's probably something I ate.

Omar: What did you eat?

Bud: Nothing much. I ate dinner at an all-you-can-eat buffet. I had seafood, then I had steak, and for dessert, I had pudding followed by ice cream and chocolate fudge cake, and...

Oh, the thought of food makes me sick!

Omar: That's a shame! I wanted to invite you to go out for dinner.

- 1 He feels terrible
- 2 He has a stomachache and he feels like vomiting
- 3 He should take some medicine and have only tea
- 4 He wanted to invite bud to go out for dinner

About the Conversation

1. How does Bud feel?
2. What's wrong with him?
3. What advice did the doctor give him?
4. What did Omar want to do?

Your Turn

Your partner is sick. Ask what is wrong. Give some advice on what to do.

7 About You

1. Are you usually a healthy person?
2. When were you last ill?
3. What was the matter with you?

- 1 Yes, I'm healthy
- 2 I think eight months ago
- 3 Sore throat
- 4 I drank a warm chicken soup with lemon
- 5 I keep doing exercise in the morning and eat hygienic food



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8 Reading

Before Reading

What do you know about the common cold and the flu?



Atchoo! Is It a Cold or the Flu?

When your nose is blocked, your eyes are watery, your throat is sore, you are coughing and sneezing constantly, and you are shivering, then you have influenza, or the flu. Or is it just a common cold? The symptoms of both a cold and the flu are very similar, and very often the two illnesses are confused.

People get both illnesses in more or less the same way. A person sneezing or coughing transmits the infection through the air. Sometimes people with the virus wipe their noses or eyes with their fingers, and then touch objects around them, such as a doorknob, a telephone, a keyboard, or any other everyday object. Other people come into contact with these items with viruses on them, and pick up the viruses that way.

Colds usually last for five to seven days and are caused by viruses. The body's own defense mechanisms need to fight the viruses. Unfortunately, there are more than 80 different constantly mutating rhinoviruses. So vaccination against colds is impossible. Medicines provide temporary relief from symptoms, but they cannot cure the cold.

The flu has the same symptoms as the traditional cold. Additional symptoms are a high fever and severe muscle aches and pains. The effects of the flu can also be far more serious. It can cause pneumonia and kill its victims. In the past, the flu killed more people than any other viral disease. For example, 20 million people of all ages died in the 1918-1919 pandemic. It actually affected younger people more because their bodies didn't have defenses against the virus. There are vaccines for the flu that protect from some viruses. These vaccines appear all the time.



your nose is blocked
your eyes are watery
your throat is sore
you are coughing and sneezing constantly
you are shivering

1. Write three things that are the same about colds and the flu.
2. How is the flu different from colds?

When people have the flu, they can have a high fever and severe muscle aches and pains. The flu can cause pneumonia and kill its victims. There are vaccines for the flu but, not for colds.



9 Writing

Symptoms: dizzy, weak, sweating, muscles, ache, vomiting

- A. Read about heat exhaustion. Have a class discussion. What are the symptoms? Are there any other symptoms? Do you agree with the advice? Do you have any other advice?

Do you feel dizzy and weak? Are you sweating a lot? Do your muscles ache? Do you feel like vomiting? When you spend too many hours in the hot sun, you can suffer from heat exhaustion. For relief, follow this advice.

- You should get out of the sun. Find a cool or air-conditioned place.
- Take a cool shower or bath. You can also spray cool water on your skin.
- You should drink plenty of water, but don't drink quickly. You should drink small amounts slowly.
- You should rest. Lie down and put your feet up. This prevents shock or fainting.
- If the symptoms continue, you should see a doctor.



Writing Corner

1. Bullet points (•) help make a list clear and simple to read. For example, when there is a list of ingredients in a recipe or a list of symptoms for an illness.
2. When there is a list of instructions or steps to follow in a certain order, it is better to use numbers, and not bullet points.
3. With short phrases or words, do not use punctuation after each bullet point. When there is a complete sentence or sentences, use the correct punctuation.

- B. What are some common symptoms of the flu? Write them in the chart. How can you relieve the symptoms? Write notes in the advice column.

Symptom	Advice
• blocked nose	Drink lots of fluids and Use a humidifier
• watery eyes	Keep your hands away from your eyes
• sore throat	Drink Warm liquids and avoid smoking
• coughing, sneezing, shivering	Visit a doctor and wash your hands repeatedly

- C. What should you do when you have the flu? Write about it. Use your notes from the chart and other ideas from this unit. Use bullet points for the symptoms or the advice.

When I have a flu I feel my temperature high, my body aches, feel tired and headache. So, I drink a lot of water and liquid, I keep my self-warm, take medicine to lower my temperature and treat aches and pains and have rest

Project Sore throat : A sore throat is the feeling of pain and dryness in the throat. Most sore throats are caused by infections or by environmental factors like dry air. Sore throats are uncomfortable, giving a feeling of a 'scratchy throat' or 'swollen throat' that make you want to cough to clear the throat irritation



Causes of a sore throat: Viruses, Bacterial infections, or Chemicals and irritants

Symptoms of a sore throat : Scratchy and burning sensations

Dry and tender throat

Increased pain when swallowing or talking

Home remedies for a sore throat

Drink water - Salt water - Warm liquids - Apple cider vinegar - Honey - warm water with Thyme - garlic

Stomach ache: A stomach ache refers to cramps or a dull pain in the tummy (abdomen) that is usually temporary and is often not serious. A stomach ache is usually not serious, and symptoms should pass quickly

Causes of a stomach ache: Gas in the stomach, Indigestion ,Constipation Diarrhoea or food poisoning

Symptoms of a stomach ache: Difficulty in passing stools

Feeling bloated and increased flatulence due to trapped gas

Watery stools, nausea and vomiting

Difficulty in passing stools

Severe pain in the centre of your tummy due to gallstones

Home remedies for a stomach ach

Yogurt

boiled Mint with cardamom to make tea

Ginger

Bitters and soda

Apple cider vinegar

ones.



A. Replace the underlined words in the conversation with the correct pronouns or possessive adjectives.

Sam: AAA... Atchoo!

Dan: Sam, what's wrong with (1) Sam?

Sam: I think I caught a virus on the school trip. Everyone in my class caught (2) the virus. Charles had a cough. (3) Charles sat next to (4) Sam on the bus, so perhaps I caught (5) the virus from (6) Charles. It was cold at the zoo, and Mr. Parker told (7) my classmates and I to put on (8) my classmates' and my jackets. (9) Mr. Parker said that (10) my classmates and I should stay warm. Well, I didn't listen to (11) Mr. Parker. I didn't wear (12) my jacket and some of my friends didn't wear (13) my friends' jackets. Maybe that made (14) the virus worse.

Dan: (15) Sam should see a doctor.

Sam: I did. (16) The doctor gave (17) Sam a prescription for some medicine.

(18) The doctor said I should take (19) the medicine three times

a day. (20) The medicine tastes terrible!

- him-11
- mine-12
- theirs -13
- it-14
- you-15
- he-16
- me -17
- he-18
- it-19
- it-20



9 Let's Go Out



1 Listen and Discuss

1. Which of the free-time activities and chores are most common in your country? Add others.
2. Which fun activities and chores do you do most often?



3 go for a drive

Free-Time Activities

Things you do for fun

1 go shopping



2 go bowling



4 go swimming



Your ideas: _____

CHORES

Things you have to do around the house (obligations)

1 clean your room



4 dust



6 take out the garbage



5 wash the dishes



2 mow the lawn



3 do the laundry



Your ideas: _____



Ali: What should we do this evening?
Badr: Why don't we hang out at the mall?
Ali: Good idea!

Mike: Come on, Josh. Let's go for a ride.
Josh: I can't. I have to clean my room.
Mike: Why don't you do it later?

Quick Check

A. Vocabulary. What free-time activities and chores do you usually do? Mark them. Compare your answers with a partner.

B. Comprehension. Answer **yes** or **no**.

1. ___ Badr wants to stay home this evening.
2. ___ Ali thinks it's a good idea to hang out at the mall.
3. ___ Josh has to do chores at home.
4. ___ Josh accepts the offer.
5. ___ Mike offers to help Josh.

2 Pair Work

A. Make and **respond** to suggestions.

-  What should we do on the weekend?
-  Let's go for a drive along the ocean.
-  OK. Good idea.
-  What do you want to do tonight?
-  Why don't we stay home and watch a film on TV?

B. Ask and **answer** about obligations.

-  What do you have to do today?
-  I have to do the laundry.
-  Let's go to the mall.
-  I can't. I have to babysit.



3 Grammar

Should, Why Don't/Doesn't...?, and Let's for Suggestions

Use *should* to ask for and give suggestions.

A: What **should** we do tonight?

B: I don't care.

A: What color sweater **should** I buy?

B: You **should** buy the green one.

You can also use *Why don't/doesn't...?* and *Let's* to make suggestions.

A: I'm cold.

B: **Why don't** you put on a sweater?

A: She's tired.

B: **Why doesn't** she take a rest?

A: **Let's** go out for dinner.

B: Yeah. Good idea.

A: **Why don't** we order a pizza?

B: No. **Let's** eat out instead.

To accept suggestions, you can say: *OK; That's a good idea; Sure; All right; or That sounds good.*

To politely refuse suggestions, you can apologize, say thank you, or suggest something else: *Sorry, I can't; Thanks, but maybe another time; or Let's... instead.*

Go + Verb + -ing

Go + verb + *-ing* is used for many free-time activities: *go cycling, go hiking, go skiing, go surfing, go horseback riding, etc.*

He **goes swimming** three times a week, and he sometimes **goes hiking** on the weekend.

Have to/Had to

Use *have to/had to* to express obligation.

A: Let's go to the mall.

B: I can't. I **have to** do my homework.

A: Why didn't you do your homework?

B: I **had to** visit a relative in hospital.

A. Work with a partner. Take turns. Make suggestions about things to do and then respond. Use the pictures and also use your own ideas.

A: Let's play tennis.

B: No. Let's go bowling instead. OR
Why don't we go bowling?

A: What should we do?

B: Let's play tennis. OR
Why don't we play tennis?

go to the amusement park



go horseback riding



go skiing



B. Complete the sentences with excuses. Use the reasons in the pictures.



- 💡 Omar can't play tennis today because he has to study for a test.
1. Amal is going to be a little late because _____.
 2. Noura can't go shopping right now because _____.
 3. Brian can't go out this afternoon because _____.
 4. Adnan isn't going to football practice because _____.
 5. Matt can't help them now because _____.

C. Plan your "To-Do" list for the week.
 Compare with a partner.

💡 Sunday I have to study English.



4 Listening

Saeed is inviting friends to go out. Listen to the invitations. Match the excuses.

- | | |
|---------------|---|
| 1. ___ Imad | a. has to babysit |
| 2. ___ Khalid | b. has to clean his bedroom |
| 3. ___ Jabir | c. has to visit his uncle in the hospital |
| 4. ___ Majid | d. has to study for a test |

5 Pronunciation

Listen to the reduction of **have + to**. Then practice.

What do you **have to** do today?

I **have to** clean my room.

Do you **have to** stay home tonight?

Yes. We **have to** do a lot of homework.



6 Conversation

Oh, **come on!** Let's go cycling to the beach. The weather's great.



Your Ending

What excuse does Yahya give?

- 1 The problem is, my brother can't ride a bike.
- 2 We won't have fun if my little brother is around.
- 3 I can't **let down** my parents.
- 4 Your idea: _____

About the Conversation

1. What does Fahd want to do?
2. Why doesn't Yahya want to go?

Your Turn

Invite a friend to go out. Make suggestions. Agree on a meeting place.

Real Talk

come on = used to encourage someone to do something
let down = disappoint someone

7 About You

1. What things do you have to do today?
2. What things did you have to do yesterday?
3. What things do you usually have to do?



8 Reading

Before Reading

What kinds of chores do you do at home?
Who decides the chores you do?



Someone Has to Do It!

Parents often complain that they always have to tell their teenage children to do their chores. Parents think their kids are irresponsible. On the other hand, teens feel **their** parents are always nagging and complaining.

A major problem is that parents think that teens need to do the chores on **their** schedule, while the teens think, "Why do I have to do it now, when I can do it later?" **This** usually leads to unnecessary conflict between teens and their parents.

The general questions parents usually ask about chores are the following: Should teens have them? Should teens and parents agree on a list of chores together? Should teens have freedom to decide when to do **them**?

One mother says, "My daughter and I make a list of chores each week. That way **she** can organize her time for schoolwork, housework, and free time, too." Another

parent only gives his son pocket money after he has done all his chores around the house. **He** says, "No chores, no money. It makes teens responsible for earning their money, rather than just simply giving **them** an allowance." Some teenagers complain, "My friends don't have to do chores, so why should I?"

Normally parents expect their teenage sons and daughters to help around the house. But parents and teens have to agree on the kind of chores and when the teens have to do them. One mom's son wants to do his chores *after* he goes out with **his** friends, but then he's usually too tired. Another mother only lets **her** daughter see her friends *after* she finishes all the housework. But housework never ends! So what's the solution?

Teens and parents have to reach a compromise. There has to be common sense on both sides, don't you think?

After Reading

Write two lists: (1) What parents think about teens' chores, and (2) What teens think about their chores.

Discussion

In your opinion, how can teens and parents reach a compromise about chores?



9 Writing

A. Look back at the **Reading** on page 79. What do the bold-faced pronouns or possessive adjectives refer to?

- | | |
|------------------------------|-----------------------------|
| 1. It (in the title) _____ | 6. she (paragraph 4) _____ |
| 2. their (paragraph 1) _____ | 7. He (paragraph 4) _____ |
| 3. their (paragraph 2) _____ | 8. them (paragraph 4) _____ |
| 4. This (paragraph 2) _____ | 9. his (paragraph 5) _____ |
| 5. them (paragraph 3) _____ | 10. her (paragraph 5) _____ |

Writing Corner

Subject and object pronouns and possessive adjectives help to link sentences in writing.

- Pronouns and possessive adjectives link ideas in sentences.
Most teenagers don't want to do chores when **their** parents expect **them** to.
- Pronouns help avoid repeating the same word or words.
One mother lets **her daughter** see **her** friends after **she** finishes the housework.
- Demonstrative pronouns like *this* and *that* can refer to one word or a whole idea.
Some teenagers refuse to do their chores. **This** can often lead to conflict.

B. Complete the paragraph with suitable pronouns or possessive adjectives.

Parents often complain that (1) _____ teenage children spend too much time on the Internet. (2) _____ think that (3) _____ children should do other activities such as reading books, playing a sport, or doing homework. On the other hand, teenagers feel that (4) _____ parents don't realize the importance of the Internet. For many teenagers, the Internet is a way to socialize and stay in touch with (5) _____ friends. (6) _____ also use (7) _____ to do research for school assignments. Besides that, teenagers surf the Internet to learn about things that interest (8) _____ and to learn more about the world in general.



C. Write about how parents and teenagers feel about homework. Remember to use pronouns and possessive adjectives to link sentences.

10 Project

Work in a group. Find out from your classmates the most common excuses for:

- | | |
|-------------------------|-----------------------------|
| 1. being late to school | 3. not doing their chores |
| 2. arriving home late | 4. not doing their homework |



11 Form, Meaning and Function

Must/Mustn't

The form of the modal verb *must* is the same for all subjects. It is followed by the base form of the main verb without *to*.

We use *must* to express obligation and necessity.

We **must** follow the rules.

He **must** stop at the traffic lights.

We use *mustn't* to express that something is forbidden or not allowed.

You **mustn't** talk during the test.

They **mustn't** park on the sidewalk.

Have To/Don't Have To

The form of *have to* changes to agree with the subject. It can also be used in the past tense as *had to*. It is followed by the base form of the main verb.

We use *have to* to express obligation and necessity.

They **have to** wear uniforms at school.

She **has to** do her chores

I **had to** clean my room.

Do we **have to** be there early?

Does he **have to** go now?

Did you **have to** work late?

We use *don't have to* to say there is NO obligation; it isn't necessary. The past form is *didn't have to*.

You **don't have to** iron the socks.

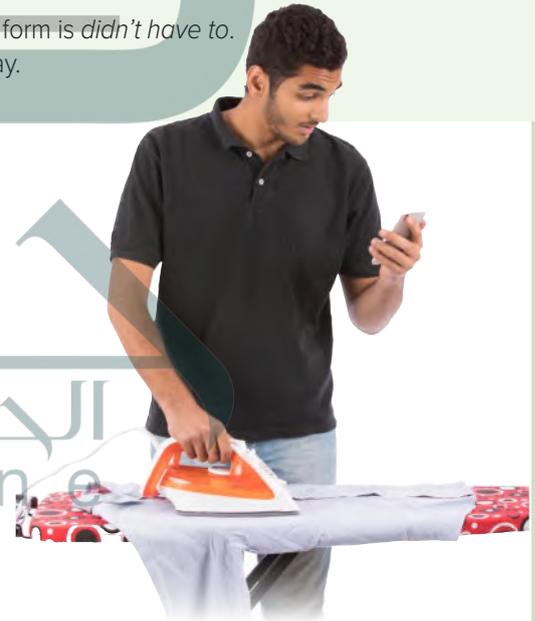
He **didn't have to** work yesterday.

A. Complete the sentences with *has to*, *must*, or *mustn't*.

- Omar _____ do his chores.
- He _____ hang out with his friends now.
- He _____ clean up the kitchen.
- He _____ wash the dishes.
- He _____ clean the floor.
- He _____ take out the garbage.
- He _____ talk on the phone now.
- He _____ be lazy and irresponsible.

B. Complete the sentences with the correct form of *must* or *have to*.

- Look how long the grass is! We really _____ mow the lawn.
- Noura _____ finish her assignment because it is due tomorrow.
- We _____ go to school yesterday. It was Saturday.
- You _____ cross the street when the light is red.
- I _____ babysit, so I didn't hang out with my friends yesterday.
- What time _____ we _____ leave for the airport? Our flight's at 10 a.m.
- Children _____ eat a healthy breakfast every morning.
- Mother _____ cook tonight because we're going out for dinner.
- How long _____ you _____ wait for the bus this morning?
- We _____ forget to take our camera with us on vacation.



10 It's a Bargain!

1 Listen and Discuss

Where do you like to shop? Why? What do you look for when you shop: price, brand, or service?



Excuse me. Where can I find sheets and pillowcases?

In the Home Department, on the fourth floor.

How do I look in this windbreaker?

It's too big for you.

Whose backpack is that?

Oh, it's mine. Thank you!

OUTERWEAR
• SWEATSHIRTS
• SWEATPANTS
• WINDBREAKERS
• RAINCOATS
CASUAL WEAR

You should keep it with you at all times.

Quick Check

A. Vocabulary. Where can you find these items in the department store?

1. a blender and a microwave
2. perfume
3. sheets and pillows
4. a man's suit

B. Comprehension. Answer about the people and the store.

1. Which pair of earrings does the girl prefer?
2. Whose bag is on the floor?
3. Where can the young man find sheets?
4. What's wrong with the windbreaker?

2 Pair Work

Ask and **answer** about the store.

-  Where can I buy a wallet?
-  In accessories. Wallets are on sale now.
-  Which boots do you like?
-  The black ones.
-  Excuse me? Where is the women's department?
-  Take the escalator. It's on the second floor.
-  Are these sunglasses yours?
-  Yes, they're mine.

3 Grammar

Possessive Adjectives

It's	my	backpack.
	your	
	his	
	her	
	our	
	their	

Possessive Pronouns

It's	mine.
	yours.
	his.
	hers.
	ours.
	theirs.

Question Word: *Whose*

Q: *Whose* backpack is this?
A: It's mine. It belongs to me.

Q: *Whose* glasses are these?
A: They're hers. They belong to that lady.

Pronoun: *One/Ones*

Q: Which coat do you like?
A: The green **one**.

Q: Which boots do you prefer?
A: The leather **ones**.

Quantitative: *Too*

This jacket is **too** small for me, and the shoes are **too** big.

A. Ask and answer.

A: Is this Ali's windbreaker?
B: Yes, it's his.



B. Now ask and answer questions with **whose** for the items in exercise **A**.

A: Whose windbreaker is this?

B: It's Ali's.



C. Complete the conversation. Choose the correct words.

Mom: Are these (1. **your / yours**) socks?

Faris: They aren't (2. **my / mine**).
I think they're Ali's.
They're (3. **his / him**) size.

Mom: Are these (4. **your / yours**)?

Ali: No, (5. **my / mine**) socks don't
have holes. I think they're Fahd's.

Mom: Fahd, are these (6. **your / yours**) socks?

Fahd: Let me see. Yes, they smell like (7. **my / mine**).



4 Listening

Listen. Fill in the missing information in the ad.

Milford's SALE

Open from _____ A.M. to _____ P.M.

Weekend Only

All major credit cards accepted.

<p>WOOL</p> <p>_____ : _____ %</p> <p>\$29.99</p>	<p>discount on all</p> <p>RAINCOATS</p>	<p>MEN'S DEPARTMENT</p> <p>Clearance Sale on _____</p> <p>from \$12</p>	<p>WOMEN'S SHOES</p> <p>Buy one pair, and get _____ % off a second pair.</p> <p>\$45.50</p>
<p>SCARVES</p> <p>Buy _____, and get _____.</p>	<p>PERSONAL COMPUTERS</p> <p>_____ % discount on Primus 230</p>	<p>PERFUME AND MAKEUP</p> <p>Special _____ with all purchases</p>	<p>JEWELRY</p> <p>FREE pair of _____ with purchase of a necklace and a ring.</p>

5 Pronunciation

Certain sounds are often linked between words. This means they are pronounced together. Listen and practice.

The hats are on sale.

The shoes are too small.

The child is in the toy department.

The belt is on sale.



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6 Conversation



Interviewer: I'm from *Teenage Express* magazine. We're doing a survey of teenage shopping habits. **Do you mind answering** a few questions?

Faisal: **Not at all.** What do you want to know?

Interviewer: Do you shop online?

Faisal: No, I never shop online.

Interviewer: Why not?

Faisal: I don't trust the security features on the Internet.

Interviewer: What about your friends?

Faisal: Very few shop online or make payments via the computer.

Interviewer: And do you like to buy designer clothes?

Faisal: **Not really.** I like clothes that aren't too expensive and that are comfortable.

Interviewer: And in general, what do you spend most of your money on?

Faisal: I spend my money mostly on food, video games, and... electronic **stuff**.

About the Conversation

1. What is the interviewer doing in the mall?
2. What does he want to know?
3. Why doesn't Faisal shop online?
4. What does he spend his money on?

Your Turn

Do a similar survey about the shopping habits of your classmates. What do they spend their money on?

Real Talk

Do you mind + verb + -ing = a polite request
Not at all. = a response to "Do you mind?" to agree to the request
Not really. = a polite way to answer "no"
stuff = things in general



7 About You

1. Do you shop online? Why or why not?
2. What do you buy online?
3. Do you like to go shopping?
4. Where do you usually shop?
5. What are popular places for shopping?
6. What things do you spend your money on?
7. How much money do you spend each week?
8. What is the most expensive thing you have ever bought?

8 Reading

Before Reading

Look at the photos below. What do you think people can buy in these places?

The Best Place to Shop—and Be!

In an age where you can buy almost anything on the Internet, thousands of people all over the world still prefer to do their shopping in traditional places. In general, shoppers look for bargains, and the best prices are usually found in street markets. Many markets around the world have a similar lively atmosphere and sell nearly anything you can imagine from jewelry and clothes, fresh produce, spices, and fish, to carpets, electronics, and livestock.

Riyadh has some of the world's most beautiful modern shopping malls, with designer boutiques and brand names. But if you're looking for real bargains, you'll head for some of the traditional *souqs* in town. *Haraj** is a secondhand market just east of the city. Impress your friends and dress in Chanel and Armani for a fraction of the price, or get that new kitchen appliance you've been dreaming of. Many of the so-called "used" items aren't used at all—just don't tell anyone where you bought it.

Al-Bat'ha District is home to many traditional markets. Whether you are looking for electronics and watches, jewelry, perfume, furniture, car accessories, bicycles, or food—they sell it all at often ridiculous prices. For more traditional goods, antiques, and souvenirs check out Al-Thumairi near the Al-Masmak Fort. This

is particularly popular with tourists. And nearby is the Al-Deira market where everything is worth its weight in gold, literally. Looking for a camel? They come in all shapes, colors, and sizes at Souq Al-Jimal.

Visitors go to the local *souqs* for more than just shopping. You can see and meet an amazing mixture of people from around the world. Many feel that the cultural experience is the main attraction of these markets.

FYI* *Haraj* is a large market where people buy and sell both new and used items, such as furniture, carpets, computers, electronics, car parts, clothing, and toys.



After Reading

1. What is similar about street markets around the world?
2. Does Haraj only sell used items?
3. Which 3 words or phrases in the text mean low cost or inexpensive?
4. What is the most interesting attraction of traditional markets?

*FYI: For Your Information

9 Writing

A. Read the text. What are the advantages of shopping online?



Personally, I can't stand shopping in department stores or malls. They're too crowded, and it takes too long to find what you want. You buy something and then a week later, you see it on sale.

I prefer to do my shopping online. It's convenient, quick, and easy. When you know what you want, it takes just a few minutes to compare prices. A lot of e-stores guarantee the lowest price, and they also make exchanges or refund your money when you are not satisfied with a product. Many people think e-shopping isn't safe, but that's not true. You need to choose well-known and secure websites. And you don't have to use a credit card because there are other ways to pay without giving personal information.

I usually buy electronic stuff, accessories for my bike, and sports clothes. I am never disappointed with the things I buy. Only once, I exchanged a bicycle helmet because it was too small. But that wasn't a problem. I think that I save money this way, because I only buy what I want. I don't spend money on things that I don't need.

Writing Corner

- In informal writing, the subject *you* can refer to any person or people in general.
You can save time when **you** shop online, but **you** can't see the product in person.
 When **you** shop in a store, **you** can try clothes on before **you** buy them.

B. Complete the chart with notes about the advantages and disadvantages of shopping in a store and shopping online. What do you prefer? Why?

	Advantages	Disadvantages
Shopping in a store		
Shopping online		
My preference / Why		

C. Compare shopping in a store and shopping online. Write about the advantages and disadvantages of each. Say what you prefer. Use your notes from the chart and ideas from this unit.

10 Project

In a group, brainstorm ideas for a department store advertisement to attract teenagers. Write and design the advertisement. Display it in class.

11 Form, Meaning and Function

Can/May/Could

We use the modal verbs *can*, *may*, and *could* to ask for permission.
We use *can* and *may* to give permission and *can't* and *may not* to refuse.

FYI *May/Could* are more formal

Ask for Permission

Can I have another cookie?
May I use your computer?
Could we come with you?

Give Permission

Yes, you **can**.
Yes, you **may**.

Refuse

No, you **can't**.
No, you **may not**.

We also use *can* and *could* to make requests and offers.

Could you bring me some water? We **can** gift wrap that for you.

May/Might

We use *may* and *might* to show possibility or uncertainty.

We **may** go shopping this evening. She **might** not come to class today.

A. Match the questions with the answers.

- | | |
|--|---|
| 1. _____ Can I try these shoes on? | a. Sure. Is this one big enough? |
| 2. _____ May I pay by check? | b. Good idea. How about Chinese? |
| 3. _____ Can you lend me some money? | c. Sorry, we only take cash and credit cards. |
| 4. _____ May I have a bigger bag, please? | d. Certainly. Do you like this color? |
| 5. _____ Could I see that gold necklace? | e. Yes. What size do you take? |
| 6. _____ Can we eat lunch in the food court? | f. That depends. How much? |
| 7. _____ Could you wrap this? It's a gift. | g. Of course. May I see your student card? |
| 8. _____ Could I have a student discount? | h. This one, with the diamond? |

B. Complete the conversation with **can**, **can't**, **could**, **may**, or **might**. Then practice the conversation with a partner.

A: (1) _____ I return this jacket, please? There's a hole in the sleeve.

B: We (2) _____ fix it for you.

A: No, thank you. (3) _____ I just have my money back?

B: I'm sorry. We (4) _____ give refunds, but you (5) _____ choose another item from the store. I (6) _____ show you some of our new jackets.

A: All right.

B: These two jackets are the same price...

A: No, no. It's for my son's graduation. He (7) _____ not like the color of this one. And that one (8) _____ be too big.

B: How about this one? It's a bit more expensive...

A: No, thank you. On second thought, (9) _____ you please fix the one I have?

B: Certainly. We'll have the jacket ready for you tomorrow morning. And I (10) _____ give you a ten percent discount the next time

you shop here.



11 There's No Comparison

1 Listen and Discuss

Look at the headings and the photos.
What do you know about the topics?

Amazing Facts

The World's Most Popular Sport

Football is the most popular international team sport. It is much more popular than American football, basketball, or baseball. FIFA (Fédération Internationale de Football Association), the worldwide football organization, has approximately 7.1 million teams in 301,000 clubs, with 265 million players around the globe. It has more members than the United Nations. The World Cup is one of the most spectacular sporting events in the world. Every four years, over a billion people follow the month-long competition between the top 32 football-playing nations on TV.



The World's Most Expensive Hotel

The Burj Al Arab Hotel in Dubai is the world's most famous seven-star hotel. The hotel is an architectural wonder. It looks like a huge sail. Its height is 1,053 feet (321 meters), making it one of the world's tallest hotels. The Burj Al Arab (Arabian Tower) is built on a human-made island. It is the world's most luxurious hotel. It features marble and glass from Italy, 24-karat-gold-plated faucets and doorknobs, mirrors that turn into TV screens in the bathrooms, rotating beds, and all the latest technology. The cheapest suite is more than \$1,500 per night, and the most expensive suite can cost over \$25,000.



The Great White: The World's Most Dangerous Fish

The great white shark is one of the oldest living species on Earth—it existed 350 million years ago. It is the largest and the most dangerous predatory fish, and it is the most feared by humans. Great white sharks can grow up to 20 feet (6 meters) long and weigh up to 4,400 pounds (2,000 kilograms). They have about 3,000 teeth arranged in several rows. When the front teeth break or fall out, these teeth are replaced by others from the next row. Sharks' hearing is very sensitive, and they can hear their prey many miles away. They can also detect one part per million of blood in seawater.



Did you know?

- Tokyo is bigger than Shanghai and Mexico City. It is the world's biggest city with the most people.
- The banana is the most popular fruit in the world.
- Diamonds are the world's hardest elements and the most expensive precious stones.
- The Arabian Oryx is one of the most endangered species in the Arabian Peninsula. It was extinct in the wild in the 1970s, but it was saved by zoos and reintroduced to its habitat.
- The Peregrine Falcon is the fastest moving creature on Earth. It can dive at speeds of up to 200 miles (320 kilometers) per hour!

Quick Check

A. Vocabulary. Underline the adjectives used to compare in the readings.

most dangerous oldest

B. Comprehension. Answer **yes** or **no**.

1. ___ The tallest hotel in the world is in Tokyo.
2. ___ Baseball is the most popular team sport in the world.
3. ___ Bananas are more popular than mangoes.
4. ___ Diamonds are cheaper than most precious stones.
5. ___ Mexico City is the biggest city in the world.

2 Pair Work

Ask and **answer** questions about the information on these pages.

- 🗨️ Which is the world's most dangerous fish?
- 🗨️ It's the great white shark.
- 🗨️ Is Mexico City bigger than Tokyo?
- 🗨️ No, it isn't. It's smaller.

11 There's No Comparison

3 Grammar



Comparative and Superlative Forms of Adjectives

The Comparative

Use adjective + *-er* or *more* + adjective to make the comparative.

Imad is **tall**. Ahmed is **taller** than Imad.

Imad is **intelligent**. Ahmed is **more intelligent** than Imad.

Note: The comparative is often used with *than*.

The Superlative

Use *the* + adjective + *-est* or *the most* + adjective to make the superlative.

Ahmed is **the tallest** boy in the class. He is also **the smartest**.

Ahmed is **the most intelligent** boy in the class. He is also **the most athletic**.

Formation

Use *-er* or *-est* for one-syllable adjectives and adjectives that end in *y*; for example, happy–**happier**–**happiest**.

Use *more* or *most* for longer adjectives.

Spelling Rules:

Most adjectives: old–**older**–**oldest**

Adjectives ending in *e*: nice–**nicer**–**nicest**

Adjectives ending in *y*: easy–**easier**–**easiest**

Adjectives ending in one vowel followed by one consonant: big–**bigger**–**biggest**, hot–**hotter**–**hottest**.

Some adjectives have irregular comparative and superlative forms.

good–better–the best; bad–worse–the worst

A. Complete the sentences with the comparative or superlative forms of the adjectives in parentheses. Use *the* before superlatives.

- Jeddah is _____ (interesting) place I know.
- Gold is _____ (heavy) and _____ (expensive) than mercury.
- I think that blue jacket looks _____ (good) on you than the red one.
- Summer is _____ (warm) and _____ (dry) time of the year.
- The clock tower of the Abraj Al-Bait Towers in Makkah is one of _____ (tall) buildings in the world.
- My room is _____ (quiet) room in the house. I can't hear any noise.
- The Taj Mahal in India is one of _____ (beautiful) buildings in the world.
- The Sahara Desert in Africa is much _____ (big) than the Arabian Desert.

B. Work with a partner. Disagree with the following statements.

A: The Panama Canal is older than the Eiffel Tower. (new)

B: No, it isn't. It's newer.



▲ diamonds



▲ steel

- The Amazon is longer than the Nile. (short)
- Bananas are cheaper than apples. (expensive)
- Steel is much harder than diamonds. (soft)
- China is larger than Canada. (small)
- Plane travel is more dangerous than car travel. (safe)
- Horses are stronger than elephants. (weak)



C. Work with a partner. Ask and answer. Give your opinion.

A: Which is smarter?

B: I think a dolphin is smarter than a chicken.

smart



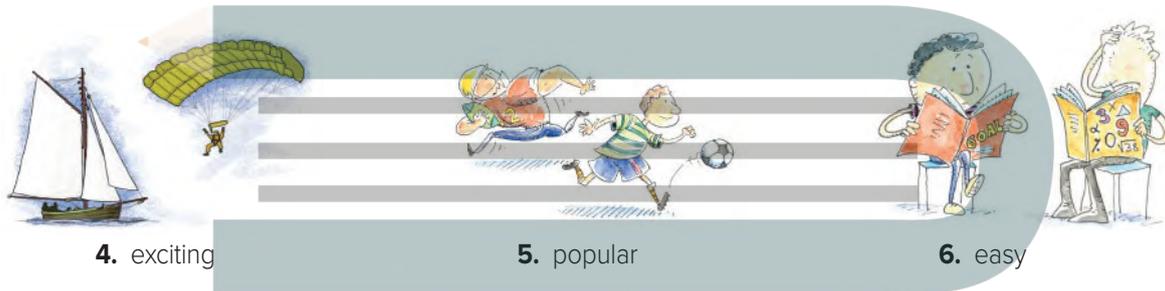
1. fast



2. difficult



3. dangerous



4. exciting

5. popular

6. easy

D. Work with a partner. Give your ideas or opinions on the topics in exercise C. Use superlatives.

I think cheetahs are the fastest animals on land.

4 Listening

Listen to the guide giving interesting facts about diamonds on a tour of a diamond mine. Answer **yes** or **no**.

1. ___ Diamonds are formed deep down in the Earth.
2. ___ You can't break a diamond with a hammer.
3. ___ The world's largest diamond was found in Britain.
4. ___ The Great Star of Africa weighs over 530 karats.

5 Pronunciation

Listen. Note the **er** sound at the end of the words. Then practice.

better

faster

hotter

stronger

Summer**er** is better than winter**er**.

Is a cheetah faster**er** than a horse?



▲ Cullinan Diamond Mine, South Africa

11 There's No Comparison



6 Conversation

- Ali:** So, ... *What's new?*
- Badr:** I bought myself a computer.
- Ali:** What kind?
- Badr:** A laptop. Laptops are friendlier to use and are cheaper than other computers.
- Ali:** Does it have Internet?
- Badr:** Not yet. I'm going to install that next week.
- Ali:** I don't like laptops. I prefer desktops. Desktops are easier to use, especially if you have to write and print a lot. Laptops... you have to recharge them all the time, and their screen is much smaller.
- Badr:** I don't agree. Laptops are the best. You can surf the Net, send emails, and study anywhere. You don't have to wait until you get home.
- Ali:** Well, I still think desktops are much more convenient than laptops.
- Badr:** Yeah, but you can't take one with you.



Real Talk

What's new? = Tell me about what happened to you recently.

About the Conversation

1. What does Badr say about laptops?
2. Why does Ali prefer desktops?
3. Why doesn't Ali like laptops?
4. Why does Badr think laptops are the best?

Your Turn

Work in a group. Choose a high-tech device or a sport. Argue for and against it with another group.

7 About You

1. What kind of computer do you prefer? Why?
2. Who is the youngest / oldest student in your class?
3. Who do you think is the smartest / best student?
4. Which is the hottest / coldest city in your country?
5. Which is the most famous city in your country?
6. Who is the best football player in your country?
7. Where can you eat the best food in your town?

What things are better or worse in your neighborhood now than five years ago?





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8 Reading

Before Reading

Imagine the Kingdom of Saudi Arabia in 2030. Read the text and find out about changes in the cities and towns, people, housing, jobs, schools, universities and more.



The Kingdom of Saudi Arabia has a great amount of natural resources, such as oil, gold, phosphate, uranium, and other valuable minerals. But more importantly, it is blessed with the strength,

potential, and ambition of its people. The children of the Kingdom's family-oriented, Islamic society will be the force of the future.

Families will receive all the support they need to raise their children according to Islamic values and help them develop their abilities. There will be more libraries, galleries, and museums in different areas. Cultural events and activities will be organized to educate and provide entertainment. Health care and education will be available to all citizens making their lives happier and more secure.

A healthy economy will offer opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens. A high quality educational system that meets the needs of the job market will provide Saudi professionals with the necessary knowledge and skills.

The Kingdom's strategic position will make it an international trade and transportation center. It will become the hub that will connect Africa, Asia, and Europe.

Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information.

Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.



***Adapted from the text of the Vision Programs at <https://vision2030.gov.sa/en> and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*

After Reading

1. Name some of the natural resources of Saudi Arabia.
2. What kind of society does the Kingdom have?
3. What type of social services, e.g. health care, education, and events will be available?
4. Describe the renewed business environment in 2030.
5. How will people benefit from technological development?
6. What will attract investors from other countries?

11 There's No Comparison

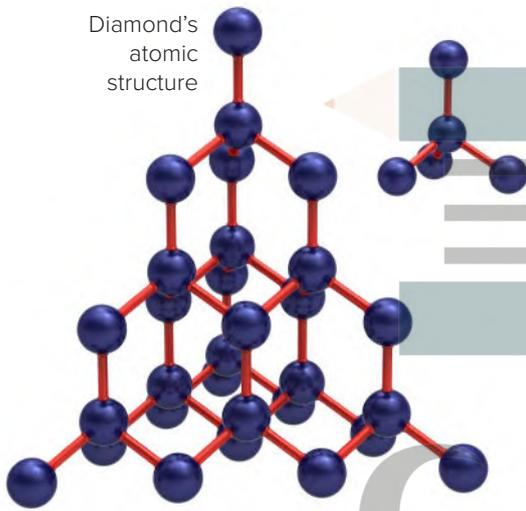


9 Writing

- A. Read the information in the **Writing Corner** with your teacher. Then, write the correct passive form (present or past) of the verbs in parentheses to complete the text.

Diamonds are the hardest natural substance on Earth. They _____ (1. make) entirely of carbon. Graphite, which _____ (2. use) to make pencils, is another material that _____ (3. make) entirely of carbon, but it is one of the softest substances. The difference is the molecular structure that _____ (4. form) by the bonds between the carbon atoms.

Diamond's atomic structure



Diamonds _____ (5. form) under high temperature and pressure deep within Earth's crust. The process can take from one to three billion years. Then the diamonds _____ (6. push) gradually to the surface by volcanic activity.

The Cullinan is the world's largest diamond. It _____ (7. find) in South Africa in 1905. It weighed 3,106.75 karats (621.35 grams). It _____ (8. cut) into 9 large gemstones. The largest of the cut diamonds _____ (9. call) the Great Star of Africa and weighs 530.2 karats. The Lesser Star of Africa is 317.4 karats. These diamonds belong to the British Crown, and they are part of one of the world's biggest collections of jewels.

Today, there is a man-made substance that is even harder than diamonds—the nanodiamond or diamond nanorods. The nanodiamond _____ (10. produce) by the compression of graphite. It is the hardest substance known to man.

Writing Corner

Use the passive to emphasize the action and not who or what does it.

1. To make the passive, use the verb *be* and a past participle.*

Simple present: Diamonds **are made** entirely of carbon.

Simple past: The Cullinan diamond **was found** in Africa.

2. Use *by* to show the agent (the person or thing that does the action).

Diamonds **are pushed** to the surface **by** volcanic activity.

The pencil **was invented** **by** an Italian couple named Bernacotti.

* See page 180 for a list of irregular verbs and past participles.

- B. Write about a place, a person, a thing, or an animal from a book of records. Say why it is the biggest, the best, the most wonderful, etc. Use the passive where possible.

10 Project

Do research on an ancient monument in your country. Present your research to the class.

11 Form, Meaning and Function

So...That/Such...That

So and *such* make the meaning of an adjective or adverb stronger.
So...that and *such...that* are used to show cause and effect.

so + adjective/adverb + *that*

He is **so** fast **that** he won the race.
He ran **so** quickly **that** he won the race.

so + *many* + plural count noun + *that*

He has **so many** books **that** he can hardly carry them.

so + *much* + noncount noun + *that*

I have **so much** homework **that** I can't go out tonight.

such + adjective + noun + *that*

It was **such** a difficult test **that** none of the students did well.
Ali is **such** a smart boy **that** he has the best grades in school.



A. Complete the sentences with **so** or **such**.

1. Diamonds are _____ hard that you can't break them with a hammer.
2. Sharks have _____ sensitive hearing that they can hear their prey miles away.
3. It is _____ a luxurious hotel that the cheapest suite is \$1,000 per night.
4. He came into the room _____ quietly that no one heard him.
5. The leather shoes were _____ a bargain that she bought three pairs.
6. Ahmed was _____ hungry that he ate three burgers and two sides of fries.

B. Complete the sentences with **so many** or **so much**.

1. Our neighbors made _____ noise that I couldn't sleep last night.
2. There was _____ traffic on the road that we arrived late.
3. I have _____ books that they don't all fit in my bookcase.
4. He spends _____ time working that he rarely sees his friends.
5. There are _____ species of animals that it's impossible to count them all.

C. Combine the sentences with **so...that** or **such...that**.

1. The children were tired after their school trip. They fell asleep on the bus.

2. It was a beautiful day. We decided to go for a drive in the countryside.

3. There were many people in the supermarket. We had to wait in line for half an hour.

4. The World Cup is a popular sporting event. Over a billion viewers watch it on TV.

5. The Arabian Oryx was an endangered species. It was extinct in the wild.



1 Language Review



A. How good is your memory? Answer the following questions about your past. Write complete sentences.

1. Who was your first-grade teacher? Student answer _____
2. Who were your best friends in primary school? _____
3. What was the first book you read? _____
4. When was the last time you ate in a restaurant? What did you eat? _____
5. How long ago did you have a haircut? _____
6. What did you have for breakfast yesterday? _____

B. Write what is wrong with the people in the pictures. Then write what they should or shouldn't do. Follow the example.



Yahya / dentist



1. Mona / rest



2. the children / junk food



3. Farah / hot tea



4. Ali and Imad / medicine



5. Ahmed / go swimming

Yahya has a toothache. He should go to the dentist.

1. **Mona has a headache. She should rest**
2. **The children have a stomachache. They shouldn't eat any junk food**
3. **Farah has a cold. She should drink some hot tea**
4. **Ali and Imad have a cough. They should take some medicine**
5. **Ahmed has an ache. He shouldn't go swimming**



C. Write answers. Use your own ideas.

1. Why are you so angry?

2. Why are you surprised?

3. Why are you relieved?

4. Why are you sad?

5. Why are you worried?

6. Why do you feel bored?

D. Complete the field trip report. Use the past tense of the verbs in parentheses.

FIELD TRIP REPORT

Timothy Brown, PE Teacher, Lakeside School

The junior class **went** (1. go) on a field trip to Camp Sunshine during the spring vacation. Unfortunately, we **had** (2. have) lots of problems on the trip. First, the bus **broke** (3. break) down. When we finally **arrived** (4. arrive) at the camp late at night, we **found** (5. find) that the cabins **didn't have** (6. not have) any heating. We **were** (7. be) cold all night, and Steve **woke up** (8. wake up) with a cold. That morning on our hike, Chuck **ate** (9. eat) some wild berries in the forest and **got** (10. get) a stomachache. He **took** (11. take) some medicine, but he **didn't feel** (12. not feel) well after that. On the second day, Dan **hurt** (13. hurt) his knee playing football, and Mitch and Peter **caught** (14. catch) Steve's cold. On the third day, Hussain **felt** (15. feel) bad because of a terrible toothache. I **gave** (16. give) aspirin to all of them. I'm a PE teacher, not a doctor. What do you do when everyone is sick on a trip? We **packed** (17. pack) our bags and **came** (18. come) back home.



EXPANSION Units 6–11

E. Use the information in the chart to answer the questions about the three cities. Write complete sentences.

	Dammam	Najran	Tabuk
Population	1,253,000 inhabitants	410,300 inhabitants	657,000 inhabitants
Location	coastal port	mountain oasis	hills, desert plains
Summer temperature	24–43° Celsius	27–39° Celsius	26–40° Celsius
Winter temperature	10–21° Celsius	10–24° Celsius	4–17° Celsius
History	20th century	4,000 B.C.E.	1,500 B.C.E.
Main industries	oil, shipping	agriculture (fruit)	agriculture, military
Universities	four	one	two
Cultural interest	museums, heritage village, public library	palace, museum, archaeological sites, traditional market	archaeological sites, historic mosque, castle
Recreation	large parks, beaches, water sports, sports centers, shopping	parks, sports centers, bowling alley	nature parks, hiking, camping, sand skiing, camel riding

- Which city has the hottest summer weather?

- Which city is cooler in the winter, Najran or Tabuk?

- Which city do you think is the noisiest?

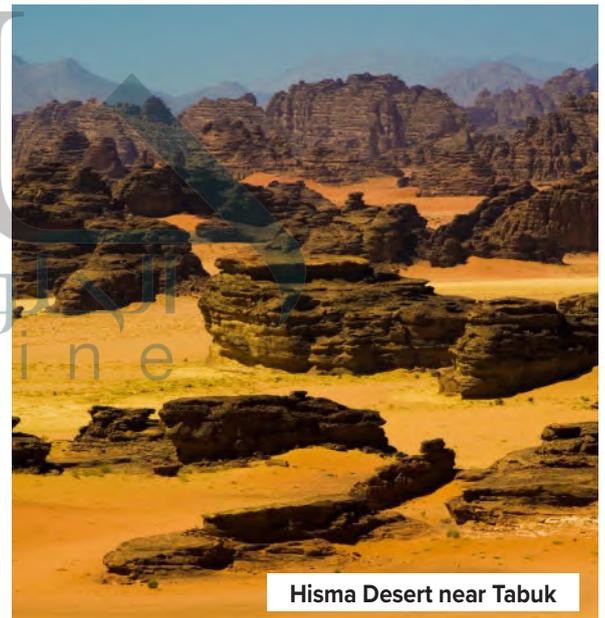
- Which city has the most ancient history?

- Which city do you think offers better paying jobs?

- Which city probably has fewer college students?

- Which do you think is the most interesting town? Why?

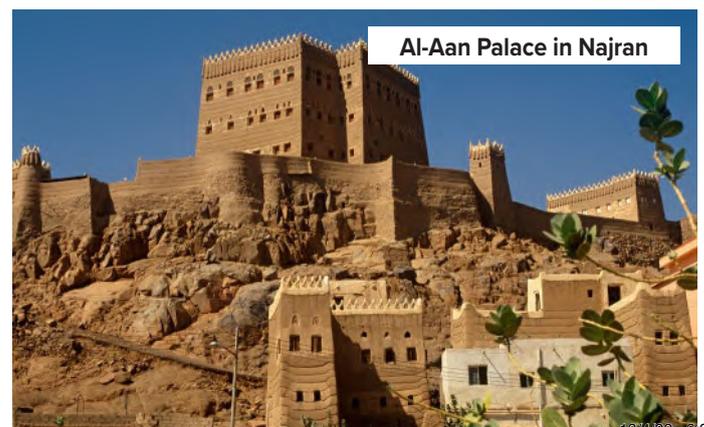
- Which do you think is the nicest town to live in? Why?



Hisma Desert near Tabuk



Corniche in Dammam



Al-Aan Palace in Najran

F. Adnan is on vacation in New York City. Complete his postcard to a friend with the correct verbs.

New York, August 20

Dear Tariq,

I'm (1) _____ this postcard in English because I (2) _____ to practice the language. New York City is a wonderful city, but it's really hot in August. There (3) _____ thousands of tourists here from all over the place. You always (4) _____ lots of people on the streets.

Yesterday I (5) _____ to the Statue of Liberty. It's very impressive. Tonight I (6) _____ to see the lights in Times Square. Tomorrow the other students in the group and I (7) _____ to visit the Empire State Building. Some people planned to (8) _____ up the 1,860 steps to the top (like in the Eiffel Tower), but you (9) _____ do that anymore. You (10) _____ to take the elevator.

I'm (11) _____ a great time. Wish you were here!

Your friend,
Adnan



G. Complete the conversations with the correct possessive pronouns.

1. **A:** Whose shoes are these?

Are they Dad's?

B: Yes, they're _____.

2. **A:** Is that Mariam's perfume?

B: No, that isn't _____.

Her perfume is in the drawer.

3. **A:** Don't eat that! It isn't _____.

B: Oh, yes it is. It's _____.

Mom gave it to me.

4. **A:** Is this your house?

B: Yes, it's _____.

My wife and I bought it last year.

H. Give excuses for the following. Use **have to**. Use your own ideas.

💡 I couldn't come to the park because I had to babysit my little brother.

1. He can't come to the football game because _____.

2. I was late to class this morning because _____.

3. I didn't do my homework because _____.

4. She's not going shopping because _____.

5. I didn't call you back because _____.



2 Reading

Before Reading

Look at the photos and discuss what you know about the places.

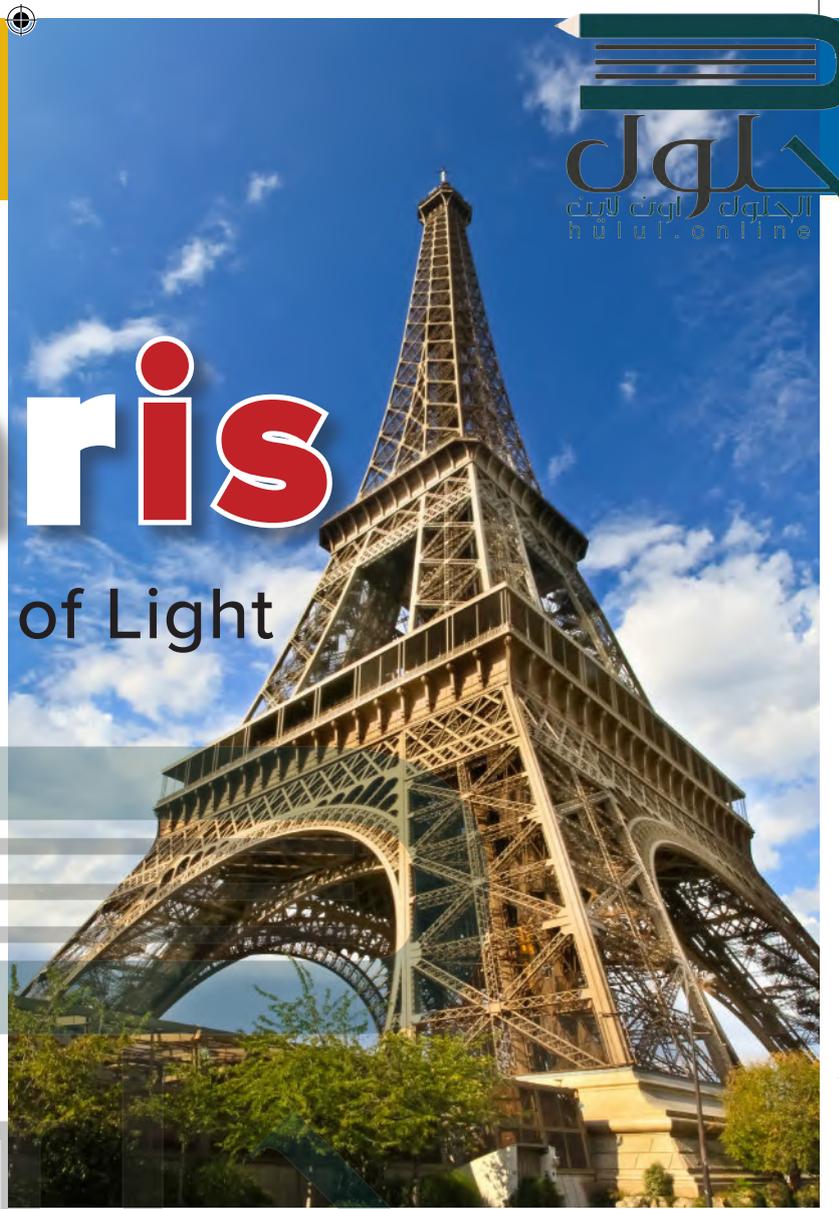
Paris

Things to do in Paris

The City of Light

Eiffel Tower ▶

The Eiffel Tower is one of the world's most popular and well-known sites. It is named after its architect, Gustave Eiffel, and was built in 1889 for the Universal Exposition. The tower is 1,062 feet (324 meters) high and offers fantastic views of the city. Very often, visitors have to wait in line to take the elevator to the observation deck. But the wait is worth it. At night, the tower itself becomes a beautifully illuminated sculpture. The Eiffel Tower is the most-visited building in the world. It welcomes around 7 million visitors per year.



◀ The Louvre

The Louvre was originally a royal palace. In 1516, Leonardo da Vinci came to France as a painter for the Royal Court, and brought with him the painting of Mona Lisa. The king acquired it, and it became part of the royal collection. Today the painting stands in the Louvre in a climate-controlled enclosure behind bulletproof glass. In the 1600s, the Louvre was a palace that contained art and rich decorations, and it only opened as a museum in 1793. The renovation of the museum in 1981 made it even more beautiful, and a pyramid was built as an entrance. Today, the Louvre is the world's largest museum and possesses the world's largest and richest collection of art and antiques from around the world.



Arc de Triomphe and the Champs Elysées

The Arc de Triomphe is a magnificent site at the end of the Champs Elysées, and one of the most famous monuments of Paris. Napoleon I ordered the construction of the monument in 1806 to celebrate his conquests. He got the idea from the triumphal arches of the emperors in ancient Rome. The Arc de Triomphe is a landmark in Paris because of its size and beauty.

From the Arc de Triomphe, you can enjoy a walk along the Champs Elysées. There are many shops, restaurants, and cafés along this boulevard. Be sure you stop off at a crêpe stand on one of the side streets. The chocolate crêpes are absolutely wonderful!



Seine River Tours

Boat tours along the Seine run throughout the day and evening. Many include lunch or dinner. The boats depart from the Pont de l'Alma (on the Right Bank) or from the foot of the Eiffel Tower (on the Left Bank). You can see many attractions on the trip, such as the Île de la Cité in the middle of the river as well as some of Paris's famous bridges.



After Reading

Answer **yes** or **no**.

- _____ Leonardo da Vinci brought a painting with him to France.
- _____ The Louvre Museum is famous for its views of Paris.
- _____ The Eiffel Tower is the most popular tourist sight in the world.
- _____ The Arc de Triomphe is famous because it has Napoleon's tomb.
- _____ The Île de la Cité is an island in the middle of the Seine River.

Discussion

- You and a friend are going on vacation to Paris. Discuss what you're going to do there. Tell the class about it.
- Compare Paris to other cities you know. Which city is best to visit? Why?

3 Project

4 Chant Along



The (Right) Answer



What do you do when you feel lonely?
What do you do when you feel blue?
Just come around and listen to me.
I've got the right answers for you.

Chorus

A little bit of hope is what you need—
A little bit of fun and lots of care,
A friendly person you can talk to,
A helping hand when no one's there.

What should you do in times of trouble?
What should you do when you are sad?
Why don't you bring me all your worries?
I'm sure that things can't be so bad.

Chorus

What can I do to make you happy?
What can I do to ease your pain?
What can I do to cheer you up,
And see you smiling once again?



Chorus

Vocabulary

A. Put the following words into one of the two categories.

lonely, blue, fun, hope, care, friendly, trouble, sad, worries, bad, happy, pain, smiling

Positive (+)	Negative (-)
fun, hope, care, friendly, happy, smiling	lonely, blue, trouble, sad, worries had, pain

B. Find two positive expressions and two negative expressions in the chant. Write them in the blanks.

💡 (+) *to ease your pain* (-) *to feel blue*

- (+) a little bit of fun
- (+) a little bit of hope
- (-) feel lonely
- (-) in times of trouble

Comprehension

A. Answer the questions.

- How is the boy feeling?
- What can his friend do to help him?
- Do you think the friend has the right answers?

1 He's feeling lonely and blue

2 The friend has the right answers. He can give him a little bit of fun and hope and a helping hand

3 Yes, he does

B. Write two sentences that show that the friend is trying to help.

💡 *I've got the right answers for you.*

What can I do to make you happy?

What can I do to ease your pain?

What can I do cheer you up and see you smiling again?

Discussion

- What do you do when you feel sad? **I usually read holy Quran**
- Who do you normally discuss your problems with? **My mother**
- Who can you ask for advice? **My eldest brother**
- What kind of advice do you give your friends? **Obedying parents and study hard**
- Think of another title for the chant.

happiness depends upon ourselves



12 It's Going to Be Fun!



1 Listen and Discuss

What kind of vacation do you prefer?
Check the adjectives and discuss with a partner.

- | | | |
|--------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> peaceful | <input type="checkbox"/> popular | <input type="checkbox"/> quiet |
| <input type="checkbox"/> safe | <input type="checkbox"/> exciting/thrilling | <input type="checkbox"/> exotic |
| <input type="checkbox"/> inexpensive | <input type="checkbox"/> adventurous | <input type="checkbox"/> noisy |
| <input type="checkbox"/> unusual | <input type="checkbox"/> luxurious | <input type="checkbox"/> relaxing |

SOME VACATION FAVORITES

SCUBA DIVING IN THE RED SEA, SAUDI ARABIA

Dive in the peaceful coral reefs of the Red Sea. You're going to see some of the most awesome and colorful marine life! Come face to face with sea turtles, lionfish, manta rays, and dolphins.

CULTURAL TRIP TO DUBAI

You're going to experience the old and the new: traditional markets, modern architecture, and malls. Visit museums, art galleries, and theme parks. Taste Arabian cuisine and ethnic dishes from India, Japan, or Italy.

TREKKING IN OMAN

Follow the Frankincense Trail from Muscat to Salalah and learn the secrets of the ancient perfume. You're going to visit a desert oasis and see spectacular views of mountains, coastal villages, and archaeological sites.

GLOBAL TOURS

has the
VACATION FOR YOU!

We take you anywhere in the world.
What are you going to do on your vacation?
Are you going to travel around or just relax in one place?
We have the answer for you.
Call Global Tours!
Visit our website:
www.globaltours.net
You're going to have the time of your life!

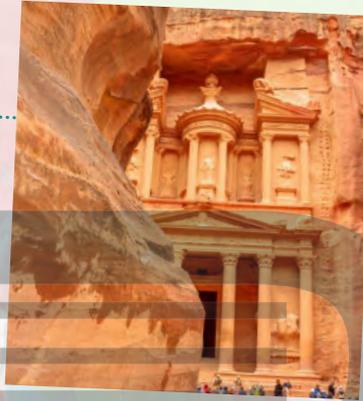
SAFARI IN AFRICA

Have an exciting adventure on Tanzania's Serengeti Plain. See the herds of wildebeest, different kinds of bucks and gazelles, zebra, and other wildlife in their natural habitat in the N'gorongoro Crater. You're going to see them really up close!



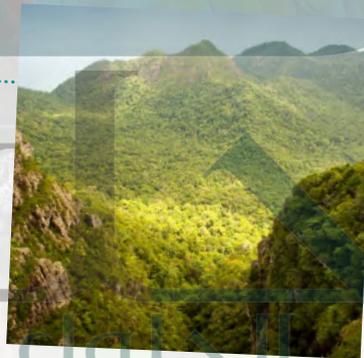
DESERT TOUR, JORDAN

Visit the spectacular ancient city of Petra. You're going to explore this magnificent archaeological site and see the wonderful buildings and tombs carved out in the rock.



ECOTOURISM IN THE MALAYSIAN RAINFOREST

Hike through the rainforest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of plants and animals, including an amazing variety of orchids.



Quick Check ✓

- A. Vocabulary.** List the adjectives used in the brochure.
- B. Comprehension.** Answer the questions about the brochure.
1. What does Global Tours offer?
 2. What can you do in the Red Sea?
 3. What are visitors going to see in Petra?
 4. What kind of vacation are you going to have in Malaysia?

2 Pair Work

- A. Ask** and **answer** about the places.
- What's the Serengeti like?
 - It's exciting. You can see wildlife in their natural habitat.
- B.** Choose one of the vacations. Ask and answer about the trip.
1. Where are you going to go on your vacation?
 2. How long are you going to stay?
 3. Who are you going with?
 4. How are you going to go?

12 It's Going to Be Fun!



3 Grammar

Future with *Be Going To*

Use *be going to* for the future, to talk about plans.

Affirmative (+)

I'm **going to** travel to Jordan.

Negative (-)

I'm **not going to** visit Petra.

Yes-No Questions (?)

Are you going to travel to Jordan?

Short Answer (+)

Yes, I am.

Short Answer (-)

No, I'm not.

Information Questions

What are you going to do on your vacation?	I'm going to travel to Africa.
When is he going to leave?	He's going to leave next week.
Which countries is he going to visit?	He's going to visit Tunisia and Morocco.
How are we going to go?	We're going to go by plane.
Where am I going to stay?	You're going to stay in a four-star hotel.
Who is going to travel with them?	They're going to travel with friends.
How long are they going to stay?	They're going to stay for a month.

Position of Adjectives

Antarctica is an **exotic** place. (*before nouns*) Antarctica is **exotic**. (*after the verb be*)

A. Add the question words. Match the questions and the answers.

- | | |
|--|---|
| 1. <u>Which</u> suitcase are you going to take? <u>e</u> | a. In a beautiful hotel. |
| 2. <u>Where</u> are they going to travel? <u>d</u> | b. To their parents. |
| 3. <u>What</u> is he going to do when he arrives? <u>c</u> | c. They're going to take a bus. |
| 4. <u>When</u> are they going to write to? <u>f</u> | d. You're going to arrive in the morning. |
| 5. <u>How</u> are we going to stay? <u>a</u> | e. The red one. It's new. |
| 6. <u>Who</u> are we going to get there? <u>b</u> | f. He's going to rest. |

B. Hameed and Fadi are going on vacation. Choose a place, and write six sentences about the things they're going to need. Use the words in the box for ideas.

 *They're going to Bali, Indonesia. They're going to need hats, sunglasses, etc.*

backpack	jacket	sneakers
bathing suit	jeans	suit and tie
calculator	map	sunglasses
camera	medicine	travel books
coat	money	T-shirt
credit card	passport	visa
hat	shirt	wallet
hiking boots	shorts	watch



C. Complete the article. Use the adjectives in the box.

humid	dense	traditional	tropical	ancient	agricultural
coastal	unique	hospitable	local	fertile	interesting

Jazan

Jazan, in southwestern Saudi Arabia, is a (1) _____ city on the Red Sea. It is the capital city of Jazan Province. Although it is a small province, it has a (2) _____ population of 1.7 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) _____ plains, coasts, and islands. Jazan is famous for its (4) _____ products, especially its (5) _____ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) _____ in the summer, while temperatures in the mountains to the northeast are much cooler.



Jazan is one of the oldest regions in the country, dating back some 8,000 years, and is rich in heritage and (7) _____ monuments. There is an (8) _____ mix of architectural styles throughout the region. The buildings are in harmony with their environment and make use of (9) _____ materials, such as stone, mud, bricks, wood, and plants. One style that is (10) _____ to the Tihama coast is the Jazani hut. The region is also known for its (11) _____ handicrafts and its generous and (12) _____ people.

4 Listening

Listen to three people talking about their vacation plans. Mark the boxes.

	Andy	Rod	Sam
1. Who is going to travel to another country?			
2. Who is going to climb a mountain?			
3. Who is going to fish?			
4. Who is going to help on a farm?			
5. Who is going to ski?			
6. Who is going to see wild animals?			

5 Pronunciation

Listen. Note the difference in the two sounds. Then practice.

/æ/	/ɒ/
tr avel	ex otic
gl ass es	pop ular
jac ket	mod ern



6 Conversation



- Agent:** What kind of vacation are you looking for?
- Omar:** I'm looking for a vacation in an exotic and exciting place. I love to meet people and learn about new cultures.
- Agent:** How about India?
- Omar:** It's a bit too crowded, and Indian food is not my favorite food.
- Agent:** Do you like nature? We have ecological tours in the Costa Rican rainforest. You can stay in a treetop resort. It's a unique jungle experience. You're going to love it.
- Omar:** I'm allergic to mosquitoes.
- Agent:** Why don't you go to the Alps? You will experience French, Swiss, Italian, and German cultures.
- Omar:** *Actually*, I want a place that isn't full of tourists. Somewhere *off the beaten track*.



Your Ending

What does the travel agent say in response to Omar's last statement?

- 1 Why don't you go to New Zealand?
- 2 How about Antarctica? There are no mosquitoes there.
- 3 Why don't you go to the Arabian Desert?
- 4 Your idea: _____

Real Talk

Actually = used to introduce an opposing idea
off the beaten track = not visited by many tourists

About the Conversation

1. Why doesn't Omar want to go to India?
2. What's wrong with Costa Rica?
3. What kind of place is Omar looking for?

Your Turn

Your partner tells you what he/she likes to do on a vacation. You make suggestions for where he/she can go. Your partner agrees or disagrees with your suggestion and says why.

7 About You



1. What's your favorite kind of vacation?
2. What do you like to do on a vacation?

3. How often do you take a vacation?
4. What are you going to do on your next vacation?



8 Reading

Before Reading

With a partner, write down what you know about Al-Hijr.

THE STONES OF AL-ULA



To: qassim_n@space.net
Subject: School trip to Al-Ula

Hi Qassim,

I'm writing this email from our hotel in Al-Ula. We arrived this evening after a long bus journey from Madinah. It's really too bad you couldn't join us on our school trip. We're going to learn so much about the historical sites that we can't learn in books.

It's quite busy here in town, with tourists from all over the world who have come to visit Mada'in Saleh. Tomorrow a guide is going to show us around the site. We're also going to visit the museum, Al-Ula oasis, and the old abandoned city.

The archaeological site lies about 20 km north of the town. It's also known as Al-Hijr because of the spectacular rock formations in the area. As you know, the site was settled by the Nabataeans in the first century. There are over 100 rock-carved monuments that are spread over an area of 13.4 kilometers, and due to the dry climate, they are in an excellent state of preservation. The site was included in UNESCO's World Heritage List in 2008 because of its cultural and architectural importance.

The desert around the oasis is covered by natural rock formations. Hundreds of curious shapes were carved by the wind into the soft sandstone, one of which resembles a giant elephant! The old city of Al-Deerah is going to be very interesting. It has over 500 houses from the 13th century, with stone foundations and mud-brick walls. Some of the stones were taken from the ruins of a Lihyanite settlement and still carry the ancient inscriptions. There is also a unique sundial that the inhabitants used to determine the start of Ramadan.

Don't worry. I'll take lots of amazing pictures to show you!

Best wishes,
Adel

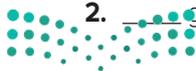


FYI Lihyan was an ancient civilization in northwestern Arabia that existed about 2,500 years ago.

After Reading

Mark the things that Adel is going to do in Al-Ula.

1. ____ ride an elephant
2. ____ go rock climbing
3. ____ see amazing scenery
4. ____ visit tombs
5. ____ go to a museum
6. ____ carve sandstone



9 Writing

A. Read the email. Circle the adjectives. Underline the adverbs.

From: khalid_2001@sgmail.com
Subject: Greek island

Hi Saeed,

I hope you're well. I'm writing from the Greek island of Paros. You know how I always wanted to visit Greece. Well, I'm finally here. It's a dream come true!

First, we flew to Athens. We spent a wonderful day there visiting the Parthenon and the Acropolis Museum. Amazing! The next day, we went to the port of Piraeus and caught a high-speed ferry to the island. The voyage took less than 3 hours.

We're staying in a comfortable hotel in the capital, Parikia. It's a very picturesque town, with its narrow streets and traditional white houses that have blue doors and windows. In the evening, the stores, cafés, and restaurants are crowded with tourists. It's so lively, and I have to say Greek food is absolutely delicious!

Of course, the island has many scenic beaches with crystal clear waters and soft sand. Tomorrow, we're going to spend the day at Golden Beach. I'm really excited because I'm going to try windsurfing! Apart from the spectacular beaches, we plan to explore the unique sights of the island. We're going to visit the Archaeological Museum and the Valley of Butterflies.

I'll tell you more about my adventures in Paros soon. Write me back with your news.

Best wishes,
 Khalid



B. Read the writing task in C. Before you write, complete the chart with notes for each paragraph.

Greetings	
Describe the journey	
Describe the place	
Activities you plan do	
Closing	

C. Write an email to a friend from a place that you know or would like to visit. Use your notes from the chart and ideas from this unit.

10 Project



In a group, plan a picnic. Present your picnic plan to the class. Use pictures and brochures.

11 Form, Meaning and Function

Adverbs of Manner

Adverbs of manner are formed by adding *-ly* to an adjective. They express how something is done. Adverbs of manner usually go after the main verb or after the object of the main verb.

He drives **slowly**. He is reading the map **carefully**.

Adjectives that end in *-l*, double the *l*: careful → carefully

Adjectives that end in consonant *-y*, change *y* to *i*: easy → easily

Note: Some adjectives and adverbs have the same form:

He's a **fast** driver. He drives **fast**. We ate a **late** dinner. We ate dinner **late**.
He's a **hard** worker. He works **hard**. The mountain is **high**. They climbed **high**.

Note: The adverb form of *good* is *well* and the comparative form is *better*.

He's a **good** player. He plays **well**. He plays **better** than he did last year.



A. Rewrite the sentences. Use adverbs of manner.

1. Adel is a careful driver. Adel drives carefully.
2. Hameed has a loud laugh. _____
3. We always eat an early dinner. _____
4. Fadwa and Amal are slow readers. _____
5. Saeed is a good tennis player. _____
6. Sabah is a quiet speaker. _____
7. Is Khalid a hard worker? _____
8. Majid and Ali are fast runners. _____
9. Learning English is easy for him. _____
10. Is my writing better now? _____
11. He jumped over the high wall. _____

B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

- A:** How was your vacation in Norway?
B: It didn't start _____ (1. good) because my flight left _____ (2. late). The plane shook _____ (3. wild), so I was happy when it landed _____ (4. safe) at the airport.
A: Wasn't it cold there?
B: Yes, but I dressed _____ (5. warm).
A: So, did you go skiing?
B: Of course! I took lessons on the first day. I learned _____ (6. quick) and _____ (7. easy). Then, I spent the week skiing _____ (8. fast) down the hills.
A: What did you do in the evenings?
B: I sat _____ (9. comfortable) by the fire and watched the snow fall _____ (10. peaceful) outside.



13 What's the Weather Like?

1 Listen and Discuss

Which of these cities has weather most like yours?

Weather Around the World

Montreal, Canada



The weather in the fall can be unpredictable, from cool to cold. It's often windy and cloudy, and temperatures vary from 40 to 58 degrees Fahrenheit (5 to 15 degrees Celsius).

Jeddah, KSA

Summer is usually sunny, really hot, and very dry. Temperatures are often over 104 degrees Fahrenheit (40 degrees Celsius), and 54 percent humidity.

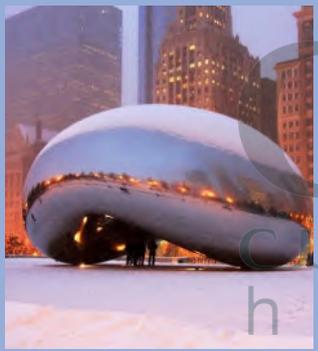


Kyoto, Japan



Spring is usually cool, but some days can be quite warm. The average temperature is around 52 degrees Fahrenheit (11.2 degrees Celsius).

Chicago, U.S.A.



It gets very cold in winter, and it often snows. Chicago gets approximately 40 inches of snow (100 centimeters) per year. Temperatures often fall below zero Celsius, and even below zero Fahrenheit.

People's Plans

Adnan



"I won't stay in Jeddah in July and August. It's extremely hot. I'll probably visit my cousins in Abha and enjoy the mountains."

"I think I'll go camping in the fall. It's when trees begin to lose their leaves and offer a magnificent display of colors."

Henry



Wayne



"I'll probably go ice-skating or skiing this winter. Maybe I'll visit my family in Florida and get away from the cold."

"I'll go and see the cherry blossoms. Spring in Kyoto is absolutely breathtaking. It's my favorite season."

Tomii





It's hurricane season. Hurricane George will pass over the Gulf of Mexico, but will not cause any damage. It won't hit Mexico, but will stay over the gulf.



The Weather Forecast

It'll rain in Central America tomorrow. It may also rain in the Yucatan Peninsula in Mexico. Florida will be cloudy. The temperature will be around 86 degrees Fahrenheit—that's 30 degrees Celsius—in Miami.

weather symbols



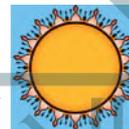
rain



snow



cloudy



sunny



partly cloudy/
partly sunny



windy

Quick Check ✓

- A. Vocabulary.** Write the words from these pages that relate to temperature.
- B. Comprehension.** Answer the questions.
1. Which city has hot summers?
 2. What's the temperature in Chicago in the winter?
 3. What will Tomi see in the spring in Kyoto?
 4. What is attractive about Canada in the fall?
 5. What will tomorrow's weather be like in Miami?

2 Pair Work

- A. Ask** and **answer** about the pictures and the people.
- What's the weather like in Kyoto in the spring?
 - It's usually cool.
 - What will Adnan do in the summer?
 - He'll probably go to the mountains.
- B. Ask** and **answer** about places and plans.
- What will you do in the summer?
 - I'll probably visit my family in Abha.

13 What's the Weather Like?



3 Grammar

Future with Will

FYI won't = will not

Use *will* to talk about something that you think will or will not happen in the future.

Affirmative (+)

I'll	(I + will)
You'll	(you + will)
He'll	(he + will)
She'll	travel. (she + will)
It'll	(it + will)
We'll	(we + will)
They'll	(they + will)

Negative (-)

I		
You		
He		
She	won't	travel.
It		
We		
They		

Yes-No Question (?)

Will you travel next summer?

Short Answer (+)

Yes, I **will**.

Short Answer (-)

No, I **won't**.

Information Questions

What will you do in the summer? I'll probably travel.

Where will you go? I'll go to Jordan.

How will you go? Maybe I'll drive.

Note: We often use *will* with *probably* or *maybe* to express doubt or uncertainty.

A. Ask and answer about the weather.

A: What will the weather be like in Muscat tomorrow?

B: It'll be warm and cloudy. The temperature will be 25 degrees Celsius.

City	High/Low Temp (F)	Weather Icon	High/Low Temp (C)
RIYADH, KSA	81/62 F		27/17 C
ISLAMABAD, PAKISTAN	50/31 F		10/-5 C
ABU DHABI, UAE	86/70 F		30/21 C
CAIRO, EGYPT	59/46 F		15/8 C
MUSCAT, OMAN	77/64 F		25/18 C
TABUK, KSA	39/28 F		4/-2 C
BEIRUT, LEBANON	62/52 F		17/11 C
ABHA, KSA	54/41 F		12/5 C
AMMAN, JORDAN	46/41 F		8/5 C

B. Ask and answer questions about your plans for the various times in the box.

in the summer	in the winter	in the spring	in the fall	tomorrow
on the weekend	next week	next year	on Saturday	in the future

A: What will you probably do in the summer?

B: I'll probably go horseback riding in Najran.



4 Listening

Listen to the weather report. Answer **yes** or **no**.

- ___ The weather was fine on Thursday afternoon.
- ___ Temperatures will be in the sixties on Friday afternoon.
- ___ Saturday will be beautiful and sunny all day.
- ___ It usually rains in the spring.
- ___ It will probably snow on Saturday.
- ___ You won't need boots and jackets in the mountains.



A barometer measures changes in atmospheric pressure and helps to predict whether it will be wet or dry.

5 Pronunciation

Listen to the /l/ sound. Then practice.

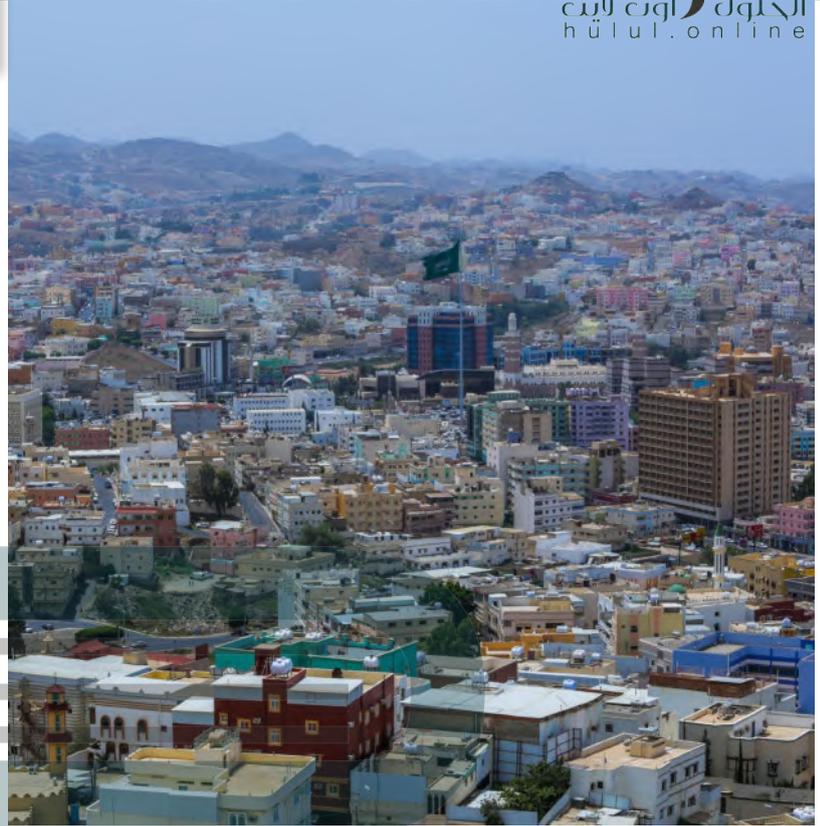
/l/			
I'll	I'll meet you at seven.	she'll	She'll go shopping next week.
you'll	You'll get cold.	we'll	We'll have fun on the trip.
he'll	He'll travel in the summer.	they'll	They'll probably stay home.

13 What's the Weather Like?



6 Conversation

- Tariq:** So, I hear you're going to move to Abha.
- Adel:** Yeah. I got a great job there.
- Tariq:** What work will you do?
- Adel:** I'm going to be a trainee in an international hotel.
- Tariq:** When do you plan to move?
- Adel:** I'll probably go next month. I want to spend the rest of the summer with my family before I move away.
- Tariq:** How long will you stay?
- Adel:** It depends.
- Tariq:** Depends on what?



Your Ending

What is Adel's answer?

- 1 It depends on the salary there. Will I make enough money?
- 2 It depends on the weather. Will I like the cold winters?
- 3 It depends on the training. Will I learn enough to help my career?
- 4 Your idea: _____

Real Talk

- I hear = a way to introduce news
- It depends. = a way to say you are not certain

About the Conversation Your Turn

1. When will Adel go to Abha?
2. What is he going to do there?
3. Why isn't he going immediately?
4. How long will he stay?

Imagine you are moving to a different country or city. Discuss what you will miss from your current home. Also discuss the things you will do and won't do in your new home.

7 About You

1. What's your favorite season of the year? Why?
2. What will you do next year?
3. What subjects will you study next year?
4. What will you probably do after high school or college?



8 Reading

Before Reading

Does the weather change the way you feel? How?

Can Weather Affect People's Moods?

Do you think it will rain tomorrow? Will it be cool or warm? People often ask about the weather because they want to wear appropriate clothing. But the weather can mean more to people than just changes in clothing. According to new research, warm, sunny weather can have a positive impact on mental health and mood. On the other hand, cold, dark winter weather can have a negative effect, even causing Seasonal Affective Disorder (SAD), a depression that comes back every winter. Read people's answers to a survey about how the weather affects their moods.



I can't really tell if the weather affects people's moods. In my country, it's always hot. In the winter, the temperature is about 84 degrees Fahrenheit (29 degrees Celsius). We usually have bright, sunny skies, and the people here are normally very happy even during thunderstorms. Maybe one day I'll get to see the snow and see if the cold weather will change my mood. *Ibrahim – Jeddah, Saudi Arabia*



I live on an island that has about two hundred beaches. So the weather affects the way I feel and our way of life very much. I'm in a lively mood the whole year round. People think that my country is tropical, but in the south we sometimes get some really cold, windy days, and I feel down. However, they don't last very long. When that happens, I just try to tell myself not to worry because tomorrow or the day after will be beautiful and sunny again. *Felipe – Florianopolis, Brazil*



The weather definitely affects the way I feel. When it's rainy and dreary out, I feel tired and depressed, and I don't want to do anything outdoors. So I try not to look out of the window, and I spend my time like a typical couch potato, watching TV and eating, or playing video games. My body and my brain seem to function better when it's sunny. I'm more energetic, and I feel like exercising more frequently. The trouble is that it rains on about one day out of three in England. *Keith – Liverpool, England*

After Reading

Complete the chart. List the effects of the weather on the three people.

	Good Weather	Bad Weather
Ibrahim		
Felipe		
Keith		

13 What's the Weather Like?



9 Writing

A. Look at the pairs of synonyms. Which adjectives describe moods? Which describe weather? Complete each sentence with one suitable adjective from the boxes.

sleepy/tired miserable/depressed bored/indifferent energetic/lively happy/cheerful

dreary/gloomy pleasant/mild extreme/harsh cold/freezing hot/boiling



1. Please, turn up the heat. It's _____ in here.
2. Fahad went to bed late last night, so he feels _____.
3. Because Noura was not interested in the conversation, she felt _____.
4. Ahmed was so _____ when his team lost the championship.
5. I always smile when I'm in a _____ mood.
6. Camels can survive in the _____ conditions of the desert.
7. A healthy diet and an active lifestyle will make you feel more _____.
8. It's _____ in here. Can we turn on the air conditioner?
9. The weather in spring is usually _____, not too cold or too hot.
10. This morning was wet and _____, but the sun has finally come out.

Writing Corner

1. Use *if* or *when* to refer to repeated situations.
If / When it rains, I usually stay indoors.
 I feel miserable **when / if** it rains all day.
2. Use *when* to refer to future situations that are certain.
 I will call you **when** I get home.
3. Use *if* to refer to future situations that are possible, but not certain.
If I get home early, I will call you.

B. Write notes in the chart to describe the activities you do and how you feel in certain weather conditions.

Warm and sunny	
Cloudy and rainy	
Hot and dry	
Other: _____	

C. Write about how the weather affects you. Use your notes from the chart and ideas from this unit. Use *if* and *when*.

10 Project

Research the weather in a place you would like to visit. Present your findings to the class.

11 Form, Meaning and Function

Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the simple present tense in both clauses.

If it **is** sunny outside, I always **wear** sunglasses.

Water **becomes** ice **if** you **put** it in the freezer.

Future Facts

Use the simple present in the *if*-clause and the future with *will* in the result clause.

If their team **wins**, the fans **will be** happy.

The fans **won't be** happy **if** their team **loses**.

They **won't play** tennis **if** it **rains**.

If it **doesn't rain**, they'll **play** tennis.

Will they **play** tennis **if** it **rains**?

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura **doesn't study**, she **might fail** the test.

We **might go** skiing **if** there **is** enough snow.



A. Complete the sentences with the verbs in parentheses. Use the simple present or **will**.

- If you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
- Imad _____ (stay) late tonight if he _____ (not finish) his work on time.
- If you _____ (go) to university, what _____ (you / study)?
- The cell phone _____ (not work) if it _____ (not have) a battery.
- If the temperature _____ (warm up), the snow _____ (melt).
- If he _____ (not hurry), he _____ (miss) the bus and be late for school.
- If I _____ (not know) a word, I _____ (look) in my dictionary.
- It _____ (get) dark if the sun _____ (go) down.



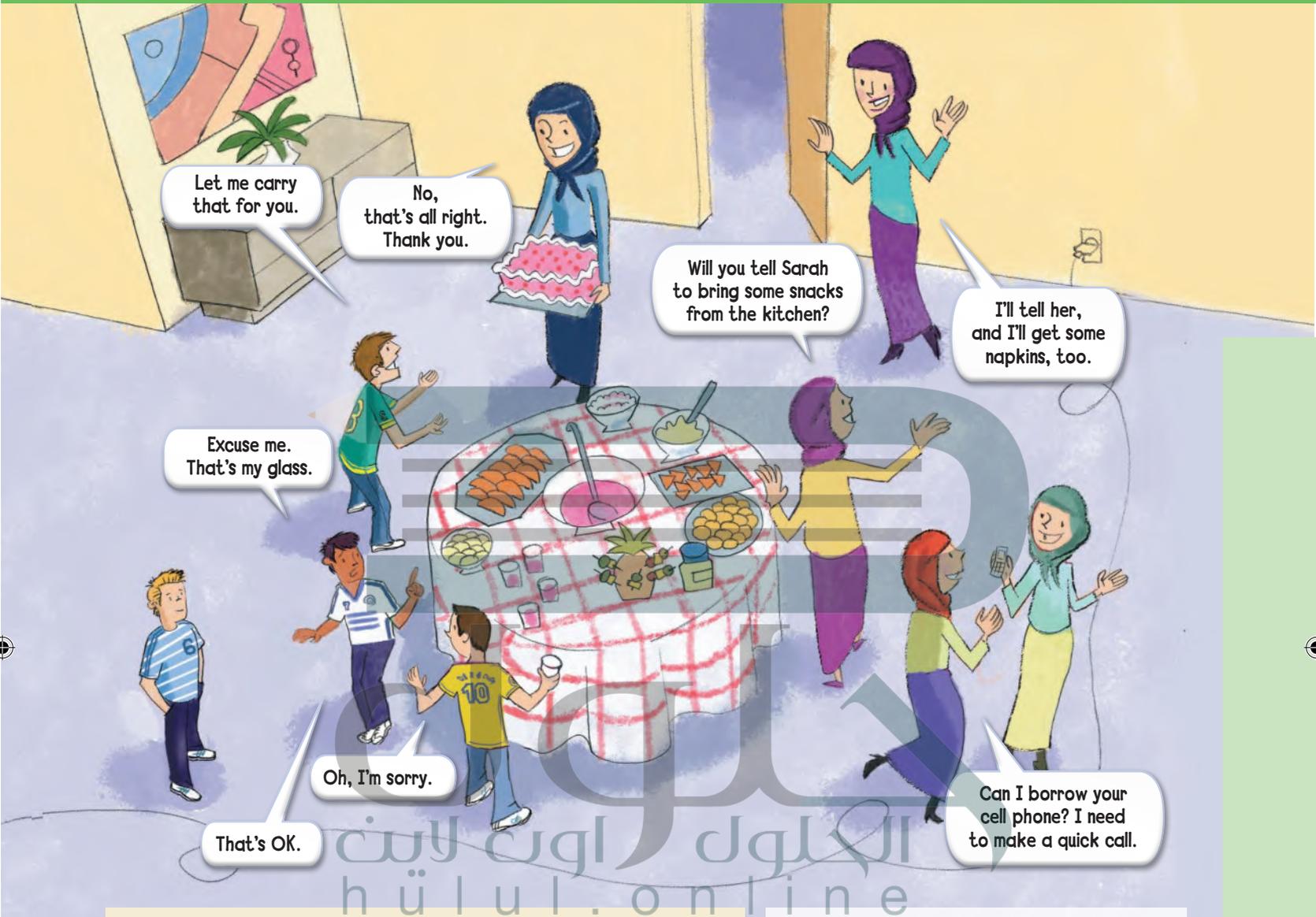
B. Complete the sentences with the present or future forms of the conditional.

Say how the weather makes you feel.

- If the sky is dark and cloudy, _____.
- If it's warm and sunny, _____.
- If it's hot and humid, _____.

Say what you **will** or **won't** do or what you **may/might** do.

- If I finish all my homework, _____.
- If I go to university, _____.
- If it rains tomorrow, _____.
- If the weather is nice this weekend, _____.
- If the temperature is above 40°C, _____.



Quick Check

- A. Vocabulary.** Read the conversations. Mark **O** for offers (when people offer help) and **R** for requests (when people ask for help).
- B. Comprehension.** Answer about the picture.
1. What does the boy with the camera want?
 2. What kind of drink would the old man like to have?
 3. What does the girl ask Sarah to bring from the kitchen?
 4. What does the boy offer to do for the woman with the cake?
 5. What do the boys with the video camera want?



2 Pair Work

- A.** Imagine you are at the family gathering. Make requests.
- Will you lend me your camera?
 - Sure. / Certainly.
OR: Sorry, I can't.
- B.** Imagine you are at the family gathering. Offer to do things.
- I'll get some more snacks.
 - Thanks.

14 Could You Do Me a Favor?



3 Grammar

Can, Could, Will, Would

Use *can, could, will, or would* for requests.

Request

Can	you	help me?
Could		
Will		
Would		

Agreeing

Sure.
Certainly.
Of course.
No problem.

Refusing

Sorry, I can't.
Not now. I'm busy.

I'll, Let me

Use *I'll* or *Let me* when offering to do something.

Offering

I'll carry that for you.
Let me

Accepting

Thank you.
You're very kind.

Refusing

That's all right.
Don't worry.

Want + Object Noun/Pronoun + Infinitive

Use *want + object noun/pronoun + infinitive* to get people to do something.

Q: What do you **want Omar to do**?

A: I **want him to take out** the garbage.

Tell and Ask + Object Noun/Pronoun + Infinitive

Ask Amina to bring some snacks.

Tell her not to be late.

A. Write requests for the situations.

 This bag is really heavy. I can't carry it.

Could you help me with this bag?

1. We want to take a photo. We don't have a camera.
2. I'm thirsty. I want something to drink.
3. We want to play, but we don't have a ball.
4. I need to call a friend, but I don't have a phone.
5. I don't know which bus goes downtown.

B. Make offers for the situations.

 There are a lot of plates in the kitchen sink.

I'll wash them for you.

1. Your mother is trying to get a can from the top shelf.
2. A friend doesn't know how to do a math assignment.
3. Some people want someone to take their photo.
4. A friend needs to cook a steak, but doesn't know how.
5. Someone is carrying a heavy bag.



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mother / her son

Could you please take out the garbage?

C. Describe the situations in which people are making requests. Use **want to**.

💡 *The mother wants her son to take out the garbage.*

Please lend me \$10.



1. Rana / Sabah

Could you fill in this form?



2. the receptionist / Saeed

Can I borrow your cell phone?



3. Mr. Jenkins / Andy

Will you give me a hand?



4. Ricardo / Matt

Please put away your toys.



5. mother / her children

Would you pass me the salt?



6. Khalid / his wife

D. Practice with a partner. Accept or refuse the above requests.

4 Listening

Listen to the messages from Jason's telephone answering machine. Match each person with his message.

- | | |
|----------------|---|
| 1. ___ Jim | a. This person wants Jason to pick him up at 8:00 A.M. |
| 2. ___ Andy | b. This person asks to borrow Jason's brother's volleyball net. |
| 3. ___ John | c. This person tells Jason to bring a mask and flippers. |
| 4. ___ Charles | d. This person asks Jason to bring snacks. |

5 Pronunciation

Listen. Note the reduction of **could you** and **would you**. Then practice.

Could you?	Would you?
Could you give me some rice?	Would you help me?
Could you turn off the light?	Would you pass me the salt?

6 Conversation

Panel 1: Sultan, will you do me a favor? / Sure. What do you want me to do? / If Fahd calls, tell him I'm not home. He always wants help with his homework.

Panel 2: OK. No problem. / Hello. This is Fahd. May I speak to Ali?

Panel 3: Hi, Fahd. My brother's not here. / I have no idea. Did you try his cell phone? / Yes, I did. But he doesn't answer.

Panel 4: Ah, that's too bad! What time will he be back? / Can I take a message?

Panel 5: Yes. Please tell him I got free tickets for the football game tonight.

Panel 6: (Fahd is on the phone, looking thoughtful.)

Your Ending

What does Sultan say?

- 1 Could I come with you in his place?
- 2 I'll tell Ali to call you when he gets home.
- 3 Can you get me a free ticket too?
- 4 Your idea: _____

About the Conversation

1. What does Ali want Sultan to do?
2. What is Fahd calling about?
3. What does he want Sultan to do?

Your Turn

Role-play a conversation. Practice giving and taking telephone messages with a partner. Then give the message to a third person.

Real Talk

Will you do me a favor? =

Will you help me with something?

I have no idea. = I don't know.

7 About You

1. Do you often receive text messages or email messages from your friends?
2. How do you usually keep in touch with your friends?
3. Do you normally return calls quickly?
4. Do you remember to reply to messages?



8 Reading

Before Reading

When do people usually write messages or leave notes?

Dear Daughter

Dear Farah,

I need you to do me a big favor. There's been an emergency, and I have to go to the hospital. Your grandmother fell down the stairs, and I'm afraid she may have a broken hip. Your brother is going to drive me there as soon as he gets home. I don't know how long I'll be there, so I really need your help tonight.

I didn't have time to finish preparing the meal, so please make dinner for the family. The chicken is ready—it's in the fridge. Just cook it with some rice. Will you also make a salad? Your father will be home at about 7 o'clock. He's going to be late because he has a meeting after work. Could you also wash Hameed's football uniform? His team has a big game tomorrow. He can't do it because he is taking me to the hospital. I did the rest of the laundry this morning, but I didn't have time to iron your father's clothes for tomorrow. Please do that for me. Thanks, dear.

Don't worry. Hameed will call you later to let you know about grandmother's condition.

Love,
Mom

P.S. Tell Mona and Imad to help you wash up after dinner. And please make sure that they do all their homework. Don't let them watch TV until they've finished! Ask your father to help Imad with his math if you don't have time.

After Reading

1. What is the emergency?
2. What is Hameed going to do?
3. What does the mother want Farah to do?
4. Why can't Hameed wash his uniform?
5. What should Farah's younger brother and sister do?

Discussion

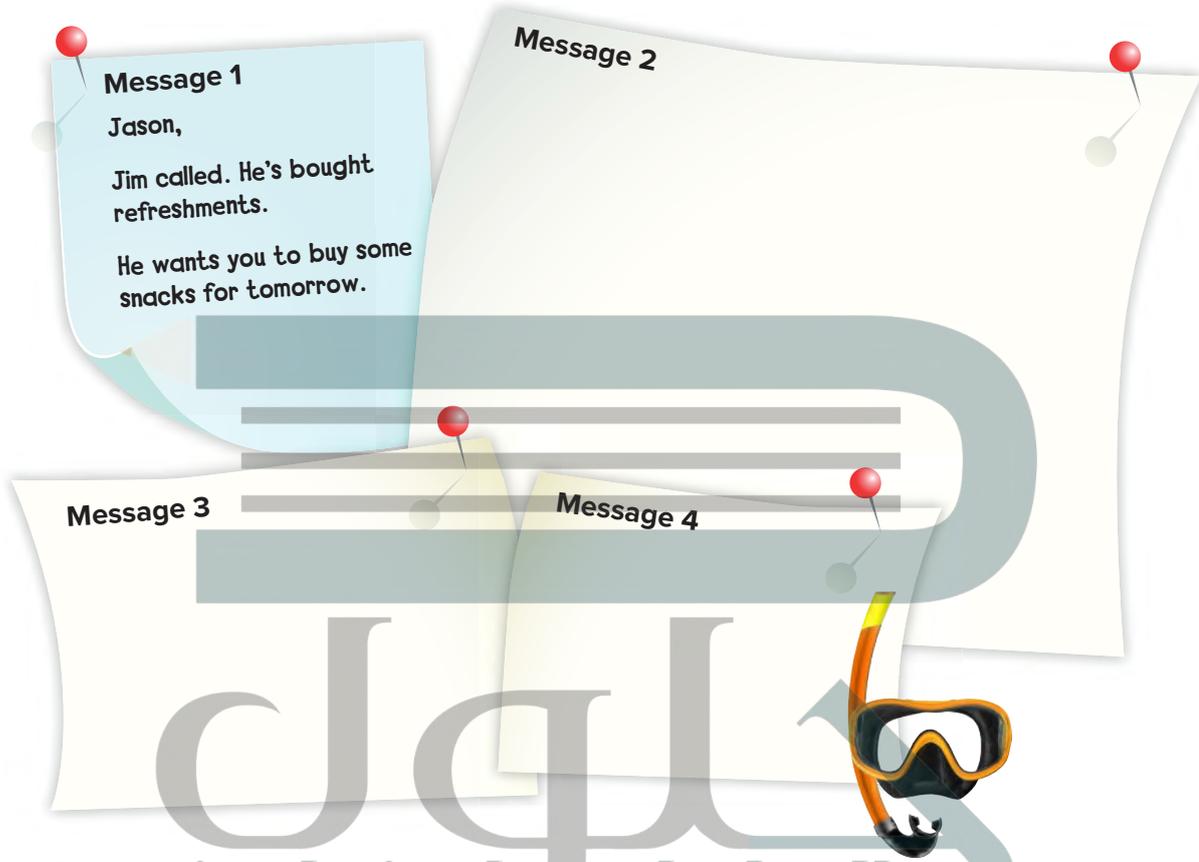
How do you help your family?
How do they help you?

14 Could You Do Me a Favor?



9 Writing

- A. Listen to Jason's messages from page 125 again. Write a short note for each message. Only include the necessary information. The first one is done as an example.



Writing Corner

1. Be polite when you ask someone for a favor. Use *please*.
Could you **please** help me with my math homework this evening?
2. If you cannot do the favor, you can politely apologize and explain why.
I'm sorry, but I'm busy tonight. How about tomorrow?
3. When someone does you a favor, you should always thank him/her.
Thank you so much for your help. **Thanks** for helping me.

- B. Work with a partner. Take turns asking each other for a favor. Accept or refuse to do the favor. Use polite language: **please, I'm sorry, but..., thank you/thanks**.
- C. Write a note in which you ask someone to do you a favor. Explain why you need the favor. Use polite language and other ideas from this unit.

10 Project

In a group, write down the most common favors people ask. Present your ideas to the class.

11 Form, Meaning and Function

Functions with Will

The modal verb *will* expresses the future time, and it is used in a variety of functions. We use *will* in expressions for the following purposes:

Request

Will you help me?

Offer

I'll help you carry that.

Promise

I'll be careful. I **won't** do that again.

Threat

Stop that or I'll tell mother.

Refusal

She **won't** listen to me.

Deduction

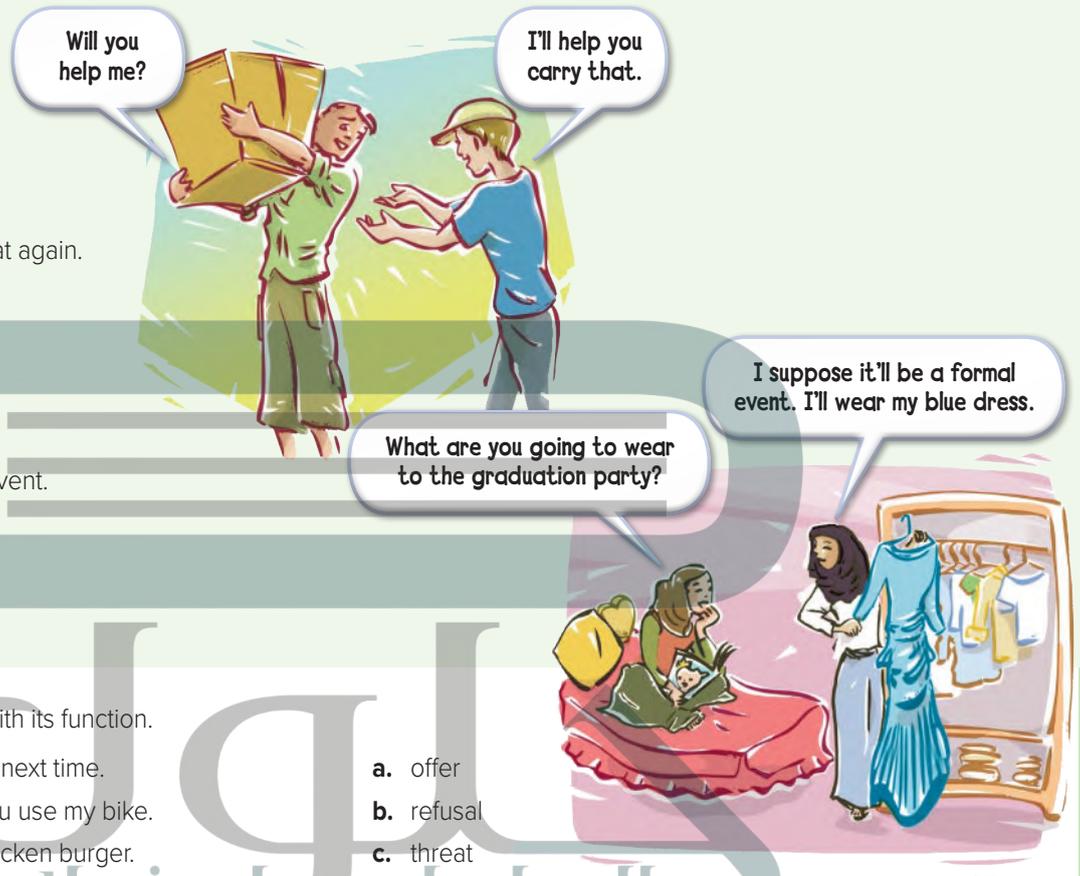
I suppose it'll be a formal event.

Instant Decision

I'll wear my blue dress.

Farewell

I'll see you tomorrow.



A. Match each sentence with its function.

- | | |
|--|---------------------|
| 1. _____ I'll try harder next time. | a. offer |
| 2. _____ I won't let you use my bike. | b. refusal |
| 3. _____ I'll have a chicken burger. | c. threat |
| 4. _____ I'll talk to you later. | d. promise |
| 5. _____ Will you explain it again? | e. request |
| 6. _____ I'll show you how to do it. | f. instant decision |
| 7. _____ Stop that or I'll tell the teacher. | g. farewell |
| 8. _____ He won't be home now. | h. deduction |

B. Complete the sentences with **will** or **won't** and the verb in parentheses.

- I'm sorry that I let you down. I _____ (not disappoint) you again.
- Let's take a break. I _____ (make) us some coffee and a snack.
- If you don't leave immediately, I _____ (call) security.
- It's hot in here. _____ (you / turn on) the air conditioner?
- I'd like to stay, but I really have to go now. We _____ (talk) soon.
- I _____ (have) the chicken and rice. And a salad to start with, please.
- The baby _____ (not stop) crying. I don't know what to do.
- We should wait. He _____ (not want) us to start without him.

15 Today's News

1 Listen and Discuss

Did you ever hear an unusual piece of news on the radio or TV? Tell about it.



STAY TUNED FOR BREAKING NEWS...STAY TUNED FOR BREAKING NEWS...STAY TUNED FOR BREAKING NEWS...



A parrot named Percy was fired from the Bakersville Zoo. He was one of a dozen talking parrots, which are the zoo's main attraction. The parrots were performing in front of a crowd when Percy suddenly shrieked out improper language. The visitors and zookeepers were shocked. The zoo decided not to risk a repeat performance in front of children and kicked Percy out of the zoo. One zookeeper said, "We'll find a safe new home for Percy."

A 76-year-old grandfather saved his 8-year-old grandson from a 13-foot-long (4-meter-long) anaconda. The boy was playing with friends near a small river in Cosmorama, Brazil, when the snake attacked him. The boy's grandfather was working nearby. When the grandfather heard the boy's screams, he ran to the riverside and was able to get the animal off the boy. The fight between the snake and the man continued. Finally, someone managed to give the grandfather a big knife, and the grandfather killed the snake. Our hero was very strong, because it normally takes five men to overpower and get control of a snake that size.



The NEWS @ FIVE



The last thing 17-year-old Ricardo Gordon remembers was that a storm was coming, and he was rushing to get inside. Next thing he knew, he was lying in a hospital bed. Here is what happened. Ricardo was listening to the live broadcast of the football game when lightning hit him. As a result, his hair and ears were burned, and he had dark spots all over his body. The wounds on his body followed the wire of his smartphone, from his ears down to his hip, where he was carrying the device. The electric current traveled from his smartphone to his headphones. Ricardo is lucky to be alive!

Quick Check ✓

A. Vocabulary. Match each word with the meaning.

- | | |
|---------------------|-----------------------|
| 1. ____ be fired | a. dominate |
| 2. ____ shriek | b. piece of equipment |
| 3. ____ risk | c. lose one's job |
| 4. ____ get control | d. injury |
| 5. ____ wound | e. shout loudly |
| 6. ____ device | f. take a chance |

B. Comprehension. Match the titles with the news stories.

- a. Shocking Match b. Tight Squeeze c. Bad Example

C. Answer about the stories.

1. What did Percy do wrong?
2. What was the grandson doing when the snake appeared?
3. What was Ricardo doing when he was struck by lightning?

2 Pair Work

A. Ask and answer about the stories.

-  What was Ricardo doing when the lightning hit him?
-  He was listening to the football game on his smartphone.

B. Ask and answer about yourself.

-  What were you doing when the big storm started?
-  I was waiting for a bus.

3 Grammar

Past Progressive

Affirmative (+)

I	was	sleeping.
He		
She		
It	were	sleeping.
We		
You		
They		

Negative (-)

I	wasn't	sleeping.
He		
She		
It	weren't	sleeping.
We		
You		
They		

Yes-No Questions (?)

Was	I	sleeping?
	he	
	she	
Were	it	sleeping?
	we	
	you	
	they	

Short Answers (+)

I	was.
he	
she	
it	were.
we	
you	
they	

Short Answers (-)

I	wasn't.
he	
she	
it	weren't.
we	
you	
they	

Past Progressive + When

Use *when* to indicate that a longer, continuous action is interrupted by a shorter one.

Action 1: I was taking a shower.

Action 2: The telephone rang.

I **was taking** a shower **when** the telephone rang.

Q: What were you doing **when** I called you?

A: I **was taking** a shower.

A. Make sentences using **when**. Follow the example.

Jack / sleep // hear / noise *Jack was sleeping when he heard the noise.*

- Asma / cook dinner // electricity / go out
- The people / going home // fire / start
- The workers / leave / building // elevator / stop
- Majid / look at / trees // he / see / parrot
- The thief / steal / car // police / arrest him
- The students / wait for / bus // rain / start



B. The guests arrived early.
 What were the Smiths
 doing when they arrived?
 Write sentences.



💡 Mr. Smith was mowing the lawn _____.

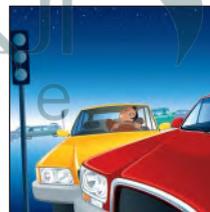
- 1. Mrs. Smith _____
- 2. Grandfather _____
- 3. Grandmother _____
- 4. Big brother _____
- 5. Big sister _____
- 6. Little brother _____
- 7. Little sister _____

4 Listening

Listen and match each conversation to a picture. Write the number next to the picture.













5 Pronunciation

Listen. Note the word stress. Then practice.

1st syllable	2nd syllable	3rd syllable
lightning	performance	electricity
language	electric	
	attraction	



6 Conversation

Reporter: So, Robert, could you tell us what happened?

Robert: Well, I was delivering a pizza and a bottle of soda to a high-rise apartment building last Friday night when the elevator broke down.

Reporter: So, what did you do?

Robert: I shouted and pushed the alarm button, but no one heard me.

Reporter: Why didn't you just use your cell phone to call someone?

Robert: I wasn't carrying my cell phone. I just forgot it.

Reporter: How long were you in the elevator?

Robert: I was stuck in there for 10 hours.

Reporter: Weren't you nervous and scared?

Robert: Not really. **I kept my cool.** I ate the pizza and drank the soda. Then I went to sleep.

Reporter: How did you get out?

Robert: Well, finally, some residents called the building manager because the elevator wasn't working. When they got the elevator started, I was sleeping on the floor of the elevator with the empty pizza box.



Real Talk

kept my cool = didn't get stressed

About the Conversation

1. What was Robert doing in the building?
2. How did he get stuck in the elevator?
3. What did he do when that happened?
4. How long was he in the elevator?
5. How did he get out?
6. What kind of person do you think Robert is?

Your Turn

Choose an important event that happened in your town/country and say what you were doing at the time.

7 About You

1. Are you scared of elevators or small spaces? Why?
2. Were you ever in a blackout? What were you doing when it happened? What did you do?
3. Did you ever hear about an unusual incident like the one in the Conversation? Describe it.
4. Were you ever in a situation where you couldn't communicate with anyone? Explain.



8 Reading

Before Reading

Read the headline. What do you think the newspaper article is about?



The Herald

Age Means Nothing



Six-year-old Marta Garcia was sitting with her little three-year-old brother in the backseat of the family car as her dad prepared to get in the car and take the wheel. Suddenly a stranger appeared and pushed Marta's father out of the way. He wanted to steal the car. The father fought back, but the thief overpowered him and got in the car. Marta's father was holding on to the car door and screaming when the man started to drive down the road. He said later, "My children were in there. I wasn't going to let go." Finally he lost his grip on the car and fell onto the side of the road. The car disappeared, and the father sat crying on the side of the road.

But Marta wasn't going to

let the thief get away with that. She started hitting the carjacker with her fists and pulling his hair. Finally he got tired of it, stopped the car, and ordered the two children out. Marta took her brother from his car seat and helped him get out of the car.

Some minutes later, when Marta's father looked up, he couldn't believe his eyes. His two kids were coming toward him. Marta was holding her brother's hand.

Marta said, "I wasn't scared. I wanted us to be safe. I was hitting the bad man. I just wanted Daddy." The local police officer said, "Marta is a brave little girl."

After Reading

Complete the sentences.

1. Marta was sitting in the backseat when _____.
2. Marta's father fought with the thief, but _____.
3. Marta hit the thief and pulled his hair until _____.
4. Marta's dad was sitting on the side of the road when _____.

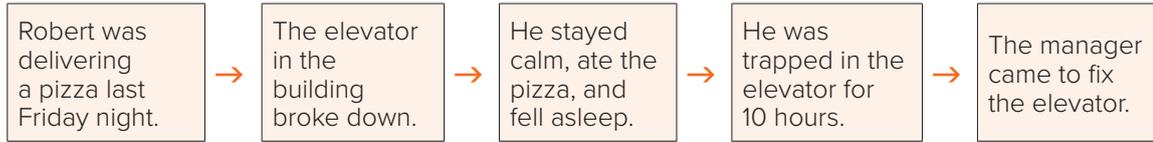
Discussion

Do you think it's a good idea to try to stop a thief? Talk about it.



9 Writing

A. Look at the event chain diagram. What news story is it from in this unit?



Writing Corner

Follow these steps when writing a summary:

1. Skim the text for the main idea.
2. Find the important information.
3. Delete any unnecessary information.
4. Do not add any opinions of your own.
5. Use your own words to write the summary.

B. Read the summary of the news story. Can you think of another suitable headline?

Delivery Boy Trapped in Elevator

Last Friday night, Robert was delivering a pizza to an apartment building. The elevator broke down and he was trapped inside. Robert didn't panic. He ate the pizza and fell asleep. Ten hours later, the building manager came to fix the elevator and he found Robert asleep inside.

C. Choose a news story from the unit. Write notes in the event chain diagram.

```

    graph TD
      A[ ] --> B[ ]
      B --> C[ ]
      C --> D[ ]
    
```

D. Summarize one of the news stories in the unit in your own words. Use your notes from the event chain diagram. Write your own headline for the story.

10 Project

Find an unusual news event and present it in your own words to the class.

11 Form, Meaning and Function

Adverbs of Degree

Adverbs of degree tell about the intensity of a verb, adjective, or adverb. Some common adverbs of degree are: *absolutely, almost, completely, extremely, hardly, just, quite, really, very.*

Adverbs of degree go before the main verb and before the adjective or adverb.

- | | |
|---------------------------------------|------------------------------------|
| I absolutely agree with you. | He was just running. |
| You almost missed your flight. | He can hardly stand up. |
| The students did quite well. | He is completely exhausted. |



Could and Was Able To

We use *could* and *was able to* to talk about general ability in the past.

- | | |
|---|---|
| I could run fast when I was young. | I was able to run fast when I was young. |
| They couldn't see in the dark. | They weren't able to see in the dark. |

We use *was/were able to*, but not *could*, to talk about one specific past action.

- | | |
|--|--------------------------------------|
| He was able to rescue his grandson. | He could rescue his grandson. |
|--|--------------------------------------|

A. Write each student's test score next to the name. (Note: 60% = pass)

1. _____ Jason completely failed the test. 100%
2. _____ Mark almost passed the test. 95%
3. _____ Ali's test was absolutely perfect. 75%
4. _____ Bill did extremely well on the test. 60%
5. _____ Fahd's test result was quite good. 58%
6. _____ Tom was just able to pass. 30%



B. Circle the correct words in the story. In some cases, both words are correct.

Six-year-old Marta Garcia and her baby brother were sitting in the back seat of the car. Mr. Garcia was (1. almost / just) getting into the car when a strange man pushed him away. Mr. Garcia tried to stop him, but the man was (2. very / absolutely) strong and (3. could / was able to) overpower Mr. Garcia. The man, who wanted to steal the car, got in and started driving away. Mr. Garcia grabbed the car door, but he (4. couldn't / wasn't able to) hold on and fell onto the road. He felt (5. quite / completely) helpless and sat there crying.

At first, the thief (6. hardly / just) noticed the children who were sitting quietly in the back. Then Marta became (7. really / extremely) upset. She started hitting the thief and pulling his hair. He (8. hardly / almost) drove off the road. Finally, he (9. couldn't / wasn't able to) stand it any longer, so he stopped the car and ordered the children to get out. Marta (10. could / was able to) help her brother out of the car.

The children started walking back. Mr. Garcia was (11. very / absolutely) thrilled to see his children again. Marta is an (12. absolutely / extremely) brave girl.

16 Have You Ever...?

رابط الدرس الرقمي



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1 Listen and Discuss

Look at some people's experiences. Mark the things you've done. Compare with a partner.

Have You Had an Exciting Life?

Our reporter Scott Turner asks people about their experiences.



Scott: Have you ever been hang gliding?

Omar: Yes, I have. I went last year. It was awesome.



Scott: Have you ever flown in a small plane?

John: No, never. This is my first time.

Scott: Have you ever eaten something weird?

Qassim: Yes, we have. My family and I ate durian fruit in Malaysia.



Scott: Have you ever ridden a camel?

Adnan: Yes, when I was in Egypt.



Scott: Have you ever seen an unusual animal?

Mark: Yes. I've seen a zorse. A zorse is half zebra, half horse.

Scott: Faisal, have you ever gone on a desert safari? ▶

Faisal: Yes, I have.

Scott: When did you do it?

Faisal: Two years ago near Riyadh. It was fun and exciting.



▲ **Scott:** Have you ever tried cliff hanging?

Don: No, I haven't. No ropes, no harness. I'm not crazy.



Quick Check ✓

A. Vocabulary. Find words from the conversations in these categories: sports, foods, animals. Write them.

B. Comprehension. Answer **yes** or **no**.

1. ____ John has flown in a small plane.
2. ____ Omar has been hang gliding.
3. ____ Adnan rode a camel in Egypt.
4. ____ Qassim and his family have never eaten durian fruit.
5. ____ Don went cliff hanging last year.
6. ____ Mark has never seen an odd animal.

2 Pair Work

A. Ask and **answer** about the people.

-  Has Faisal ever gone on a desert safari?
-  Yes, he has.
-  When did he do it?
-  He did it two years ago.

B. Ask and **answer** about yourself.

-  Have you ever eaten durian fruit?
-  No, I haven't. Have you?
-  Yes, I have. I ate durian fruit when I was in Malaysia.

3 Grammar

Present Perfect

Use the present perfect to talk about an indefinite time in the past, when the specific time in the past is not important. It is often used to talk about time from the past up to now, for example, in a person's life up to now.

Affirmative (+)

I've		(I + have)
You've		(you + have)
He's	been	to Bahrain. (he + has)
She's		(she + has)
We've		(we + have)
They've		(they + have)

Negative (-)

I	haven't	
You		
He	hasn't	been to Bahrain.
She		
We	haven't	
They		

Yes-No Questions (?)

Have	I	you	ever	been	to Bahrain?
Has	he	she			
Have	we	they			

Short Answers (+)

Yes,	I	you
	he	she
	we	they

Short Answers (-)

No,	I	you
	he	she
	we	they

- The present perfect is made up of the verb *have* and the past participle.
- To form the past participle of regular verbs, add *-ed*.
- Here are some irregular past participle forms:

be – been	eat – eaten	go – gone	meet – met	see – seen	take – taken
do – done	fly – flown	hear – heard	ride – ridden	swim – swum	write – written

See the list of irregular verbs on page 180.

Note: *Ever* means “at any time.” It is often used in questions with the present perfect.

Present Perfect versus Simple Past

Use the simple past to indicate a specific time in the past.

I've **been** to Bahrain.

I **was** in Bahrain **last year**.

A. Complete the conversations. Then practice with a partner.

- A:** Have you ever _____ a snake?
B: No, I _____. Have you?
A: Yes, I _____ one in the desert.
B: Were you frightened?

- A:** _____ Nasser ever gone snorkeling?
B: Yes, he has.
A: _____ he like it?
B: No, he _____. He was scared.

- A:** _____ ants in Mexico years ago.
B: What did they taste like?
A: They _____ spicy.

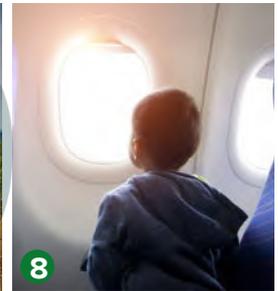
- A:** I've never _____ in a helicopter.
B: I have. I _____ in one over the Red Sea.
A: I'd like to do that one day.



B. Work with a partner. Ask and answer about your experiences.

A: Have you ever gone ice-skating?

B: No, I haven't. / Yes, I have. I went ice-skating in the winter.



C. Tell about your partner's experiences to another classmate.

4 Listening

Listen to Matt talking about his travel experiences. Mark the things he's done.

1. ___ visited historic places
2. ___ climbed a volcano
3. ___ eaten grasshopper
4. ___ gone to Colombia
5. ___ been to Nicaragua
6. ___ visited the Panama Canal area



Panama City ▲



Mayan ruins in Guatemala ▲

5 Pronunciation

Listen to the /v/ sound in **have** and **'ve**. Then practice.

I've never flown in a plane.
You've flown a plane!

They've seen a shark.
What have you done?

Have you climbed a mountain?
You haven't been to a museum?



6 Conversation



Michael: What's the most awesome experience you've ever had?

Andrew: **Definitely** when I went shark diving. Have you ever heard of it?

Michael: No, never.

Andrew: Well, I went shark diving in Gansbaai, South Africa. It's one of the best places in the world to see the great white sharks up close.

Michael: **You're out of your mind!** You'll never catch me diving in the middle of sharks.

Andrew: It's not like that. You go out on a boat to a place called "Shark Alley," and you go down inside a cage. The people on the boat throw out big pieces of fish tied to a rope in order to attract the sharks. The sharks come up real close, and frequently they knock the cage with their heads.

Michael: Weren't you afraid?

Andrew: **To be honest**, I was **scared to death**.



Gansbaai,
South Africa

FYI

"Gansbaai" is the Afrikaans word that means "goose bay."

Real Talk

Definitely = expressing a high degree of certainty

You're out of your mind! = You're crazy!

To be honest = to tell the truth

scared to death = very frightened

About the Conversation

1. Where did Andrew go on his vacation?
2. What kind of experience was it?
3. How do they attract the sharks?
4. Was he scared?
5. What does Michael think?

Your Turn

Find someone in your class who has done these things. Then share your findings with the class.

	Name	Who/What/When and Where
gone snorkeling		
flown in an airplane		
eaten an unusual food item		
traveled to an exciting place		
met a famous person		

7 About You



1. What was the most dangerous or most exciting experience you've ever had?

2. What was the most relaxing, peaceful experience you've ever had?



8 Reading

Before Reading

What do you know about camels? Have you ever ridden one?



Ships of the Desert

"It's the one of the most uncomfortable experiences I've ever had. But it was incredibly fun! I'll never forget it!" That's what many people say after they have ridden a camel for the first time. Camels, also known as "ships of the desert," have been a favorite means of transport for millennia due to their ability to withstand the hot, dry climate of the desert.

Riding a camel is not the same as riding a horse. First, the rider must sit and balance himself about two meters above the ground on the camel's hump. Second, a camel walks differently than a horse. It moves the two right legs together, and then the two left legs. This can make the rider swing from side to side.

Riding a camel for the first time? Here are some helpful tips:

1. Wear sunscreen, long sleeves, and a hat for protection from the hot sun.
2. Wear long pants and socks to protect your legs from getting itchy.
3. Always go riding with an experienced cameleer who knows the animal. Camels are emotional and will respond better if a familiar person is nearby.
4. Get on when the camel is in a sitting position. Put one foot on a small stool and then throw your other leg over the camel's hump in one motion.
5. When the camel stands up, hold on tight and grip your knees around the camel's sides. As the camel leans forward, lean back in the opposite direction to keep from falling.
6. Sit and hold the reins confidently. Camels are intelligent and can sense if you are nervous.
7. Relax in the saddle and bend your knees at a 90° angle. This will help you balance as the camel swings you from side to side.
8. After the ride, wait for the camel to sit down. Hold on. Lean back and then forward, just as you did when the camel stood up.



After Reading

1. Why are camels called "ships of the desert"?
2. How is riding a camel different from riding a horse?
3. What are two characteristics of camels?
4. Which tip do you think is the most important and why?



9 Writing

A. Read about Ali's uncle. Circle all the linking words and phrases that you can find.

Do you know anyone who has gone scuba diving in the coral reefs of the Red Sea, mountain biking in Al Baha, or paragliding in Asir? These are just a few of the exciting things my uncle has done. Hameed is a travel writer who publishes articles to promote youth tourism in the Kingdom. He believes that the best way to write about things is to experience them. He has ridden camels and raced Arabian horses. He has also climbed to the summit of Shada Mountain. He has been sand skiing in the Rub' Al Khali Desert and has driven a 4x4 in the dunes of Al Qassim.



Of course, he is careful. "Safety comes first," he always says. Before he does any extreme or dangerous activity, he first learns about it. Then he trains with expert instructors. In fact, he spent a week practicing in a pool before he went scuba diving in the sea.

So what's next for Uncle Hameed? He hasn't flown in a hot air balloon, nor has he tried kite surfing. However, he has promised to take me mountain biking around Al Souda Mountain when I'm 16. I can't wait!

Writing Corner

Linking words and phrases help connect ideas and make a paragraph easier to read.

1. To show addition: *and, or, nor, also, too*
2. To show contrast: *but, however, on the other hand*
3. To give examples or emphasis: *for example, like, such as; of course, in fact*
4. To show time: *when, before, after, since, first, second, next, then*

B. Think of someone you know or invent a character that has had an exciting life. Write notes in the chart about what the person has done and why it is exciting.

Activity	Why it is exciting

C. Write about someone who you think has had an exciting life. Explain why. What has the person done?

10 Project

 Research an extreme sport or activity. Present the information to the class.

11 Form, Meaning and Function

Review of the Present Tenses and the Simple Past

Simple Present

Use the simple present to talk about permanent actions like habits or routines. We often use frequency expressions such as: *always, usually, often, rarely, never, every day, once a month, on weekends.*

The students usually **write** a test every month.

Present Progressive

Use the present progressive to talk about temporary actions that are happening now. We often use time expressions such as: *right now, now, at the moment.*

The students **are writing** a test at the moment.

Present Perfect

Use the present perfect to talk about actions that have happened at an indefinite time in the past or actions that have happened from the past up to now. We often use time expressions such as: *ever, never, so far, yet.*

The students **haven't written** a test yet.

Simple Past

Use the simple past to talk about actions that were completed in the past. We often use time expressions such as: *yesterday, last week, two days ago, a year ago, in the 19th century, in 2010.*

The students **wrote** a test last week.

A. Choose the correct verb for each sentence.

- Hameed _____ his horse, Smokey, almost every day.
 - rides
 - is riding
 - has ridden
- He _____ his horse Smokey because of its gray color.
 - is naming
 - named
 - names
- He _____ Smokey to become a champion jumper.
 - is training
 - trains
 - trained
- Hameed and Smokey _____ in two competitions so far.
 - are
 - were
 - have been
- They _____ the competitions, but they did quite well.
 - didn't win
 - don't win
 - haven't won
- Hameed _____ that they will win the next competition.
 - is believing
 - believes
 - has believed



B. Put the verbs in parentheses into the correct forms of the present or past.

- We _____ (not be) to Oman yet, but we _____ (go) to UAE last year.
- Ali usually _____ (walk) to work, but yesterday he _____ (take) a taxi.
- She _____ (lose) her keys, so now she _____ (search) the house to find them.
- So far she _____ (look) in her room, but the keys _____ (not be) there.
- We _____ (not eat) anything all day because we _____ (fast) for Ramadan.
- Oh, no! It _____ (rain), and I _____ (leave) my umbrella in the car.
7.  _____ (not know) why you're nervous. _____ (you / not ever / fly) in a plane?
8. They _____ (not use) cars in the 19th century. Today, people _____ (drive) their cars everywhere.

1 Language Review

A. Use the correct form of the verb. For some items, more than one form is correct.

1. It _____ (be) always cool in the mountains in the summer.
2. Do you think it _____ (rain) tomorrow?
3. I _____ (not believe) those weather reports. They're often wrong.
4. What does Arshad _____ (plan) to do in the future?
5. We _____ (call) you when we get to Abu Dhabi.
6. It _____ (snow) when we left Montreal.
7. They couldn't sail yesterday because there _____ (not be) any wind.
8. Will you _____ (help) me with the decorations?

B. Make predictions about the future. Answer the questions. Then compare with a partner.

1. What kind of job do you think you'll have?

2. When do you think you'll get married?

3. How many children will you have?

4. Where will you live?

5. Which team will be champion in your country this year?

6. Where will you go on your next vacation?

C. Choose the appropriate sentence or expression for a polite answer.

- | | | |
|---|-----------------------------|----------------------|
| 1. Will you help me? | a. Why should I? | b. Certainly. |
| 2. I don't understand these instructions. | a. I'll help you. | b. Can't you read? |
| 3. Could you turn off your cell phone? | a. Of course. | b. I'm talking. |
| 4. Please let me see those photos. | a. Not now. I'm busy. | b. Sure. |
| 5. Would you like to have dinner now? | a. No, you can't cook. | b. Yes, I'm hungry. |
| 6. I'm sorry. I didn't see you. | a. Put on your glasses. | b. That's all right. |
| 7. Can you pass me the bread, please? | a. Get up and get it. | b. Here you are. |
| 8. Let me carry that box for you. | a. That's very kind of you. | b. No way! |





D. Make the request. Use the word in parentheses.

💡 Mr. White wants Tommy to wash the car. (can)

Tommy, can you wash the car?

1. Fadwa wants her sister to help her with the dishes. (will)

2. The children want their dad to drive them to the mall. (could)

3. Imad wants his mother to wash his uniform. (can)

4. Hanan wants her friend to do her a favor. (would)

E. Use the words to write sentences with the past progressive.

💡 I / take a shower / when *I was taking a shower when the water stopped.*

1. Fahd / ride motorcycle / when

2. They / play volleyball / when

3. Yahya / mow the lawn / when

4. I / look out the window / when

F. Write which things you have done or haven't done.



1. _____
2. _____

3. _____

4. _____

5. _____

6. _____

2 Reading 

Before Reading

Look at the pictures.

What do you know about the two billionaires?



Success!

From a poor family in Saudi Arabia, Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi managed to become a billionaire and one of the world's most respected businessmen and philanthropists.

Sulaiman Al-Rajhi grew up in Al-Qassim, where he and his older brother, Saleh, set up a small business. They started by changing money for travelers who were going to visit the holy cities of Makkah and Madinah. When the oil industry grew in the 1970s, the brothers expanded their business. Many men from other countries came to work in Saudi Arabia. Sulaiman and Saleh helped these men by creating a safe and reliable way to send money back home to their families. Then, in 1983, they opened Saudi Arabia's first Islamic bank. Today, Al-Rajhi Bank is the largest Islamic bank in the world.

Over the years, Sulaiman Al-Rajhi has invested his wealth in many other businesses, education, and charities. One of these is organic farming, because he believes in a

healthy lifestyle. He also set up the Awqaf Sulaiman Al-Rajhi Holding Company (ASRHC) which supports charities and humanitarian projects around the world. In 2009, the Awqaf Sulaiman Al-Rajhi Holding Company (ASRHC) opened the Sulaiman Al-Rajhi University, which offers courses in Nursing, Medicine, and Health Sciences.

In 2011, Sulaiman Al-Rajhi decided to give away his entire fortune of \$7.7 billion. He gave most of his money to his family and the rest to charity. For his many years of hard work to establish an Islamic bank and his generous efforts to help others, he was awarded the King Faisal International Prize for Service to Islam in 2012. Today he is rich in experience, and he happily continues to work on projects with the Awqaf Sulaiman Al-Rajhi Holding Company (ASRHC).

Success!

Success!

Success!

Success!

As a young boy, Bill Gates was an unlikely candidate for one of the future richest men in the world. He was shy and not very sociable. But he had a special talent for math and science. His parents recognized his intelligence and enrolled him in Lakeside, a school in Seattle that was known for its high academic achievement.



It was there that Bill Gates came into contact with the first computer, and also met fellow student Paul Allen, who shared his fascination for computers. At the age of 17, Gates built a timetable system for the school and earned \$4,200.

In 1976, Gates dropped out of Harvard and started Microsoft with Paul. Their big opportunity came in 1980 when they signed an agreement to provide the operating system for IBM's new personal computer. The operating system, MS-DOS, became the operating system for PCs all over the world.

In 1973, Bill Gates went to Harvard University, but his heart was not in his studies. While he was in college, he teamed up with Paul Allen to write the first computer language program for the PC (personal computer) called BASIC.

Bill Gates became a billionaire, and today he uses his money to improve the lives of hundreds of people globally through an organization that he and his wife founded—the Bill and Melinda Gates Foundation.

Success!

After Reading

1. List what each person has done to become successful.

Sulaiman Al-Rajhi	Bill Gates

2. What do Sulaiman Al-Rajhi and Bill Gates have in common?

Discussion

1. In your opinion, what do you think is the key to success?
2. Talk about successful people that you know or have read about.

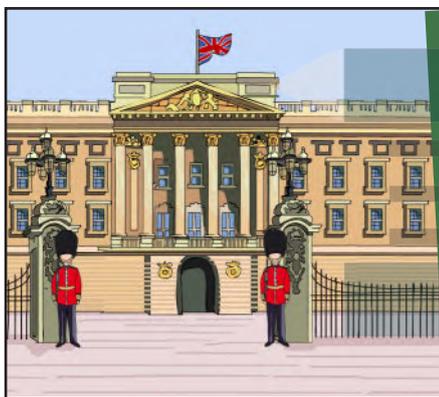
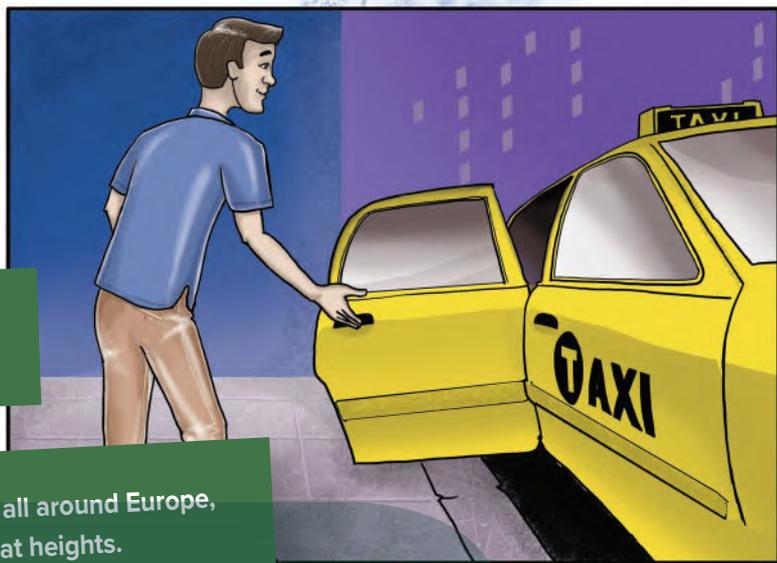
3. Project

Choose a role model. Do research about the person. Present your findings to the class.

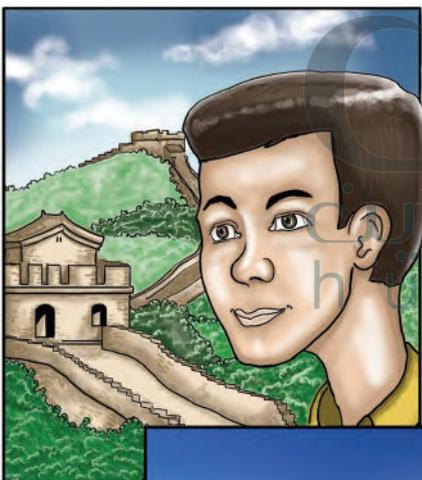
Success!

4 Chant Along 

**Travel
 the World Over**



I'm going to travel all around Europe,
 Ski the Alps at great heights.
 I'm going to climb the Eiffel Tower,
 And, in Madrid, watch the bull fights.
 I'm going to sail to the Greek islands,
 And taste Italian cuisine,
 Stroll through markets in London,
 And see the palace of the queen.



I'm going to explore all over Asia,
 Trek all along the Great Wall,
 Ride a rickshaw in Shanghai,
 Hike the Himalayas in Nepal.
 I'm going to ride elephants in India,
 Drive a 4x4 in Arabian sand,
 I'm going to smell the cherry blossoms,
 And take the bullet train in Japan.



I'm going to North and South America,
 Up high to Machu Picchu in Peru,
 Catch a cab in New York City,
 And cross the Great Lakes by canoe.
 I'm going to snowmobile in Alaska.
 I'm going to raft down the Amazon,
 Listen to the roar of Venezuelan Falls,
 And cruise right around Cape Horn.

I'll go on wildlife safaris in Africa,
 Dive in Australia's Great Barrier Reef.
 I'm going to travel the world over,
 And see things beyond belief.

Vocabulary

A. Put the words into the correct category.

rickshaw	stroll	hike	raft	4x4	train
cruise	sail	canoe	trek	climb	cab

Travel on Foot	Transport on Water	Transport on Land

B. Look at the chant. Write four things related to the senses.

-  *See the palace of the queen.*
- _____
 - _____
 - _____
 - _____

Comprehension

1. What is the man going to do?
2. Which continents is he going to visit?
3. Which European countries is he going to visit?
4. Which Asian countries is he going to visit?
5. What do you think the last line means?

5 Writing

Write about a place where you want to travel and what you are going to do there.

6 Project

-  Write another verse for the chant about world travel.
 Present it to the class.



7 Chant Along 

I Never Found Gold Anywhere Until I Got Back Home

I've been to Jamaica.
I've been to Japan.
I've traveled all over the world.
I've sailed on a ship and flown in a plane.
But I've never found diamonds or gold.

I studied in Paris when I was a teen—
I looked for happiness there.
Then I went to London where I saw the queen.
Worked at a job in Mayfair.
But I've never found gold anywhere.
No, I never found gold anywhere.

**I've been a sailor, a waiter, a writer.
I've been a teller, a driver, a fighter.**

When I finished school, I worked in a bank.
Then I fought in a terrible war.
I shot with a rifle and rode in a tank.
But I've never broken the law.
But I've never found gold anywhere.
No, I never found gold anywhere.

**I've been a sailor, a waiter, a writer.
I've been a teller, a driver, a fighter.**



▲ United Kingdom Parliament



▲ A beach in Jamaica



▲ Mount Fuji in Japan



▲ Sorbonne University in France

I Never Found Gold Anywhere Until I Got Back Home

Vocabulary

What do you think the following expressions mean?

1. I looked for happiness there. _____
2. I've never found gold anywhere. _____
3. I've never broken the law. _____

Comprehension

A. List the countries the speaker in the chant has been to and the jobs he has had.

Countries	Jobs

B. Answer the questions.

1. When did the man study in Paris?
2. What did he do in London?
3. What did he do after he finished school?
4. What did he do in the army?
5. Has he ever done anything wrong in his life?
6. What kind of life has he had?



Writing

Write an interview with the man.

Discussion

1. What do you think about the kind of life the speaker has had?
2. Would you like to have a life like his? Why or why not?
3. Choose another title for the chant.



1 Are You Here on Vacation?

VOCABULARY

Nouns

address	email address	key card	participant
age	festival	last name	reception desk
credit card	first name	nationality	reservation
date of birth	form	nickname	spelling
elevator	hotel	occupation	telephone number

Verbs

check into	pay (for)
fill in	spell
greet	stay (in)
introduce	

EXPRESSIONS

Conversation openers

Excuse me.
How about you?
How are you?
How are you doing?
It's good to see you.

Saying goodbye

Bye.
Good night.
See you tomorrow.
Take care.

Introductions

I'd like to introduce you to ...
Let me introduce you to ...
My name is ...
My nickname's ...
Nice to meet you (too).

Giving personal information

How do you spell your (last) name?
I'm from ...
I was born in ...
I was raised in ...

Expressing thanks

Thank you so much.
You're welcome.

Apologizing

I'm so sorry.
That's all right.

Asking for directions/ information

Where are you from?
Where can I find out about ... ?
Where's ... ?

Offering

Can I help you?

Real Talk

Have a nice stay.

Here you are.

Idioms

on business
on vacation

2 What Are They Making?

VOCABULARY

Nouns

actor	director	martial arts	stuntman
balance	documentary	scene	TV series
cameraman	episode	script	
crew	ladder	studio	
detective	location	stunt	

Verbs

break	run away
come back	smell (good)
feed	taste (bad)
film	
look around	

EXPRESSIONS

Expressions of approval

Excellent.
That's great.
You're doing fine.

Expression of disapproval

No, that's wrong.

Real Talk

all by myself
Not at all.
So

3 Who's Who

VOCABULARY

Nouns

advertisement
bridge
business management
call center
representative
college
company
computer programmer
computer science
customer service
deadline
design
engineer
executive

free time
graphic designer
marketing manager
nurse
pilot
president
psychologist
salary
salesperson
sales representative
tour
travel agent
waiter

Nouns— Work places

advertising firm
call center
computer software
company
construction company
furniture store
hospital
travel agency

Verbs

design
organize
produce

Adjectives

boring
crazy
difficult
easy
exciting
exotic
frustrating
fun
interesting
part-time
satisfying
stressful

EXPRESSIONS

Expressions of surprise/approval

That's cool. (*slang*)
Wow!

Asking about someone's occupation

What do you do?

Real Talk

yeah
You know . . .

4 Favorite Pastimes

VOCABULARY

Nouns

board game
current events
dieting
food court
hobby
indoor climbing

leisure
pastime
physical fitness
preference
text message
video game

Verbs

climb
cook
draw
exercise
go online
hang out
know how to

meet
paint
play (a sport)
practice
receive
send
work out

Adjectives

dangerous
popular
relaxing
safe
unusual

Adverbs of frequency

always
never
often
seldom
sometimes
usually

EXPRESSIONS

Talk about ability

(I) know how to . . .
(I) don't know how to . . .

Real Talk

I see
stuff like that
You mean, . . .
You must come along . . . sometime.



5 Is There Any Ice Cream?

VOCABULARY

Nouns—Foods and drinks				Containers/ Partitives	Adjectives
appetizer	dessert	order	steak	a bottle of	baked
apple pie	dish	pasta	take-out food	a cup of	fresh
bean	fish	potato	tea	a glass of	fried
beverage	fruit	rice	tomato	a piece of	giant
carrot	ice cream	salad	turkey		grilled
cheesecake	juice	sandwich	vegetable		roasted
chicken	lettuce	sauce	water		steamed
chocolate	main course	meatseafood			
coffee	menu	shrimp		Verbs	
cookie	milk	soft drink		drink	
cucumber	onion	soup		order	

EXPRESSIONS

Ordering food	Wishing someone enjoyment
Anything to drink?	Enjoy!
Are you ready to order?	
Do you have any . . . ?	Real Talk
For here or to go?	I'll have . . .
How about . . . ?	Let me see.
I'd like . . .	

EXPANSION Units 1–5

VOCABULARY

Nouns	Verbs
acne	ache
brain	admire
brainpower	associate
brand	attend
butter	attract
calcium	compete
cholesterol	crawl out of (bed)
corridor	eliminate
dairy product	encourage
olive oil	grab
opportunity	hang up
pressure	protect
protein	recommend
screams	reduce
share	rush
sign	tolerate
slogan	wake up
strife	wave
substitute	
tournament	
villain	
yogurt	

EXPRESSIONS

Idioms
do one's share
fit in
get one's act together
look forward to
make oneself a bite

6 What Was It Like?

VOCABULARY

Nouns

admission
artist
astronaut
calligraphy
collection
dinosaur
discount
exhibit
experience
gallery
guide
heritage
history
message
museum
navigator
planetarium
safari
sight
space shuttle
technology
ticket

Nouns— Kinds of technology

aeronautics
astronomy
electricity
navigation
robotics
transportation

Verbs

admire
call
discover
explore
invite
journey
miss (something)
prefer
shake (hands)
turn off
win

Adjectives

amazing
awesome
closed
contemporary
daily
delicious
fantastic
free
natural
original
temporary
vintage

EXPRESSIONS

Expressions for asking for an opinion

How was it?
What was it like?

Expression of regret

I'm so sorry (I missed it).

Real Talk

out of this world
That's too bad.
You did?

7 What Happened?

VOCABULARY

Nouns

accident
corner
driver
driver's license
fault
injury
insurance
intersection
mess
motor vehicle
passenger
police officer
scene
stop sign
SUV
traffic light
washing machine
witness

Verbs

break
cause
crash
happen
hit
put
ride

Adjectives

angry
busy
happy
hurt
injured
nervous
relieved
sad
scared
sleepy
surprised
tired
worried

Adverb

ago
fortunately

Pronouns

anything
no one
nothing
someone

EXPRESSIONS

Request for a conversation

Can I talk to you?

Expression for telling about a problem

I have some good news and some bad news.

Real Talk

Don't lose your cool.
It'll only take a minute.
The thing is . . .
What's up?



8 What's Wrong?

VOCABULARY

Nouns	Nouns—Illnesses	Nouns—Parts of the body	Verbs	Adjectives
aspirin illness liquid medicine pain patient prescription symptom	cold cough diarrhea earache fever flu headache high temperature sore throat stomachache toothache	arm back chest ear eye foot, feet (pl.) hand head knee leg mouth	ache cough drink hurt rest sneeze vomit	awful common runny (nose) sick sore (throat) watery (eyes)

EXPRESSIONS

Expressions for asking about a problem	Expression of sympathy	Real Talk
What's the matter? What's wrong (with me)?	That's a shame.	... and things like that I just did. Nothing much.

9 Let's Go Out

VOCABULARY

Nouns	Verbs—Activities	Verbs—Chores
chore free-time activity obligation	go bowling go for a drive go for a ride go out for dinner go shopping go swimming hang out	babysit clean your room do the laundry dust iron the clothes mow the lawn take care of take out the garbage wash the dishes

EXPRESSIONS

Making suggestions	Expressing obligation	Real Talk
Let's ... What should we do? Why don't ...?	I have to ...	come on let down



10 It's a Bargain!

VOCABULARY

Nouns

appliance
bargain
brand
department
electronics
escalator
eye shadow
furniture
gold

habit
housewares
leather
makeup
perfume
pillowcase
price
sheet
store directory

Nouns— Clothing and accessories

backpack
bag
belt
blouse
boots
bracelet
casual wear
coat
dress

earrings
jewelry
necklace
outerwear
raincoat
ring
scarf, scarves (pl.)
shirt
shoe

skirt
suit
sunglasses
sweatpants
sweatshirt
tie
umbrella
wallet
windbreaker

Verb

trust

Adjectives

cheap
comfortable
expensive

EXPRESSIONS

Idioms

be on sale
make payments

Real Talk

Do you mind + *-ing*?
Not at all.
Not really.
stuff

11 There's No Comparison

VOCABULARY

Nouns

competition
creature
diamond
doorknob
element
falcon
faucet

glass
habitat
height
karat
marble
member
mirror

oryx
prey
sail
shark
species
suite
wonder

Nouns— Measurement words

foot, feet (pl.)
kilograms
meter
pounds

Adverbs

approximately
especially

Verbs

bark
exist
fall out
fear
feature
grow
install
last
recharge
reintroduce
replace
weigh

Adjectives

architectural
convenient
crowded
dangerous
endangered
extinct
friendly
gold-plated
hard

luxurious
popular
precious
predatory
sensitive
smart
spectacular
tall
worldwide

EXPRESSIONS

Idiom

in the wild

Real Talk

What's new?

EXPANSION Units 6–11

VOCABULARY

Nouns

antique
arch
architect
collection
conquest
enclosure
entrance

landmark
observation
deck
pyramid
renovation
tower

Verbs

acquire
depart
possess

Adjectives

bulletproof
illuminated

Prepositions

along
around
in the middle of

EXPRESSIONS

Idioms

a helping hand
be named after
cheer (someone) up

ease one's pain
feel blue
in times of trouble
wait in line

12 It's Going to Be Fun!

VOCABULARY

Nouns

art gallery
coral reef
cuisine
culture
ecosystem
ecotourism
habitat
herd

jungle
marine life
mosquito
oasis
resort
safari
scuba diving
theme park

tomb
trail
trekking
variety
view
village
wildlife

Verbs

carve
experience
explore
hike

Adjectives

adventurous
allergic
ancient
awesome
coastal
ecological
ethnic

exotic
inexpensive
magnificent
peaceful
quiet
thrilling
unique

EXPRESSIONS

Idiom

come face to face (with)
come into contact (with)

Real Talk

Actually
off the beaten track



13 What's the Weather Like?

VOCABULARY

Nouns

barometer
cherry blossom
damage
degree
display
fall
forecast
gulf
humidity
hurricane

leaf, leaves (*pl.*)
rain
season
snow
spring
summer
temperature
weather
winter

Verbs

cause
pass over
rain
snow
vary

Adjectives

breathtaking
magnificent
unpredictable

Adjectives— Weather words

cloudy
cold
cool
dry
hot
sunny
warm
windy

Adverbs

absolutely
extremely
partly (cloudy)
probably
quite

Preposition

below

EXPRESSIONS

Asking about the weather

What's the weather like . . . ?

Real Talk

I hear
It depends

14 Could You Do Me a Favor?

VOCABULARY

Nouns

gathering
napkin
snack
voice

Verbs

lend
lower
borrow

EXPRESSIONS

Making and responding to requests

Certainly.
Could you . . . ?
I'm sorry.
No problem.
Of course.
Sure.
Will you . . . ?
Would you . . . ?

Offering help and responding

Let me . . .
No, that's all right.

Interrupting

Excuse me.

Telephone language

Can I take a message?
Did you try his cell phone?
Hello. This is . . .
May I speak to . . . ?
(He) doesn't answer.

Real Talk

I have no idea.
Will you do me a favor?

15 Today's News

VOCABULARY

Nouns

anaconda
attraction
crowd
device
electric current
headphones
hero
hip

knife
lightning
parrot
scream
snake
storm
wire
wound

Verbs

attack
be fired
burn
deliver
kick out
manage
overpower
remember

risk
rush
shock
shriek
warn

Adjectives

empty
improper
strong
stuck

EXPRESSIONS

Idioms

break down
get control of

Real Talk

keep your cool

16 Have You Ever . . . ?

VOCABULARY

Nouns

cage
camel
cliff hanging
desert safari
hang gliding
harness
rope
shark diving
volcano
zebra

Verbs

dive
knock
throw

Adjectives

frightening
weird

Adverb

up close

EXPRESSIONS

Idiom

Have you ever heard of . . . ?

Real Talk

definitely
scared to death
To be honest
You're out of your mind!



EXPANSION Units 12–16

VOCABULARY

Nouns

achievement	fascination	rifle
agreement	fighter	roar
belief	fortune	sailor
billionaire	happiness	success
cab	height	tank
candidate	industry	war
canoe	law	wealth
charity	philanthropist	4x4
effort	rickshaw	

Verbs

cross
cruise
drop out
enroll
establish
expand
found
give away
invest
raft
recognize
set up
snowmobile
stroll
support
trek

Adjectives

academic
entire
generous
humanitarian
reliable
respected
shy
sociable
successful

Prepositions

around
beyond
through

EXPRESSIONS

Idioms

break the law
come into contact with
team up with
the world over

الجلول
الجلول اون لاين
hulul.online



Unit 1 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
_____	_____
_____	_____
_____	_____

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
greet people and say goodbye			
introduce myself and others			
ask for and give personal information			
express thanks and apologize			
ask for and give directions			
use the simple present of the verb <i>be</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers			
use the information questions <i>how, what, when, where, who, and why</i>			
use prepositions of place			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 2 Self Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____	_____
_____	_____
_____	_____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
express approval and disapproval			
talk about present ongoing activities			
use the present progressive in the affirmative and negative and in information questions, <i>yes/no</i> questions, and short answers			
use the imperative for commands and instructions			
use prepositions of place			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



Unit 3 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:
_____	_____
_____	_____
_____	_____

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
describe professions			
talk about professional goals			
use the simple present in the affirmative and negative			
ask <i>wh-</i> questions in the simple present			
use the verb <i>want</i> + infinitive			
use the relative pronouns <i>who, that, and which</i>			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



Unit 4 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
_____	_____
_____	_____
_____	_____

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
describe daily activities and routines			
ask about and tell how often one does activities			
talk about abilities			
describe hobbies			
ask questions with <i>how often</i>			
use the frequency expressions <i>once a week</i> , etc.			
use the adverbs of frequency <i>always, often, never, usually, sometimes</i> , and <i>seldom</i>			
use the expression <i>know how to</i>			
use gerunds and infinitives after verbs			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 5 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____	_____
_____	_____
_____	_____

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about foods			
order from a menu			
express preferences with <i>would like</i>			
use count and noncount nouns			
use the expressions of quantity <i>some</i> and <i>any</i>			
use partitives			
use <i>too</i> and <i>enough</i>			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



Unit 6 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
_____	_____
_____	_____
_____	_____

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
ask and answer questions about past activities			
describe past activities			
express an opinion			
use the simple past of <i>be</i> in the affirmative and negative and in information questions, <i>yes/no</i> questions, and short answers			
use the simple past of regular and irregular verbs in the affirmative and negative and in information questions, <i>yes/no</i> questions, and short answers			
use intensifiers with adjectives			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



Unit 7 Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:
_____	_____
_____	_____
_____	_____

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
retell an event			
express feelings			
give reasons with <i>why</i> and <i>because</i>			
show agreement with <i>so</i> and <i>neither</i>			
use <i>there was/there were</i>			
use the adverb <i>ago</i>			
use the pronouns <i>someone, no one, nothing,</i> and <i>anything</i>			
use the conjunctions <i>because</i> and <i>so</i>			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 8 Self Reflection

Things that I liked about Unit 8:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:
_____	_____
_____	_____
_____	_____

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
ask and talk about health			
name parts of the body			
talk about illnesses and their symptoms			
make suggestions and give advice			
use <i>should/shouldn't</i>			
use clauses with <i>when</i>			
use subject/object pronouns and possessive adjectives/pronouns			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 9 Self Reflection

Things that I liked about Unit 9:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:
_____	_____
_____	_____
_____	_____

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about free-time activities and chores			
make suggestions			
express obligation			
make excuses			
use <i>should</i> , <i>why don't/doesn't</i> , and <i>let's</i> for suggestions			
use the construction <i>go + verb + -ing</i>			
use <i>have to/had to</i> and <i>don't/didn't have to</i>			
use <i>must</i> and <i>mustn't</i> for obligation and prohibition			

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 10 Self Reflection

Things that I liked about Unit 10:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:
_____	_____
_____	_____
_____	_____

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about shopping			
identify possessions			
express preferences			
use possessive adjectives			
use possessive pronouns			
use the question word <i>whose</i>			
use the pronoun <i>one/ones</i>			
use the quantitative <i>too</i>			
use the modal verbs <i>can, may, could, and might</i>			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 11 Self Reflection

Things that I liked about Unit 11:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:
_____	_____
_____	_____
_____	_____

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
make comparisons			
state opinions			
talk about interesting facts			
use the comparative and superlative forms of adjectives			
express cause and effect with <i>so...that</i> and <i>such...that</i>			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



Unit 12 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:
_____	_____
_____	_____
_____	_____

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
ask about and describe vacations			
plan a vacation			
use the future with <i>be going to</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers			
ask information questions with <i>be going to</i>			
use adjectives in the correct position			
use adverbs of manner			

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



Unit 13 Self Reflection

Things that I liked about Unit 13:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 13:	Things that I found difficult in Unit 13:
_____	_____
_____	_____
_____	_____

Unit 13 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about the weather			
talk about seasons			
talk about future activities			
make predictions			
use the future with <i>will</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers			
ask information questions with <i>will</i>			
use the conditional with present and future forms			

My five favorite new words from Unit 13:	If you're still not sure about something from Unit 13:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 14 Self Reflection

Things that I liked about Unit 14:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 14:	Things that I found difficult in Unit 14:
_____	_____
_____	_____
_____	_____

Unit 14 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
make and respond to requests			
make and respond to offers			
give and take phone messages			
use the modal verb <i>will</i> in expressions			
use <i>can, could, will, and would</i>			
use <i>I'll</i> and <i>Let me</i>			
use the construction <i>want</i> + object noun/pronoun + infinitive			
use the construction <i>tell</i> and <i>ask</i> + object noun/pronoun + infinitive			

My five favorite new words from Unit 14:	If you're still not sure about something from Unit 14:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 15 Self Reflection

Things that I liked about Unit 15:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 15:	Things that I found difficult in Unit 15:
_____	_____
_____	_____
_____	_____

Unit 15 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about the news			
ask and answer questions about past ongoing activities			
tell narrative stories in the past			
use the past progressive in the affirmative and negative and in <i>yes/no</i> questions and short answers			
use the past progressive + <i>when</i>			
use adverbs of degree			
use <i>could</i> and <i>was/were able to</i>			

My five favorite new words from Unit 15:	If you're still not sure about something from Unit 15:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 16 Self Reflection

Things that I liked about Unit 16:	Things that I didn't like very much:
_____	_____
_____	_____
_____	_____

Things that I found easy in Unit 16:	Things that I found difficult in Unit 16:
_____	_____
_____	_____
_____	_____

Unit 16 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
talk about activities I have and haven't done			
use the present perfect in the affirmative and negative and in <i>yes/no</i> questions and short answers			
use the present perfect versus the simple past			
use the present tenses and the simple past correctly			

My five favorite new words from Unit 16:	If you're still not sure about something from Unit 16:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written



