MEGA

TEACHER'S GUIDE

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مرارة التعطيم Ministry of Education 2023 - 1445



MegaGoal 1 Teacher's Guide

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Contents





Scope and Sequence

	Unit Title	Functions	Grammar
	Connect Pages 2–5	Express opinion and preference Agree and disagree Greetings, introductions and farewells Make an appointment	Recycle/use familiar verb forms, prepositions, modifiers
1	Big Changes Pages 6–19	Discuss past world events and present effects Talk about global issues	Simple present Simple present and present progressive Simple past and present perfect Simple past and past progressive Past progressive + when + simple past
2	Careers Pages 20–33	Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something	Present perfect progressive and present perfect simple Adjective + preposition + gerund Simple present and Wh- questions Relative pronouns
3	What Will Be, Will Be Pages 34–47	Make predictions about the future Express opinions Make and respond to suggestions	Future with will or be going to— affirmative, negative, questions, answers Will versus be going to Future progressive—affirmative, questions, short answers Present progressive for the future Wh- questions and tag questions
4	The Art of Advertising Pages 48–61	Talk about commercials, ads, and product history Describe products Make comparisons	The passive Comparatives and superlatives Similarities and Differences (as + adjective + as) Verbs look, smell, sound, taste with like + noun Imperatives Possessive adjectives and pronouns
	EXPANSION Units 1–4 Pages 62–69	Language Review Reading: Eye Make-up in Ancient Egypt Project: Research the history of an item that is used in the Kingdom of Saudi Arabia	
	Reconnect Pages 70–71	Express, confirm opinion/give reasons, agree/disagree Talk about size, quantity, compare	
5	Did You Hurt Yourself? Pages 72–85	Talk about accidents and accident prevention Talk about cause and effect Asking for and giving directions	Reflexive pronouns Because versus so So and neither Prepositions of place Imperatives for directions
6	Take My Advice Pages 86–99	Discuss common problems Ask for and give advice Words connected with medicine	Modal auxiliaries: should, ought to, might, could—questions, affirmative, negative Had better—questions, affirmative, negative Two- and three-word verbs Quantity expressions: much, many, a lot of, lots of, a few, a little Clauses with when
7 Hinistry 2023 -	Yul ve Got Mall Pages 100–113 — Il Öljg of Education 1445	Discuss email and letter format and etiquette Make and accept an apology Wish someone success Make arrangements Accept and refuse invitations	Preposition + gerund Although, even though, in spite of As soon as, when, So(that) Used to and would There is/are Plurals Definite article: the

Listening	Pronunciation	Reading	Writing
Listen for fact, opinion, and attitude	Rising and falling intonation		
Listen for general understanding about historical events	Stress for important words in sentences	Progress Towards the Future	Write an essay about an important change in your country Interview and write about people who have moved from one country to another (Project)
Listen for specific information from a job interview	/m/, /n/, and /ŋ/	JobPool Résumé	Write a cover letter for a job application Write a résumé (Project)
Listen for specific information from a speech	Words that are not stressed	The Tulsa Time Capsule	Tell a story about hidden treasure Write about what to include in a time capsule about your country (Project)
Listen for specific information from an ad	Linking adjacent sounds	The World of Plastic	Write an essay about the history of a product Write an ad for a product (Project)
	Chant Along: I Wonder What The Writing: Write about your dreams		
Listen for fact, opinion, and attitude			
Listen for specific information from an informational talk	Consonant clusters /lf/, /lt/, /nt/, /st/, /nd/	Unusual Accidents and Deaths	Write a descriptive account of an accident Write an accident prevention campaign for your country (Project)
Listen for specific information to complete a chart about problems	Stress in two- and three-word verbs	Breaking the Habit — Getting Healthy	Write a letter of advice Write about community resources in your country (Project)
Listen for specific information from messages and conversations	Short vowels /e/, /æ/, /ı/	From Smoke Signals to Email: Keeping in Touch	Write an email to a friend Write greeting cards (Project)
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Scope and Sequence

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	Unit Title	Functions	Grammar
8	Wishful Thinking Pages 114–127	Make wishes Talk about imaginary situations Talk about probability and improbability Talk about predicaments Give advice to solve problems Words connected with money, shopping habits and prices	Conditional sentences with <i>if</i> -clause: imaginary situations Conditional sentences with <i>might</i> and could Verb: Wish Count/noncount nouns Expressions of quantity: some, any, no
	EXPANSION Units 5–8 Pages 128–133	Language Review Reading: Play Ball! Writing: Write about sports	
	Update Pages 134–137	Carry out banking transactions Talk about stress	Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, would, tag questions, comparatives/ too – enough/ would – hypothesis
9	Complaints, Complaints Pages 138–151	Talk about problems and things that need to be done Ask to have something done Talk about common consumer complaints	Needs to be (done) Have/get something (done) Past participles as adjectives Present perfect simple tense: already, yet, just Verb + gerund; verb + infinitive Subject and object pronouns Imperatives and two-word verbs
10	I Wonder What Happened Pages 152–165	Talk about events that happened in the past before others Speculate about facts and events Expressing enthusiasm with intensifiers and adjectives Express necessity and lack of necessity	Past perfect tense Can't, could, couldn't, must, may, or might Independent clauses with: and, but, so and yet The past with dependent time clauses Conditional sentences with present and future forms
11	If It Hadn't Happened Pages 166–179	Talk about discoveries and inventions and how things would have been different without them Talk about missed opportunities and regrets Expressing ability, permission and requests	Should have + past participle Conditional sentences: hypothetical situations in the past If with could and might Present perfect versus simple past Time expressions with: ago, for, since If + past perfect + be able to
12	What They Said Pages 180–193	Report what people said Discuss famous quotes Relate messages Discussing the environment and natural disasters Expressing agreement and disagreement with: so, neither, either, too	Reported speech Reported questions Word changes in reported speech Reporting verbs Negative questions Relative adverb: Where
	EXPANSION Units 9–12 Pages 194–199	Language Review Reading: The War of the Worlds Project: Report and review a story	

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Listening	Pronunciation	Reading	Writing
Listen for specific information to complete a chart about wishes	Reductions would you and could you in questions	Money: A Blessing or a Problem?	Write a description of a day in the life of a quiz show winner Research about TV games with large prizes for winners (Project)
	Chant Along: If I Were a Milliona Project: Research a famous pers		
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns	Teenage Stress	Write about stress and give advice
Listen for specific information about complaints	Stress in compound nouns	Murphy's Law	Write a letter or email of complaint about a faulty product Do a family survey on complaints about products and prepare a poster presentation with your advice (Project)
Listen for general understanding and speculate causes	Word-ending <i>er</i>	Vision 2030 Kingdom of Saudi Arabia	Write a description of a vessel, voyage, or expedition Collect information and write about a meteor occurrence on Earth and do a poster presentation (Project)
Listen to a radio show for details about regrets	Reductions could have, should have, and would have	Mario's Advice Column	Write a response for an advice column Write the results of a survey about regrets (Project)
Listen for specific information from a speech	Unstressed and stressed that	Quotes, Quotes	Write an email to give information and directions to a place Write about interesting quotations (Project)
	Chant Along: Could You Help Me Fir	nd the Reason?	

Chant Along: Could You Help Me Find the Reason? Writing: Write a letter of apology



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Philosophy of the Program

MegaGoal is a dynamic American English series for international communication that takes students from absolute beginning to high-intermediate level. It is specifically designed for teenagers and young adults. With eye-catching art and high-interest topics, **MegaGoal** is easy and enjoyable to teach and to learn from.

The goal of **MegaGoal** is to make the learning of English fun, motivating, and success-oriented by way of a carefully graded progression that builds students confidence, and helps them reach the point at which they can use English to express themselves meaningfully about things that matter to them.

The methodology of **MegaGoal** integrates the four skills of speaking, listening, reading, and writing. The earlier levels focus on speaking and listening, but reading and writing are increasingly prioritized as students progress through the series. **MegaGoal** also puts an emphasis on grammar, particularly using grammar in communicative activities.

MegaGoal is designed to appeal to a visually-oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Organization of Materials

Each level in **MegaGoal** has the following components:

- Student Book
- Audio Program
- Workbook
- Teacher's Guide (interleaved)
- Test Bank
- Learning Center (optional)
- IWB Software & ActiveBook

MegaGoal has enough material of classroom instruction for a whole semester. The program is flexible, and it can be used with groups that have one, two, or three hours of instruction a day. It can also be used with groups that have only two or three hours a week.



The Components

Student Book

The overall organization of the Student Books in the series is:

	Number of Units	Pages per Unit
MegaGoal 1–3	12 Units	14 pages
	3 Expansion Units	6–10 pages
	2–3 Intro Units	2–4 pages

- Units have a consistent lesson format.
- The Expansion Units review and expand on language points with high-interest content in activities, readings, and chants.
- A unit-by-unit vocabulary list is included at the back of each Student Book.

Teacher's Guide

This interleaved user-friendly Teacher's Guide is available for each level. The Teacher's Guide offers an overview of the course, some general teaching guidelines, and detailed unit-by-unit teaching notes.

These unit-by-unit teaching notes include:

- Unit Goals
- Unit Warm Up activity
- Instructions for presenting each Student Book activity
- Answers to all the Student Book activities
- Audioscript for the Student Book listening activities
- Language Builder notes
- Teaching Tips
- Additional Activities
- Additional Projects
- Culture Notes and Fun Facts

The Teacher's Guide for each book also contains the following:

- Scope and Sequence chart
- Vocabulary lists per unit
- Photocopiable Activities
- Answers to the Workbook activities
- Key to Phonetic Symbols
- Audio Program Track List

Workbook

The Workbook provides exercises that reinforce the material presented in the Student Book.

	Number of Units	Pages per Unit
MegaGoal 1–3	12 Units 3 Expansion Units	10 pages 6–10 pages

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. In every unit there is a free writing activity based around a photograph. Students should be encouraged to brainstorm as many words and phrases as they can in connection with the photograph. Encourage students to write full sentences when appropriate. Answers will vary according to the students own ideas, opinions and experiences. Each unit includes a writing activity, often in the form of personal writing. The Expansion Units cover vocabulary, grammar, and writing.

The Workbook Answer Key is found at the back of this Teacher's Guide.

Audio Program

The audio program for each level includes the following material:

- Listen and Discuss (Listen and Repeat in the first level) (opening presentation)
- Pair Work model conversations
- Listening
- Pronunciation
- Conversation
- Reading
- Writing
- Chant-Along (in the first level)

The audioscript for the Listening activities appear at point-ofuse in the Teacher's Guide.

Testing Program

The Test Bank provides a databank of testing items from which teachers can create customized tests within minutes. Test items reinforce vocabulary, grammar, listening, conversation, reading, writing, and speaking. Teachers can choose to use the items as they are, or teachers can edit, add, delete, and rearrange items.

IWB Software & ActiveBook

MegaGoal has two brand new and innovative digital components the Interactive Whiteboard Software for classroom use and the ActiveBook for self-study. Through a variety of interactive applications the content of the books bomes to life plithe board in class or on the computer screen Minist home in a way that enhances the learning and teaching

Learning Center

The Learning Center incorporates and extends the learning goals of the Student Book with interactive practice on the computer. A flexible set of optional activities correlated to each unit builds students' skills.

Student Book Units

Each Student Book contains 2 or 3 brief Intro Units that recycle familiar language forms and present engaging real-world topics and situations, providing students with extra practice in functional language skills.

Each of the 12 core units follow a regular pattern:

- Language—vocabulary, structures, and functions—are presented and used in context.
- Grammar points are presented in chart form and practiced.
- Additional functional language is presented in the context of **Conversations** and role plays.
- A **Reading** expands the unit theme.
- A Writing activity calls on students to use the language they've learned.
- Form, Meaning and Function activities expand students' knowledge of structures and functional language.
- A Project allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary. In the first level, some sections vary as appropriate to students' language abilities.

Presentation

The opening two pages of every unit contain the presentation called Listen and Discuss. This section introduces the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher.

Quick Check

This section, which appears on the opening two pages, includes a Vocabulary and a Comprehension activity that check how well students understood the content of the presentation. The questions are usually in simple formats: matching, yes/no, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

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Pair Work

This section, also on the opening two pages, gets students involved in personalized communication right away. It allows students to actively use the language and grammar from the presentation in speaking activities. Students typically ask and answer about the content of the presentation pages, or they give personal information relating to the content.

Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in chart format and with example sentences. The charts are then followed by activities and exercises that reinforce the points presented. The Grammar charts can also serve as a convenient built-in reference section for students as they use English throughout the program.

Listening

In this section, students listen to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

Pronunciation

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences.

Conversation

The Conversation section contextualizes the language as it is used in everyday situations. It is accompanied by the Real Talk feature that develops vocabulary and everyday expressions. The Conversation also includes functional language; for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, or complimenting. One of the unique features of *MegaGoal* is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

Your Turn

Your Turnis a role-play activity in which students are encouraged to act out dialogs related to the Conversation. They use personal information or take on made-up roles.

Sometimes the Your Turn activity is in

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the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

The purpose of the questions in the About You section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

Reading

The Readings throughout the book expand on the unit topic, and relate to students' age and interests. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories, etc. Sometimes new vocabulary is introduced. The Teacher's Guide presents reading strategies and skills for students to apply to the reading; for example, using prior knowledge, discovering meaning from context, scanning, making inferences, and drawing conclusions.

Writing

The Writing sections in the series cover writing sentences, paragraphs, letters, and brief reports. Writing is also integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. Writing is also developed through assignments in the Workbook.

Form, Meaning and Function

The Form, Meaning and Function section recalls and recycles students' knowledge of structure (form) and extends their ability to use their linguistic knowledge in a meaningful and communicative way (function). The Teacher's Guide presents concrete ideas and tips for the presentation of form and gives suggestions on approach; so students are confident they are getting the language right and they are able to see the communicative (functional) purpose behind activities.

Project

Each unit includes a task-based activity in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The Project relates to the unit theme and requires students to use all the language they have acquired. In addition, the Project offers further writing practice.

Student Book Expansion Units

The Expansion Units review and expand the material covered in the previous set of units. Each Expansion includes:

- Language Review: two pages of activities that recycle the vocabulary and grammar of the previous set of units
- **Reading:** a thematic reading that challenges students
- Writing
- Project
- Chant-Along: a chant that enables students to expand their language in a pleasant way (in the first level only). The chant expands on a theme or the language covered in the units before it. The chant, and its related activities, foster additional conversation and discussion as well as acquisition of new vocabulary and expressions.

Teacher's Guide Units

The Teacher's Guide is interleaved with the Student Book for ease of use. There is one Teacher's Guide page facing each Student Book page.

The following is an overview of the contents for a unit in the Teacher's Guide.

Unit Goals

The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, Form, Meaning and Function and Project.

Warm Up

Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.

Teaching Notes

Step-by-step teaching notes are provided for all presentations and activities.

Language Builder

This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.

Teaching Tips

This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.

Additional Activities

These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also the displipation mixed-ability classes as activities to

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Project

An additional Project is included at the end of each unit.

Culture Notes and Fun Facts

The Culture Notes and Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.

Answers

The answers to all Student Book activities are provided.

Workbook Reference

Cross references to Workbook activities help in lesson planning.

Audioscript

The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

The first two pages of each unit contain the presentation called Listen and Discuss. In this presentation, students are introduced to new vocabulary, language, and structures in context. The Teacher's Guide contains explicit instructions for presenting each individual unit.

In general, you may want to use the following technique: Before students open their books, present the topic of the unit in a warm up, such as by bringing in pictures, using the classroom environment, or using your personal experiences. Then it is recommended that students look at the opening pages. Activate students' prior knowledge by discussing the opening question(s). Then talk about any vocabulary they know (provide support as needed), and have them guess what the unit is about. Then students are ready to listen to the audio. You can have them follow along with the text first as they listen. For any vocabulary word lists on presentation pages, they can listen and repeat. It is recommended that you play the audio several times. You might then read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text. At this point, have students do the Quick Check section to practice vocabulary and to check that they have understood the presentation.

Vocabulary

New vocabulary is presented in the Listen and Discuss opening presentation and at key points throughout each

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unit. The words and expressions are then practiced and recycled throughout the unit and subsequent units. Unit vocabulary lists are found at the back of the book and can be used for review.

Use the visuals in the Listen and Discuss presentation to explicitly teach the vocabulary.

- Pronounce each word and have students repeat it.
 Alternatively, play the audio for students to listen and repeat.
- Provide example sentences, descriptions, and explanations using the opener visual.
- Ask students to provide examples, descriptions, and explanations of their own to determine comprehension.
- Have students keep a vocabulary notebook. Suggest they use their own words to define the terms and incorporate visuals whenever possible.
- Use the photos and illustrations throughout the unit to practice the words. Have students describe the pictures as well as ask and answer questions about the pictures.
- Play games with the words.

Grammar

There are many methods and approaches to grammar teaching. Here are some suggestions that may be useful:

- Preteach the target structure by reviewing sentences from the Listen and Discuss and Pair Work sections that use the structure.
- Model the example sentences in the Grammar section.
- Make personalized statements or ask personalized questions that use the target structure.
- Ask students to provide personalized examples of sentences that use the structure.
- If appropriate, create visuals or graphics to illustrate the structure.
- If appropriate, use gestures or pantomimes to illustrate the structure.
- Have students write grammar exercise answers on the board, highlighting the target structure and explaining their answers.
- Have students work in pairs to complete and/or correct grammar exercises.
- Use sentences from the grammar exercises for dictations.

Listening

The **MegaGoal** series offers a wide variety of listening **Liftexts**,"in plus proversations, announcements, advertisements, news reports, etc.

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Before students listen to a recording, elicit predictions about what they are going to hear. Have them look at any related visual material or ask them to read the questions they have to answer. This way, students will have a clearer idea of what to listen for.

Listening can be a difficult skill for some students. These students worry that they will not understand anything. Let them know that it is not necessary to understand every single word, but to get the general idea. Play the recording as many times as necessary, without getting caught up in explanations of every word or phrase. Focus students' attention on the completion of the task. Letting students work in pairs may lessen anxiety.

Conversation

The following is a suggested technique for presenting the Conversation section in the Student Book:

- Use the picture(s) to introduce new vocabulary and expressions. Have students predict what the Conversation is about.
- Go over the questions in About the Conversation before students listen to the audio.
- Play the audio or read the Conversation. If appropriate, have students look at the picture(s), but keep the text covered. Tell students that they don't have to understand everything—but they should try to use what they know to figure out what they don't know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the Conversation silently before you play the audio or read the Conversation aloud.
- Play the audio or read the Conversation again while students look at the text.
- Ask students to read the Conversation silently. Ask them to figure out the meaning of unknown words from context.
- Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
- Have students work in pairs or groups and read the Conversation using the "Read and Look Up" technique. In this technique, students look at a sentence, look up, and say what they have just read. This technique helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.
- Have students act out the Conversation.

Reading

The **MegaGoal** series offers a wide variety of reading text types (advertisements, magazine articles, encyclopedia entries, letters, emails, etc.).

For every Reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on. Let students know that it is usually not necessary to understand every word.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the Reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the audio recording of the Reading with their books closed; (2) students can listen to the audio of the Reading and follow along in the text (this helps students to "chunk" the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

Another effective way to review language and content in a Reading is to retell the story or article in one's own words—orally or in writing. Encourage students to work in pairs and tell what a Reading is about orally. They should tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who, What, When, Where*, and *Why*.

Writing

The **MegaGoal** series offers students practice in writing a variety of text types. These often follow the model provided.

Explain to students that writing is a process that requires prewriting, drafting, revising, editing/proofreading, and publishing. Encourage students to brainstorm and take notes before drafting. After drafting, they should peeredit each other's work. Finally, they should use these suggestions to create their final product. You may also want to provide students with a scoring rubric by which

you will be evaluating their work. Criteria for scoring
"might include: ideas, organization, word choice, sentence
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fluency, grammar, punctuation.
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Encourage students to keep a separate notebook for their writing. You and the students can use these notebooks to assess students' progress in English.

Form, Meaning and Function

The **MegaGoal** series offers plenty of opportunity to recall and recycle previously taught structures and functional language as well as introducing new linguistic and communicative knowledge along the way.

Encourage students to recall what they remember about the form if previously taught and give them plenty of examples which demonstrate alternative meanings and uses of that form.

Give students ample opportunity in the lesson to practice the new function of a familiar form in a meaningful context by encouraging them to fully participate in communicative tasks.

Projects

The following are some practical guidelines for the Projects.

- Try to have each group include students of different proficiency levels in English.
- Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
- Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
- Encourage students to assign different roles to different group members.
- Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
- Provide a forum for students to "publish" their work.
 This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to their class.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. The **MegaGoal** series includes original chants in the first level. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections, whereby you activate students' prior knowledge about the

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chant or its theme, introduce the lyrics as you play the chant, use cloze activities to test listening skills, etc. Once students understand the meaning of the lyrics, you can work on pronunciation and rhythm. Additional games and the personalization of the chant lyrics, where students change the lyrics to reflect their own lives, will allow students to be more creative with English in a fun and memorable way.

General Teaching Suggestions

English in the Classroom

Ideally, teachers should use authentic English in the classroom as much as possible. They should also encourage students to speak English as much as possible. Apart from what are strictly teaching activities, English can be used for taking attendance, for school announcements, and for explaining activities and assigning homework. This way, students see English as a vehicle for communication and not just an academic subject to be studied. If students are expected to use English all the time in the classroom, they will be giving themselves the opportunity to practice much more of the language.

Differentiating and Individualizing

Classrooms comprise a wide spectrum of learners who vary in how they learn best. Some students are visual learners, while others are auditory learners. Still other students rely on the written word to succeed. To accommodate all students, teachers need to respond to each individual and offer appropriate experiences. The varied presentation formats in *MegaGoal* allow for this differentiation of learning styles. The abundance of visuals, the audio program, and the variety of activity formats can meet the needs of any learner. In addition, the Teacher's Guide notes within the units provide suggestions for alternative ways to present material.

MegaGoal also recognizes students' individuality and encourages them to express themselves. Give students plenty of opportunities to express their ideas, their preferences, and their opinions. This way, students will start to develop a sense of identifying with the language, of owning the language, and of being able to use it to express real ideas.

It is also important to make connections between the characters and situations in the textbook with students' own lives. Find ways to relate the information in the textbook to local and national figures, places, historical events is to be interested by the connections between the characters and situations are the characters a

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attitudes, and ideas into the learning process in order to make learning more relevant and memorable.

Pair Work

Pair Work offers teachers and students a number of benefits. Having students work in pairs is an ideal way to maximize opportunities for communication and practice. Many students feel a great sense of involvement when working with classmates. Another practical advantage is that while students are working in pairs, the teacher can spend time with individual students who need help.

For organizing students into pairs, the simplest method is to have students work with the person sitting next to them. Alternatively, the students in the first row can turn around to make pairs with the students in the second row, and so on. Be sure to mix up the pairs periodically to give students a chance to work with other classmates. Ask students to stand in line in order of birth date, height, alphabetical order, etc., and pair students standing next to each other.

Cooperative Learning

MegaGoal provides students with many opportunities to work together to complete a task. The Project section of most units is one such opportunity.

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The teaching suggestions for the Project sections in this Teacher's Guide provide a lot of helpful information for you and students for organizing and managing projects. Most of the Projects in the Student Book are designed for groups of four to six students.

There are many techniques to encourage cooperative work, even in everyday classroom activities:

- **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
- Pairs Check. Pairs take turns interviewing one another.
 Then two pairs join together. Each student tells what he/she learned about his/her partner.
- Think—Pair—Share. Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.

 Jigsaw. Each student becomes an expert on a topic (or on one part of a Reading). That student teaches what he/she knows to a small group. This is a way to present a Reading: each student reads a different paragraph and the groups work together to get the important information from the Reading.

Reading Strategies

Researchers are giving more and more attention to how language learners learn to read. The *MegaGoal* series contains explicit reading strategy tips for helping students to become better readers in the Teacher's Guide. These strategies relate specifically to the Reading, but can also be used for the presentation material, the Conversations, and activities that require reading. Periodically review the tips throughout the program to help students apply them automatically.

Grammar and Vocabulary Review

The Photocopiable Activities provide additional practice and consolidate the grammar and vocabulary of each unit. They can be used as homework after Self Reflection, if students require more work on those areas or as optional practice for early finishers in class.

- Tasks and activities vary in this section and include question types such as blank fills, matching, collocations, sentence formation, answering open or closed questions or responding to situations.
- The Photocopiable Activities can be combined with additional activities and used as self-assessment tasks in Self Reflection

Monitoring Students and Correcting Errors

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking. Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors can be recognized in the students in the point in a forthcoming activity.

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Ongoing, Informal Assessment

There are many opportunities in **MegaGoal** for ongoing, informal assessment. Some examples are:

- Student work in the About You section can be monitored to see how fluently students express basic ideas in English.
- Student work on the Project provides an opportunity for you to assess students' use of English informally as students complete work on a topic.
- Short dictations can provide quick and easy miniassessments. For example, to assess understanding of questions and answers, dictate three or four questions.
 Then have students answer each of the questions.
 Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.
- Material in the Workbook can be used to measure individual students' mastery of the material.
- Students evaluate their own progress at the end of every unit by completing the Self Reflection charts.

Self Reflection

- The Self Reflection section of the course fully acknowledges and supports ongoing, informal assessment in a truly learner-centered way. It allows and trains learners to think back on the topics, tasks and language presented and practiced in the unit, step by step in a systematic and consistent manner, utilizing all available knowledge resources.
- Allotting time and space within the syllabus to this
 process takes the methodology of the course beyond
 minimal adherence to principles of reflective learning,
 common in most courses. Self reflection is rightfully
 recognized as an integral part of the learning process
 throughout.
- It is essential to treat this section, as a learning skills
 development component. This is the time for students
 to decide for themselves what they can or cannot
 do and to what extent; and to make a plan of action
 to remedy problems, clarify points, confirm and
 consolidate learning.
- The Self Reflection section is an invaluable tool for the teacher, as it provides evidence of learning and indicates areas for remedial work or expansion.
 Additional Activity ideas as well as the Photocopiable Activities that have not been used in the lessons, can be used as tasks for self reflection.

Connect

Listen and Discuss 🕗



Read the texts below and identify the sentence or words that express a fact or an opinion.



A space probe's lander, touched down on Comet 67P, 510 million km from Earth; an unprecedented achievement in space exploration!



Flying cars used to be a feature of science fiction and comic strips. But recent developments indicate that they are going to become a reality very soon. One of the most successful hybrid flying cars is due to go into production this year.



Lifelong learning is the self-motivated pursuit of knowledge, for personal or professional reasons, throughout life, in a range of situations. It is not confined to the classroom nor restricted by age. Open, online sources have made this type of

earning accessible to a greater number of people.

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Accidents at home are more common than anywhere else. Falling and tripping accidents cause injuries to thousands of people.



Teenagers who enjoy exercise and form healthy eating habits, stay fit throughout their lives.

O Unit Goals

Vocabulary

Space exploration Flying cars Lifelong learning Home accidents Health and fitness Radio advertising Career change

Functions

Express opinion and preference
Agree and disagree
Greetings, introductions, and farewells
Make an appointment

O Grammar

Recycle/use familiar verb forms, prepositions, modifiers

Listening

Listen for fact, opinion, and attitude

Pronunciation

Rising and falling intonation

Warm Up

Use this unit to get to know your students and to evaluate how much they know. Greet your students and introduce yourself. Tell the class something about yourself. For example: *I taught in Dubai before I came here.*

Ask your students to stand up and say something about themselves. For example: *My name is Alex. I moved here three months ago from Canada.* Or, *My name is Hameed. I help my father at work after school.*

If possible, have students describe their experiences moving to a new place and/or going to a new school... Ask: Who moved here recently? What was different for you? What do you miss? What do you like? Elicit ideas and list them on the board.

1 Listen and Discuss

- Have students look at the pictures on page 2 quickly and make guesses about the topics.
- Give students a few minutes to look at the pictures and scan the texts.



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2 Pair Work

A

- Go over the directions.
- Have students work in pairs to complete the activity and write each topic as a heading above each text.
- Check answers in class.

Answers

- Space Exploration
- The Future
- Learning
- Accidents
- Keeping Fit
- Advertising
- Careers
- Play the audio as students listen only.
- Play the audio again as students listen and follow along in their books. Pause after each text to check comprehension and to allow students to comment and/or add more information on each subject.
- Ask questions such as the following:

Why is space exploration significant? (It will provide data about space, the composition of comets or planets and contribute to space travel.)

Do you know where flying cars are being developed? (By companies who invest in research and development in the US and some European countries)

What are some of the differences between lifelong learning and conventional learning? (age limit, assessment of learning, individual strengths and needs, options in terms of face-to-face, e-learning or blended delivery, time restrictions, personal choices, geographical restrictions)

Can you give some examples of home accidents? (falling off a ladder, slipping and falling, burns, injuries such as cutting oneself with a knife, etc.)

Why is it important for teenagers to exercise? (It helps them stay fit and healthy, it provides physical activity that teenagers who live in an urban center need, etc.)

Why is radio advertising popular? (It has a broader reach than other media, for example, television as it doesn't require sophisticated infrastructure, e.g. electricy radios can function on batteries)

Can you give some examples of people who changed careers later in life? (Students' own answers)

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3

- Read the directions. Encourage students to express their real thoughts/opinions and discuss them in class.
- Go through the phrases in Expressing Opinion/ Preference/Agreeing/Disagreeing and demonstrate with one or more students. For example:

What do you think of flying cars? I'm not sure, but I think (they're like small planes). Can they also drive along roads?

What's your opinion about lifelong learning? I think it's really exciting.

Don't you think it's important to form healthy eating habits, early in life?

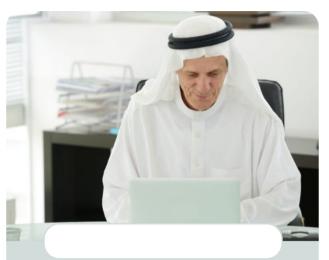
I totally agree with you. That's when one's system develops./No, not really.



 Ask students to choose their favorite topic and talk about the reasons for their choice. Have them discuss in small groups or in class. Ask them to use phrases from their book.



Although restricted to sound, radio advertising is an expanding medium that is available on air and online. Radio broadcasts can reach a greater number of people in remote areas and do not require advanced technology.



Should people follow their passion and change careers later in life if they feel unhappy and burnt out? Success stories of entrepreneurs who changed careers over the age of 50 prove that it is never too late to follow a new path.

2 Pair Work 🔀



A. Match each text with a topic. Write the topic as a heading above each text.

Space Exploration Careers The Future Advertising Learning Accidents Keeping Fit

B. Express your opinion on each topic. Use some of these phrases.

Expressing Opinion/ Preference/ Agreeing/ Disagreeing

What do you think of ...? I think it's interesting / an amazing achievement. I'm not sure but I think ... and ... are more interesting.

What's your opinion about ...? I think it's exciting.

I'm not sure. I guess it's useful / exciting...

Do you find ... interesting? / Don't you think it's ...? No, not really. I think it's boring / pointless / unimportant. I'd rather go for Y or Z

I don't agree. Look at it this way. / I see your point but ...

Yes, you're right. / I certainly agree on this one / I totally agree with you ...

pul ு இந்தை the topic you prefer. Give reasons for your choice.

3 Conversation 🚇



Listen and practice reading the conversation in pairs.

Ted is at the airport with his brother. He spots his friend Ashraf in the waiting lounge.

Ted: Good morning, Ashraf!

Ashraf: Oh, hello Ted. What a surprise! Are you flying with

us to Dubai?

Ted: In fact, my brother and I are flying to Denver, to visit

our uncle.

Ashraf: You're kidding! My father is attending a conference

in Denver! What's it like in Denver?

Ted: It's beautiful if you don't mind cold winters! Anyway,

how are you? How is your family?

Ashraf: Very well, thanks. How about you?

Ted: Great! Oh, sorry, you haven't met my brother Jack.

Ashraf: Hello, Jack! Pleased to meet you.

Jack: Hello, Ashraf. I'm really glad to meet you. Ted talks

about you all the time.



▲ King Khalid International Airport, Riyadh

(Loudspeaker flight call: Saudia flight 380 is now boarding at Gate 9.)

That's our flight! Come on Jack, we need to go. Bye Ashraf. Have a safe flight and a great time in Ted:

Ashraf: Thanks Ted. Have a pleasant flight. Bye Jack, great to meet you. Please give my regards to your

father

Greetings / Introductions / Farewells

Good morning / Good afternoon / Good evening / Hello / Hi

How are you? Very well, thank you - How about you? / How are you doing? Great!

This is ... / Let me introduce (name) - Pleased to meet you / I'm really glad to meet you / Glad to meet you / Great to meet you

Have a good / safe / pleasant flight / trip / a great time / See you in ... / See you soon

Give my regards to (your parents / family) / Say 'hello' to ... for me

What a surprise! I didn't expect to run into you here / I don't believe it! / Is this for real?

Your Turn

Role-play a conversation like the one above with a partner.

Decide about the following first:

- where you are, e.g. airport, bus station, train station
- where you are going/your destination

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Pronunciation 😇



A. Listen. Note the rising \(\sqrt{2} \) or falling \(\sqrt{2} \) intonation.

Are you flying to Dubai? Ted talks about you all the time. \searrow

B. Listen. Note the rising \nearrow and falling \searrow intonation in expressions of surprise.

Good morning, Ashraf!

3 Conversation

- Tell students to look at the photo. Ask: Where do you think this photo was taken? What do you think the conversation will be about? (Students' own answers)
- Ask: Where did the conversation take place? (at the airport/in the waiting lounge) What's the relationship **between the speakers?** (friends/maybe classmates) Play the audio as students listen. Discuss answers to the questions in class.
- Play the audio again; pausing from time to time and ask students to suggest what follows. Tell them that they don't have to remember exactly what was said in the original conversation, as long as they suggest an alternative that makes sense in the particular context.
- Play the audio again and tell students to follow in their books.
- Have students practice the conversation with a partner. Tell them to switch roles and practice again.
- Have students brainstorm and suggest expressions for greetings and farewells. Ask a student to write them on the board. Then ask them to get into groups and introduce each other.
- Ask students to read the conversation and highlight examples of greetings, introductions and farewells.
- Then have them go through the expressions in the Greetings/Introductions/Farewells box and compare them to the expressions they highlighted in the text. Call on students to read the additional expressions in the box.
- Ask students to find expressions that they would use with friends/peers. (Hi/How are you doing? Great!/Great to meet you!/Is this for real?)

Your Turn

- Go through the directions with students.
- Divide your class into groups and make sure each group spends time deciding on the points outlined in the directions.
- Encourage them to make notes. Tell them not to write the conversation as this is a speaking activity. Give them time to rehearse.
- Invite volunteers to stand up and act it out for the class.

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4 Pronunciation

- A. Read the instructions with students and have them look at the examples.
- Play the audio and pause at the end of the guestion, and the statement and have students repeat.
- B. Read the instructions with students and have them look at the example.
- Play the audio and pause to allow students to repeat using the correct intonation pattern.
- Play the audio, pause for the following expressions: What a surprise! - You're kidding! Have students repeat.

5 Listening

 Direct students' attention to the photo of the dentist's office on page 5. Elicit ideas, feelings and information.
 For example ask:

How do you feel about going to the dentist's? (fine, anxious, stressed/l hate it/l don't mind/lt's OK)

What do you need to do to keep your teeth healthy? (Brush teeth regularly, avoid eating sweets etc.)

Do people have to make an appointment to see a dentist? (Usually they do./Students' own answers) **How do most people make an appointment?** (They call the dental clinic or dentist's office.)

Who answers the phone? (A receptionist/an assistant/ the dentist)

Accept answers that are different if they represent what happens in the town/ country where students live.

- Tell students they are going to listen to a conversation between a patient and a receptionist. Read the directions with the students. Encourage them to listen to the way the people speak as well as what they say to each other.
- Play the audio and have students listen to the audio and answer the questions. Play the audio again if necessary.

Answers

- The receptionist sounds pleasant and professional.
- The caller sounds composed at the beginning of the call but starts sounding more anxious and stressed as the conversation goes on because she's in pain. She is also worried that the dentist might not be available soon enough.
- What she says, "Could I see her sooner? I'm in a lot of pain." as
 well as the way she speaks (tone of her voice) indicate that he is
 stressed and/or upset. Finally she sounds thankful/grateful and
 relieved at the very end of the call when the receptionist tells her
 about the cancellation.
- Have students read the expressions in the Making an appointment box and say which expressions are likely to be used by a receptionist and which by a patient/ caller who wants to make an appointment. Tell them to use the conversation they listened to as a guide if they can't decide. Check answers in class.

Answers

caller - I'd like to make ...

receptionist - The doctor (name)/is available ...

receptionist - He/she's booked up caller - t's (rather) urgent, I'm afraid. caller - Would it be possible ... receptionist - I'll see what ... receptionist - Can you make it ...

receptionist - We'll be expecting you ...

6 About You

- Read the directions with the students.
- Have them decide on all the details about the appointment.
- Point out that both speakers have to decide on days/ times that they are available.
- Give students time to prepare.
- Tell them to make notes, not write the whole conversation
- Remind them to use language from the box.
- Tell students to turn away/sideways in order to avoid seeing each other as they speak. Remind them that this is supposed to be a telephone conversation.
- Have pairs role-play their conversation as you circulate and monitor. Then have them switch roles and role-play again.
- Ask volunteers to stand up and act out for the class.

7 Pronunciation

- A. Read the directions with the students. Play the audio and have them listen to the examples. Pause and have them repeat the examples.
- **B.** Tell students that they will listen to the audio again with pauses, so they can identify more examples of rising or falling intonation.



5 Listening 🔊



Listen to the conversation and identify the attitude/feeling of:

- the receptionist when she answers the phone
- the caller at the beginning and at the end of the call

How do you know?

Receptionist: Dental Health Center, good

morning!

Mrs. Phillips: Good morning. This is Mea

> Philips. I'd like to make an appointment, please.

Receptionist: Of course Mrs. Phillips. Let me see. The doctor is available on Monday and Wednesday

afternoon from 5.00 to 6.00, next week.

Mrs. Phillips: I see. It's rather urgent I'm afraid. Could I see her sooner? I'm in a lot of pain.

Receptionist: I'm sorry to hear that Mrs. Phillips; I'll see what I can do. I'm afraid she's booked up today

and tomorrow. Let me have a word with her and I'll get back to you.

Mrs. Phillips: Thank you. I'll wait.

Receptionist: Hello, Mrs. Phillips... Can you make it this morning, in about an hour? There's been a

cancellation.

Mrs. Phillips: Yes, of course. Thank you so much.

Receptionist: You're welcome. We'll be expecting you in an hour.

Making an appointment

I'd like to make an appointment. / Can I make an appointment ...

The doctor / (name) / is available on (day/s) from – to / (time), at (time).

He/She's booked up all week. / I'm afraid he/she is away / not available.

It's (rather) urgent, I'm afraid. / This is an emergency. Could I see him/her right away?

Would it be possible to see him/her sooner?

I'll see what I can do. / I'll check and get back to you.

Can you make it this morning / on Thursday afternoon?

We'll be expecting you in an hour. / See you in an hour. / Thank you for calling.

6 About You 🔀



Role-play a conversation like the one above with a partner. Use phrases from the box. Then switch roles. Decide about the following first:

who you want to make an appointment with, e.g.

doctor, manager, supervisor

• times and days you are/the person is available

_____ ப்பூத்தி for the appointment

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Pronunciation 💆



A. Listen. Note the rising **৴** or **** falling intonation.

Could I see him sooner? I'll see what I can do.

B. Listen again and find more examples for rising or falling intonation in the conversation.

Big Changes

Listen and Discuss



Read the texts below. Find the sentence that talks about the most important event in each. After you finish reading, write the effect that each important event had.

The world is constantly going through changes. Look at some important events that have changed the world and affected the lives of many people in modern times.

THE UNIFICATION OF THE KINGDOM OF SAUDI ARABIA

King Abdulaziz, a gifted leader, was responsible for the legendary event that marked the beginning of modern Saudi Arabia. In 1902, he regained Riyadh, beat the city garrison, took the Masmak Fortress, and established his headquarters in the city. He expanded Saudi Arabia to include all of the Hijaz, Makkah and Madinah and united all the tribes. On September 23, 1932, the Kingdom of Saudi Arabia was officially established, as an independent country, with Arabic as the national language and the Holy Qur'an as its constitution. King Abdulaziz initiated the building of infrastructure and set Saudi Arabia on the road to modernization.



THE UNITED ARAB EMIRATES - UAE



The federation of the United Arab Emirates, known as UAE, consists of seven sheikhdoms; Abu Dhabi, Ajman, Dubai, Fujairah, Ras Al-Khaimah, Sharjah and Umm Al Quwain. The city of Abu Dhabi in Abu Dhabi is the capital. The UAE was officially established in 1971. It came after the discovery of enormous oil reserves in Abu Dhabi in 1958. The UAE dirham, a

single national currency, was launched in 1973. The oil revenues as well as income from other commercial activities have been used to develop a thriving economy and social infrastructure. Abu Dhabi now hosts its own grand prix at Yas Marina Circuit and Dubai is home to the tallest building in the world, the Burj Khalifa.

THE SPACE RACE



The Russians launched the world's first artificial satellite, Sputnik 1, on October 4, 1957. Next, Sputnik 2 went up into space on November 3. The Americans won the race to land on the moon more than ten years later—with Apollo 11 on July 20, 1969. "This is one small step for a man, one giant leap for mankind," said astronaut Neil Armstrong, the first person to walk on the moon. Prince Sultan bin Salman bin Abdulaziz Al Saud flew on STS-51G Discovery in June 1985 as the representative of the Arab Satellite Communications Organization (ARABSAT). He was the youngest person to flu on the Space Shuttle at the age of 28.*

THE COMMUNICATIONS REVOLUTION

The first communications satellite, called *Telstar*, was launched from Cape Canaveral on July 10, 1962. This marked the start of rapid transmission of TV signals over wide areas. What we take for granted today—satellite television, cellular telephones, wireless and highspeed Internet connections, and so forth—were part of science fiction only 40 years ago. Teenagers today are the first real citizens of the digital world. Unlike their parents, they have grown up in a world in which electronic delivery of information and entertainment is natural and more accepted than conventional forms like the newspaper, tape, or film.



Unit Goals

Vocabulary Past world events Current

global problems **Immigration** and emigration

Functions

Discuss past world events and present effects Talk about global problems

O Grammar

Simple Present Simple Present and **Present Progressive** Simple Past and Present Perfect

Listening

Listen for general understanding

Pronunciation

Stress for important words in sentences

Reading

Progress Towards the Future

Writing

Write an essay about an important change in your country

Form, Meaning and **Function**

> Simple Past and Past Progressive

Project

Moving from one country to another

Warm Up

With books closed, write the following words/phrases on the board and ask students what they know about them. Tell them to help each other in pairs.

overpopulation endangered species space exploration

Ask: What have you read or seen on TV about these issues? Which issues are positive and which are negative in your opinion? Are there any other changes that have impacted our world significantly?

Encourage students to discuss the guestions in small groups and report back on their group discussion. Discuss as a class the global changes they feel are the most significant.

Listen and Discuss

• Have students look at the pictures on page 6. Read the title aloud: **Big Changes**. Tell them that by looking at the pictures and the captions quickly they can make Ministrauesses about what "big changes" means here. Give 2023 _students a few minutes to look at the pictures and scan the article.

To activate prior knowledge and vocabulary, ask students to discuss what they see. For example, ask: What is each photo of? (The Saudi flag; the UAE flag, a spacecraft; a communication satellite)

Where is the Masmak Fortress? (in the center of Rivadh)

Why was it important for King Abdulaziz to conquer it? (because it allowed him to establish his headquarters in Riyadh and take more areas)

What does UAE stand for? (United Arab Emirates) What was the Space Race? (a race to see who could land on the moon first)

What countries were involved? (the United States and the Soviet Union)

How do you think satellites created a communications revolution? (Signals could be transmitted very quickly.)

Play the audio as students listen only.

Play the audio again as students follow along in their books. Pause after each segment to check comprehension.

 Ask guestions, such as the following: Why was Apollo 11 important? (U.S. won the race) What happened in 1902? (King Abdulaziz marched

into Riyadh and took the Masmak Fortress)

When was the UAE established? (in 1971) What happened in the UAE in 1973? (The UAE dirham

was launched as a national currency) When was Sputnik I launched? (October 4, 1957) What was significant about Sultan Salman

Abdulaziz Al Saud? (He was the youngest person to fly on the space shuttle at the age of 28)

What was Telstar? (the first communications satellite)

- Ask students to work in pairs to check the most important event in each text, and write the effect that each important event had. Check answers as a class by calling on students.
- Allow a few minutes for students to ask about any words or phrases that are unfamiliar to them.

Language Builder

Write on the board the famous quote by Neil Armstrong when he took his first step on the moon: "This is one small step for a man, one giant leap for mankind." Explain that a leap is a big jump or a big advancement.

Global Issues

- Direct students' attention to page 7. Read the title aloud:
 Global Issues. Ask students to look at the pictures and describe what they see, either in pairs or as a class.
- Play the audio for the list of global issues. Have students listen and follow along.
- Tell students to scan the list of global issues, and to ask about any unfamiliar words.
- Have students work alone to mark the global issues they think affect us the most.
- Tell students to write a fact for each issue they chose and an effect for that fact.
- On the board, draw 3 columns with the headings, Issue, Fact, Effect. After several minutes, call on one student from each group to report to the class and write their choices on the board.

Quick Check



- Read the directions. Suggest to students that if they are unsure of the correct answer, they should use the context on page 6 to help them.
- Have students work individually to complete the activity.
- Have students check answers in pairs. Then, check answers as a class.

Answers

- **1.** c
- **2.** b
- **3.** d
- **4.** a
- **5.** e

3

- Read the directions. Tell students to mark their answers, and then to change the false statements to make them true.
- Have students work individually to complete the activity.
- Check answers as a class by calling on students.
 For the false statements, ask for corrections.

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Answers

- 1. true
- 2. true
- 3. false (It has 7 sheikhdoms.)
- 4. false (It came into use in 1973.)
- **5.** false (They are something of the present.)

2 Pair Work

- Go over the directions together.
- Play the audio of the conversations. Students listen and follow along in their books.
- Play the audio again. Students listen and repeat.
- Organize students into pairs. Tell them to take turns asking and answering the questions. Allow a set time for the activity (about eight minutes) or tell students to ask a specific number of questions (maybe five). For some students, having parameters makes it easier for them to engage in and finish the activity.

Workbook

Assign page 217 for practice with the vocabulary of the unit.



Teaching Tip

When one student is reporting to the class, students sometimes see this as a time to relax. By giving the whole class a task to do that involves listening to the student who is reporting, everyone stays involved in active learning. They are encouraged to focus if they know they must use what they hear. This also helps them develop the skill of listening for a purpose.



Additional Activity

Divide students into groups. Have each group choose one of the global issues from page 7 and come up with a list of ideas of how to address it. Have groups share their ideas with the class.



The Space Race. The first person in space was Yuri Gagarin of the Soviet Union. He went into space aboard the *Vostok* on April 12, 1961 and orbited Earth for 108 minutes. On February 20, 1962, John Glenn became the first American to successfully orbit Earth. Who won the space race? The Russians said they did because they launched the first man into space, whereas the United States claimed they did because they put the first man on the moon.

Global Issues

Mark the global issues that you think affect us the most. Write a fact for each issue you chose and an effect for that fact.

global warming	pollution
poverty	diseases
security	unemployment
fresh water	traffic
economy	globalization
endangered species	natural disasters
terrorism	overpopulation







Quick Check

- **A. Vocabulary.** Find each vocabulary word in the texts on page 6. Read the words that come before and after that vocabulary word and then decide which meaning is best for it.
 - **1.** ____ to affect
 - a. to set up, start
 - 2. ___ to launch

- **b.** to send into space
- **3.** ____ to take for granted **c.** to produce a change
- **4.** ____ to establish
- d. to accept as part of life
- **5.** ____ to host
- e. to provide a place for
- B. Comprehension. Answer true or false.
 - Sputnik was the name of a Russian space ship. King Abdulaziz set Saudi Arabia on the road to modernization.
- At present the UAE has 10 member states. he UAE dirham came into use in 1963.

Ministry of sducatio Digital forms of information are something 2023 - 1445 of the past.

2 Pair Work 🔀



Find sentences that are facts in the texts you read on page 6. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- When was the Kingdom of Saudi Arabia established?
- It was officially established on September 23, 1932.
- What has changed as a result of the discovery of oil reserves in the Emirates?
- Revenue from the oil reserves has been used to develop a very successful economy and infrastructure.

Big Changes

3 Grammar 👊



Simple Present Tense – Revision of Use

Use the simple present tense for facts, permanent situations, or habits and routines.

Present Progressive – Revision of Use

Use the present progressive for actions and situations that are happening now or are in progress (developing and changing) or for temporary situations.

Simple Present and Present Progressive – Revision of Form

PERMANENT

TEMPORARY

John lives in Quebec, but he is studying in France this year.

Simple Past and Present Perfect – Revision of Use

Use the simple past to talk about events that began and ended in the past.

Use the present perfect to talk about events that began in the past and continue into the present.

Simple Past and Present Perfect – Revision of Form

The Russians launched the first artificial satellite in 1957.

The United States has launched many astronauts into space since 1969 and continues to do so.

A.	Complete the sentences with the words in parentheses. Use the simple present or the present
	progressive of the verbs.

1.	He with his uncle until he can find his own place. (live)
2.	The water Please turn it off. (boil).
3.	The scientists the cause of the problem. (not/understand)
4.	in your country in winter? (it/snow)
5.	The moon around Earth. (go)
6.	What of my idea? (you/think)
7 .	Currently, the number of immigrants in our country (increase)
8.	the year the first Grand Prix took place in Dubai. (we/not/remember)
9.	Dubai is part of the UAE, but it as many oil reserves as Abu Dhabi. (not/have
0	Ahmed has a pert-time job on Saturdays, but he today. (not/work)
•	



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3 Grammar

Simple Present Tense - Revision of Use

- Remind the class when the simple present tense is
- Have volunteers give examples of habits or routines using the simple present tense.
- Write their examples on the board, underlining simple present verbs.
- Stress the simple present's use for daily habits and permanent facts.
- If revision is needed, write sentences on the board about daily habits and underline the simple present verbs. Call on students to complete the sentences with real information.
- Call on others to make statements about habits. routines and facts using the simple present.
- In pairs, have students ask and answer questions about routines and habits.

Simple Present and Present Progressive - Revision of Use and **Form**

- Remind the class when the simple present and present progressive are used.
- Walk to the door of the classroom: Say: *I close the door* every day when I leave. Then demonstrate closing the door as you say: I am closing the door now.
- Have volunteers offer examples and give prompts such as: **Say something about the weather today** and something about the weather in general or Say something about what you are doing now and what you do every day.
- Write their examples on the board and put the present simple in a different color from the present progressive.
- Present the verbs that aren't often used in the progressive form. Explain that these verbs are all nonaction verbs and so we don't need to use the progressive.
- Give students two minutes to write sentences about themselves or other people, using the simple present or present progressive. Have students read their sentences to the class.

Give students a copy of Exercises 1 and 3 of Photocopiable Activities 1 for extra practice on the use Miniahd for For Present Simple and Present Progressive. 2023 - 1445

Simple Past and Present Perfect – **Revision of Use and Form**

- Revise when the simple past and the present perfect are used, emphasizing the differences, using the two examples.
- Write these sentences on the board:

They lived in L.A. for three years. (They don't live there now.)

They have lived in L.A. for three years. (They still live there.)

They read two books about the Space Race. (They're finished.)

They have read two books about the Space Race.

(As of now they have read two books, but they may read more.)

Elicit examples from students. For example:

We studied last week. We have studied so far this week.



- Have students work alone to complete the sentences.
- Have them check their answers with a partner by taking turns reading the sentences aloud. Then call on volunteers to read for the class.

Answers

- 1. is living/'s living
- 2. is boiling
- 3. do not understand/don't understand
- 4. Does it snow
- 5. goes
- 6. do you think
- 7. is increasing
- 8. do not remember/don't remember
- 9. does not use/doesn't use
- 10. is not working/'s not working/isn't working

Language Builder

Write on the board: They launched the satellite. The satellite took off up into space. Explain that launch is also used to mean to start something new. Write on the board: His first novel launched his career. His career took off and he became a huge success.

B

- Read the directions with the class. Remind students to pay attention to the appropriate tense.
- Have students work alone to complete the email.
- Have them check their answers in pairs by taking turns reading aloud sections of the email.
- Then call on volunteers to read for the class.
- Check understanding of the following vocabulary:
 dorm = a large building where students live
 settle into (life) = get used to
 off-campus accommodations = places to live not
 on campus

Answers

- 1. are not working/aren't working
- **2.** is
- 3. live
- 4. help
- 5. meet
- 6. was
- 7. arrived
- **8.** got
- 9. have
- **10.** is
- 11. have not seen/haven't seen
- 12. are swimming/'re swimming
- 13. am wearing/'m wearing
- **14.** applied
- **15.** knew
- **16.** was
- 17. wanted
- **18.** like
- **19**. miss
- **20.** feel

0

- Go over the directions and then direct students' attention to the photo for the example conversation.
 Briefly discuss the photo. Ask students if any of them have visited the Roman baths in Bath.
- Call on two students to model the example conversation.
 Point out that the directions say to make up questions and answers. Encourage student A to ask at least one more follow-up question. For example: *Did you like it there?*

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9 Teacher's Guide

- Organize students into pairs. Tell them to take turns being A and B.
- Circulate as students practice. Note any problems students are having. Based on your observations, review the grammar points as needed with the whole class.
- Then call on a few pairs to present for the class.

Answers

Answers will vary. A sample answer:

- A: Have you ever eaten fish and chips?
- B: Yes. I have.
- A: Do you like it?
- B: Yes, I do.
- A: Do you eat it often?
- B: Yes, I do. It's cheap.

Workbook

Assign pages 218–220 for more practice with the grammar of the unit.



Teaching Tip

Try to adapt material to make it relevant to students. For example, because this is the first unit, it is important for students to get to know each other and feel comfortable in the class. Have students spend a few minutes sharing a little about themselves, using the grammar points. For example: I am from Abha. I go to a private school in Abha. I have two brothers. They are working in New York.

Additional Activity

Activity 1: In pairs, have students take turns making statements about your school or your class. If the statement is true, the partner responds *True*. If the statement is false, the partner responds *False* and then corrects the statement to make it true.

Activity 2: Have students work in small groups to play a guessing game. Students take turns making a statement about a classmate. The rest of the group tries to guess who it is. Since this is the first unit, students may not be familiar enough with each other to talk about daily habits, but can focus on physical attributes, or what classmates are wearing. For example:

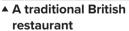
- A: He is wearing a T-shirt that says...
- B: Is it (name)?
- A: Yes, it's (name).

B. Complete the email with the correct forms of the verbs. Use the appropriate tense.

Mail	Archive Report span	n Delete	Move to ▽ L	abels ⊽
Hi Marti	n,			
How's it	going? I hope you are well a	nd that you	_ (1. not work) too ha	ard.
	ty life in Britain(2		•	
	o. Most international student he dorms are places that	• •		
life in th	e UK and(5. mee	t) other students like th	nem!	
	econd or third year, the univendation. I(6. be)			
universi	ty. I (8. get) a nice	comfortable room. I _		
	or from Ghana who is also my			
	(10. be) winter here now While you (12. swi			ce I
(13. wea	r) a raincoat. When I	(14. apply) for this s	cholarship, I	
	w) it (16. be) a greance of living abroad. I really _			
(19. miss	s) you, and sometimes I	(20. feel) really h	nomesick.	
Write ba	ick soon.			
Best reg				
Fernanc	lo			MARKET TO SERVICE STATE OF THE PARTY OF THE
		ENCHE.	LECTALIDANT	A DATE OF THE PARTY OF THE PART
		ENGLISH	I RESTAURANT.	

- **A:** Have you been to Bath?
 - B: Yes, I have.
 - **A:** When were you there?
 - **B:** I was there a month ago.
 - **A:** Did you see the Roman baths?
 - B: Yes, I did.







▲ Roman baths - Bath



▲ A game of cricket



▲ Shakespeare's house – Stratford-upon-Avon

4 Language in Context



Find out the following information about your partner. Then introduce him/her to the class.

- 1. Full name
- 2. Where he/she lives
- 3. Where he/she was born
- 4. Where he/she grew up
- 5. About his/her family background
- **6.** About his/her relatives
- **7.** About his/her interests
- 8. How long he/she has been interested in them

Your idea:	

Listening



Listen to the information about immigrants in the past. Answer true or false.

- 1. ____ Many immigrants came to the United States in the late 1800s and early 1900s.
- 2. ____ The voyage across the ocean was hard, but most immigrants had comfortable compartments on ships for sleeping and eating.
- **3.** ____ Many of the immigrants were poor.
- 4. ____ At Ellis Island, the role of officials was to give immigrants information about the United States.
- **5.** People who were sick had to go back to their native countries.
- Ellis Island became known as "Heartbreak Island" among immigrants.

6 Pronunciation



A. In English, speakers stress, or emphasize, words that they think are important. These are usually content words like nouns, verbs, and adjectives. Listen and note the stress. Then practice.

My mother was born in Riyadh. Mona is going to college in Qassim. Where did you grow up? Have you ever visited Europe?

B. Choose some sentences from the texts you read on page 6. Underline the words that you think are important in each sentence. Practice reading the sentences aloud stressing the words you underlined.

About You



In pairs, ask the questions and have your friend answer. You can ask questions about each other or people you know. Then switch roles.

1. Where is your family from?

The state of your family ever emigrated? Ministry of EWhere did they immigrate to?

2023 - 13,4 What problems do immigrants to new countries face?

- 4. Do you have relatives in other cities/ countries? Have you ever visited them?
- **5.** Are there many immigrants where you live? Where do they come from?



4 Language in Context

- Go over the directions and organize students into pairs. Remind them to take notes as they listen to their partners' answers. They will need the notes later when they introduce their partner to the class.
- Before students begin, check understanding of the terms grew up and family background. Quickly review terms for relatives, such as aunt, uncle, cousins, and grandparents.
- Brainstorm together some questions they might use for Your idea. Write their ideas on the board.
- Circulate and monitor students.
- Have pairs form small groups and introduce their partners. Presenting in groups first provides additional speaking practice. Then call on students to introduce their partners to the class.

Listening

• Direct students' attention to the photo. Ask them to describe what they see. To activate prior knowledge and help students predict what they will hear, ask questions. For example:

Where did people emigrate from? Why did they immigrate? What was at Ellis Island?

How do you think people felt when they saw the Statue of Liberty?

Not everyone was allowed to enter the U.S. Why do you think they wouldn't let some people enter?

- Play the audio as students listen. Check general understanding by repeating the first three guestions above. Have students read the questions.
- Play the audio again. Have students mark their answers. Play the audio a third time for students to check their answers.
- Call on students for the answers. Ask them to correct. the false statements to make them true.

I Audioscript

For centuries, people have made major changes in their lives. Many have moved to other countries in search of new lives. One of the great periods of immigration was between 1880 and 1920. At that time, 23 million immigrants arrived in the United States. Most of them came from poor towns and villages in Southern and Eastern Europe. They had one thing in common: They

believed that in the United States life was going to be better for them. It was the and of freedom and prosperity.

Most of these immigrants were able to get just enough money to pay for the trip across the ocean by boat. Many arrived without any money to their names. Often the father of a family came first and found work. Then he sent for his wife and children. The trip across the ocean for poor immigrants was terrible. Men, women, and children stayed in crowded and smelly compartments, deep down in the hold of the ship. They had no showers, and there were no dining rooms for them. They went up on deck to get food from huge pots. This was the price they had to pay to get to the "New World." On their arrival in the United States, they saw the Statue of Liberty in New York Harbor. But they weren't free to enter America right away. When immigrants landed in New York, ferryboats took them to Ellis Island, where immigration officers questioned the new arrivals, and doctors examined them. Those who failed the medical exam had to go back to their native countries. Sometimes if a child was ill, the entire family had to return. Ellis Island became known as "Heartbreak Island"

Answers

among immigrants.

1. true 3. true 5. true 2. false 4. false 6 true

6 Pronunciation

- A. Explain that in English, we stress important words in a sentence.
- Play the audio for students to just listen. Play it again for students to repeat the sentences with proper stress.
- **B.** Have students work in pairs. As students discuss the question, circulate, monitor, and give assistance where needed.

About You

- Have students work in small groups. Tell them to choose one person in their group to take notes, and another student to report their findings to the class.
- Before students begin, write on the board:

emigrate + from He was born in Brazil. He emigrated from Brazil. immigrate + to He immigrated to Canada. He lives there now.

 Allow time for discussion, and then call on groups to report to the class.

8 Conversation

- Tell students to look at the photos. Ask: What do you think this conversation will be about?
- Play the audio. Have students listen and follow along in their books.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

Real Talk

- Model the phrases for students to repeat.
- Ask: Who says in fact and You see in the conversation? (Saud) Why does he add these? (Because it's surprising that he's from Dubai, but his grandparents are also from Berlin; so he has a German passport)
- Who says by the way? (Hans) Why does he say this? (He's changing the topic to talk about jobs.) Who says fit in? (Saud)
- Have students work with their partner to practice these phrases. Tell them to talk about a topic from the unit, and have the partner interrupt and change the topic using by the way.
- Have students discuss what it takes to fit in in various situations; for example, at school, at work, in sports, or at a party. Call on volunteers to share their ideas.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Call on one student to ask a question of another student. The student who answers then asks the next question of a different student.

Answers

Answers will vary. Sample answers:

- 1. They are from Leipzig, Germany.
- 2. His family has been in the western part of Germany since soon after the reunification.
- 3. No, he hasn't.
- 4. He's allowed to work legally in Germany because his grandparents were from Germany.
- 5. No, Reisa't He is happy in Cermany.



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Your Turn

- Go over the directions and the information to include in their role play. Review the phrases used to start the conversation (Tell me about yourself) and to keep it going (How about you? What do you do? Do vou miss...?).
- Evaluate the general proficiency level of your class. If you decide they need support forming questions using what's in the book, write examples on the board. For example: Where were vou born? Where were vour grandparents from? Do you still have relatives in those places? What languages do your parents/ grandparents speak? What do your parents do? What did your grandparents do?
- Have students practice the role play. Encourage them not to look at the conversation as they practice.
- Have pairs present their role play for the class.

Workbook

Assign page 221 for additional reading practice.



Teaching Tip

Although it is easy to have students form pairs with classmates sitting near them, students benefit from working with various partners. Students can be paired in a variety of ways. For example, ask them to work with the person on their left, their right, in front of them, behind them, or someone they've never worked with before.



Additional Activity

Have students work in pairs. They choose a country to be from and make up information about themselves and their family using the list in Your Turn. Encourage them to create any details they want to make it an interesting family. Then have them form new pairs, and take turns talking about their make-believe selves and families.



About 12 million immigrants passed through Ellis Island in New York between 1892 and 1954. Immigration officials were strict about who they let in. Questions, such as Do you have more than \$30 with you? Are you able to read and write? tacts Are you going to join a relative? were asked on the ship on the way over. These same questions were asked again once they arrived. Officials compared the answers to make sure that the passengers were telling the truth.

8 Conversation 🚇



Underline the important words in the conversation. In pairs, read the conversation aloud. Stress the important words including in fact, you see, by the way and fit in.

Saud: Tell me about yourself.

Hans: I was born here in Berlin, but my family is

> from Leipzig, in what was East Germany. They moved over to the West soon after the German

reunification. How about you?

Saud: I'm from Dubai, but my grandparents were from

Germany. In fact, they were from Berlin.

Hans: So I guess you still have family here.

Saud: I'm afraid we lost touch with our relatives.

Hans: And how long have you been here?

Saud: I've been here for almost three years. You

see, I have a German passport because of my

grandparents. So I can work legally in this country.

Hans: By the way, what do you do?

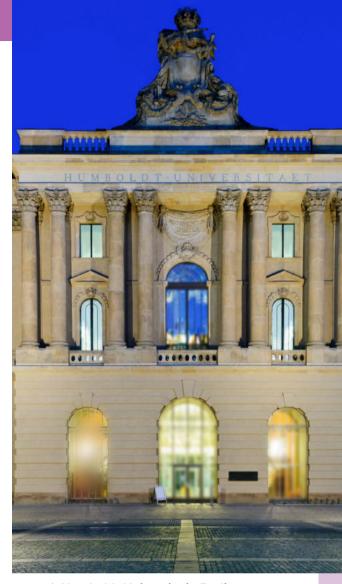
Saud: I'm a biologist. I do research in a lab for a

pharmaceutical company.

Hans: Do you miss Dubai?

Saud: Quite a bit. But I've got a good job. I've made lots

of friends. I fit in OK... I'm happy here.



▲ Humboldt University in Berlin

Real Talk

In fact, You see = expressions used to add information, often surprising information By the way = expression used to introduce a new topic fit in = be part of

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

- **1.** Where is Hans' family from?
- 2. How long has his family been in the western epart of Germany?
- 3. Has Saud kept in touch with his relatives in Berlin?

Why is be allowed to work legally

in Gérmány?

Is he thinking of going back to his native country in the future?

Your Turn

Role-play a conversation like the one above with a partner. Give information about your family. Include the following:

- place of birth
- where your parents and grandparents are/were from
- if you still have relatives in those places
- · what other languages your parents and grandparents speak/spoke
- · what your parents/grandparents do/did

Reading



Before Reading

Think about Saudi Arabia's progress and growth since its foundation in 1932 until now.

- What are the most significant advances or changes?
- How do you think these will develop or progress in the future?



Progress towards the future

All successful changes start with a vision. Successful visions are based on strong pillars. The first pillar of our vision is our status as the heart of the Arab and Islamic worlds. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that that Muslims from around the world can visit the Holy Sites.

The second pillar of our vision is our determination to become a center for global business. We will develop the economy to encourage investment from other countries and international businesses.

The third pillar is **transforming** our unique geographical location into a global hub connecting three continents, Asia, Europe and Africa. We will use our geographical position to improve trade and transport to and from our country.

Although our country is rich in its natural resources, our real wealth lies in the ambition of our people and the potential of our younger generation. They are our nation's pride and the architects of our future. We will support young people in finding jobs and training. Our vision is built around three themes: A

vibrant society, a thriving economy and an ambitious nation.

The first theme is vital to achieving the vision. We believe in the importance of a vibrant society. Members of this society

live in accordance with the Islamic principle of moderation, are proud of their national identity and their ancient cultural heritage, enjoy a good life, are protected by caring families and are supported by a social and health care system. The government is committed to supporting families and the education and wellbeing of their children. In the second theme, a thriving economy provides opportunities for all by building an education system that meets the needs of the market. It creates economic opportunities for small **enterprises** as well as large corporations. Therefore, we will develop and diversify our economy to create job opportunities.

Our third theme-an ambitious nation-is built on a responsible, transparent and high-performing government. We will apply efficiency and responsibility at all levels. We will also prepare the right environment for our citizens, businesses and society to be responsible and take the initiative in facing challenges and seizing opportunities. We are confident about Saudi Arabia's future. With all the blessings Allah has given us,

we cannot help but be optimistic about the decades ahead.

The future of our country is one of huge promise and great potential. Our precious country deserves the best.

Our vision, grounded in our country's strengths, will deliver this stability and create a brighter future for our country and our

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.

9 Reading

Before Reading

- Read through the **Before Reading** questions together.
- Ask students to consider the questions individually and to make notes about the issues in any format they wish.
- Encourage them to use charts, lists, mind-maps or different colors to figure out what formats for recording and organizing information and ideas work best for them
- Tell them that they will share these ideas later.

READING STRATEGY Predicting

Take a few minutes to have students consider what they usually do when they're about to read something unfamiliar. Ask: When you open a new book or magazine, what do you do first? Do you just start reading, or do you like to look at the pictures, the title, or maybe a few sentences first? Elicit responses and then say: These all give some clues to what the reading is about. It's always good preparation to look over these obvious clues before we begin to read.

- Play the audio. Ask students to read along as they listen. Have students underline any unknown words as they listen.
 - Reassure them that they do not need to know every word in order to understand the text and that many unknown words will become clear from the context
- Have students reread the text, one paragraph at a time. Pause regularly, and ask questions to check understanding of the main ideas. For example:
 - What is the overall theme of the text? (the future of Saudi Arabia and plans for its development and growth)

What assets or benefits is Saudi Arabia blessed with? (the Two Holy Mosques, a unique geographical location, rich natural resources, the ambition of the people)

What are the three pillars of Saudi Arabia's vision for 2030? (1. The country's status at the heart of the Arab and Islamic worlds; 2. determination to become a center for global business; 3. transforming the unique geographical position into a global hub to connect 3 continents)

What themes is Saudi Arabia building its vision for future around? (a vibrant society, a thriving economy

What are some of the important parts of each theme? (answers will vary)

Is the text optimistic about the future of Saudi Arabia? (ves)

What words or phrases did you use as clues to decide this? (answers will vary but can include: successful, determination, our nation's pride, committed, opportunities for all, responsible, high-performing, we are confident about Saudi Arabia's future, we cannot help but be optimistic, huge promise and great potential – and many more)

In pairs, have students share the unknown words they
had underlined while listening and have them try to
work out the meaning from the context.

After Reading



- Read through the exercise as a class to check pronunciation.
- Have students complete the task individually.
- Go over the answers as a class. Ask students for the context clues they used to decide the answers.

Answers

3. a

7. a

4. b



- Have students look back at the ideas they listed before reading the text.
 - In pairs, have them compare their ideas with the text.
- Share ideas with the class and discuss what types of charts they used to record their ideas and why.



- Have students look again at the text and complete the exercise individually.
- Go over answers as a class.

Answers

Answers will vary, but should include some of the following in students' own words:

- expand and develop country to ensure Muslims from around the world can visit the Holy Sites.
- develop economy to encourage investment from other countries and international businesses
- use geographical position to improve trade and transport to and from our country
- support young people in finding jobs and training
- develop and diversify the economy to create job opportunities
- apply efficiency and responsibility at all levels of government
- prepare the right environment for citizens, businesses and society to be responsible and take the initiative in facing challenges and seizing opportunities.
- Have students note down ideas on the opinion questions at the end of exercise C.
- Elicit some phrases about how to agree and disagree politer, and words and phrases to support one's opinions Write these on the board.

hpilits, have students discuss their ideas, using the Ministreligited language.

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Discussion

- Read through the discussion points together and have the students consider what the underlined expression means
- Share ideas as a class and encourage polite agreement and expression of personal opinion.

Workbook

Assign pages 222–223 for additional writing practice at word and sentence level.

Teaching Tip

When students encounter unfamiliar vocabulary, encourage them to use what they do understand to make guesses about what they don't understand.

Additional Activity

For vocabulary development, have students use a dictionary to look up other parts of speech for the words in **After Reading**, exercise A. Ask them to write sentences using the words.

Project: Cultural Events

Have students look again at their ideas in the Discussion section. In groups, have them research and think of ways to be responsible and take initiative in their school to contribute to the Vision 2030. Have them make a poster or a presentation about these ideas to the class.

Teaching Tip

Saudi Arabia is the largest country in the world that does NOT have a river! Despite this, through hard work, scientific progress and the determination of its people, the country produces a plentiful supply of clean water for its residents, tourists and pilgrims.



After Reading

	A.	Choose tl	the meaning	of each word	as it is	used in the t	text
--	----	-----------	-------------	--------------	----------	---------------	------

4		
4	tranctar	mina
1.	transfor	111111()
		9

a. moving

b. changing completely

c. making worse

2. hub

a. center

b. start

c. end

3. vibrant

a. strong and active

b. awake

c. quiet

4. thriving

a. happy

b. prosperous and strong

c. poor

5. ambitious

a. determined to succeed

b. greedy

c. glorious

6. enterprises

a. ideas

b. schools

c. businesses

7. diversify

a. make more varied

b. widen

c. improve

8. transparent

a. unclear

b. unlocked

c. open and honest

B. Look back at the ideas you listed before you read the text.

Compare your ideas with the aims in the text and share your comparisons with a partner.

C. Look again at the text. List five of the planned developments.

1.	
2.	
3.	
4.	
5	

- In your opinion, which of these is the biggest change? Which is the most important? Why?
- Share your ideas with a partner and support your opinions.

Discussion

- Is change always a good thing? Are there any aspects of Saudi Arabia that you think will (or should) never change? Why?
- Look at the underlined expression. Can

you explain what it means?

• How can you be responsible and take the initiative' in your school,

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Big Changes

10 Writing 🗾



A. Read the guidelines and rewrite the sentences using capitals.

Writing Corner

Use capital letters:

- 1. When you begin a sentence Many people were shopping at the mall.
- 2. For the names of people and places, e.g. cities, countries, rivers, lakes, universities, etc. Jeddah, Oman, the Nile, Como, London University
- 3. For the days of the week and months of the year Tuesday, January
- 1. jack decided to fly to new york next monday.
- 2. my brother has never been to dubai.
- 3. riyadh is the capital of saudi arabia.
- **4.** the telephone was invented by graham bell.
- 5. africa is an amazing continent.
- **6.** we usually go shopping on thursday evening.
- 7. a lot of people go away in august.
- 8. lake huron, in north america, is one of the largest lakes I have ever seen.
- B. 1. How do most people communicate nowadays? How do you communicate with your friends and relatives? Discuss and make notes.
 - 2. Read the text and compare with your ideas. Underline new information.

How the Internet has changed the world

It all started in 1969 when a student at the University of Stanford tried to log in to a university computer, from his home in Los Angeles. This gave scientists the idea that people could communicate through computers, instead of posting letters or talking by telephone.

Many scientists researched ways to try and do this. In 1990 Tim Berners-Lee and Robert Dailliau succeeded. They created a system for people to communicate with each other and find out information using computers. In the beginning, they called it the "Worldwide Web". They changed the name to "The Internet" later. The Internet started with a few basic websites and e-mail. At first, it was used mainly by scientists, governments and the military. Now, more than 30 years later, there are more than four and a half billion users of the Internet (about half of the world's population!).

E-mail, instant messaging and online video calls connect people across the globe for business, education and social purposes. Social networks allow people to communicate with large numbers of friends, and upload pictures and videos to share.

...Information is accessible to everyone online. All you need to do is 'Google' a few key words Taht ou get numerous sites and documents. We can also now learn via the Internet. People Ministry of Educeationate and university or courses online and obtain academic and professional qualifications. 2023 - 1445

10 Writing



Writing Corner

- Have students scan the texts and find words that begin
 with a capital letter. Divide them into groups and ask
 them to compare/combine what they found. Tell the
 groups to try and identify the reason why each word
 is capitalized. Call on one or two students to provide
 an example and explain why they think it begins with a
 capital letter.
- After a few minutes call on students to present their group examples and comments.
- Direct them to read 1, 2 and 3 in the box and match with some of their examples. Have them compare the guidelines in the box with their findings.
- Call on students to tell the class.

Rewrite using capitals:

- Read the directions. Suggest to students that they
 use the guidelines in the Writing Corner if they are not
 sure. Have students work individually to rewrite the
 sentences.
- Have students check answers in pairs. Then, check answers as a class. Ask them to say why they capitalized.

Rewrite using capitals.

- 1. Jack decided to fly to New York next Monday.
- 2. My brother has never been to Dubai.
- 3. Riyadh is the capital of Saudi Arabia.
- 4. The telephone was invented by Graham Bell.
- 5. Africa is an amazing continent.
- 6. We usually go shopping on Thursday evening.
- 7. A lot of people go away in August.
- 8. Lake Huron, in North America, is one of the largest lakes I have ever seen.



- Read the directions for 1. Divide the students into groups and have them brainstorm ways people communicate nowadays. Explain the meaning of nowadays as in our time, in modern times.
- After a few minutes call on students to say what their groups discussed for the rest of the class.
- Encourage them to talk about their favorite and least favorite means of communication and give reasons.

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- Direct them to the title "How the Internet has changed the world" and have students brainstorm. Call on students to tell the class.
- Read the directions for 2 and have students read and underline new information individually. Ask them to compare with a partner.

Big Changes



- Have them read individually and make notes. Have students check answers in pairs. Remind them to include their own views/ideas.
- Play the audio for students to listen and check their notes.
- Ask students to compare their notes in pairs or groups. Call on students to tell the class.
- Accept answers that are formulated differently, as well as different answers on advantages and disadvantages.

Answers

	Major Change in Communication	Major Change in Education	Major Change in Information
Fact that caused or initiated change	1969/log in remotely to university computer 1990 Worldwide Web	E-learning	accessible to all
Advantages	connect people/across globe communication with friends	attend courses online	'google' key words/numerous sites and documents/saves time
Disadvantages (your view)	(students' own ideas) e.g. restricts face-to-face communication	(students' own ideas) e.g. no chance to meet people face-to-face	(students' own ideas) e.g. quality of information/uncertain
Situation in the past (the way things were)	(students' own ideas) e.g. too long to contact someone	(students' own ideas) e.g. physical presence was necessary	(students' own ideas) e.g. obtaining information was time-consuming and costly



- Read the directions and divide students into groups. Tell them to look at the photos and brainstorm Major Changes in Saudi Arabia in their groups.
- Write areas of changes in boxes or circles on the board as students make suggestions. For example, business, education, technology, cities, construction, science etc. Encourage students to use what they know from history, what they have heard from different people at home or at school or what they have read.
- Tell them to work together and make notes in the chart. They should use the questions in the chart to help them. Elicit the kind of language that students will need to write about the changes. For example: There were smaller buildings. There were no buildings in some areas. Now there are tall office buildings. Neighborhoods have changed.
- Circulate and monitor participation. After a few minutes call on one student from each group to present their ideas to the class. Tell students to listen carefully as each group presents and then ask questions or comment.
- Students should write their short essays individually. Encourage them to circulate their essays in their group and have their group members comment on and correct their work.



Teaching Tip

When one student is reporting in class ask the rest of the groups/class to listen carefully and avoid repeating the same things when their turn comes. If you think most groups will overlap on the points raised, limit the number of points that they can present. For example, ask each group to choose 3 main points that they would like to present.



Additional Activity

Divide the class into two groups. Each group represents a different viewpoint: e.g. Group A is in favor of social networking and Group B is against it. Give them some time to prepare their arguments and organize a debate or discussion.



Assign page 224 for additional writing practice above word and sentence level.

C. Read the text and make notes in the chart about the important facts and the changes the Internet has brought about.

	Major Change in Communication	Major Change in Education	Major Change in Information
Fact that caused or initiated change			
Advantages			
Disadvantages (your view)			
Situation in the past (the way things were)			

D. Think about an event that has brought about major changes. Make notes in the chart about the event and the impact it has had on your country.





	Impact 1	Impact 2	Impact 3
What was the event?			
When and/ or where did it happen?			
Did the event have a positive or negative impact on your country?			

2. Use the information you put in the chart to write a short discursive essay about the event and the

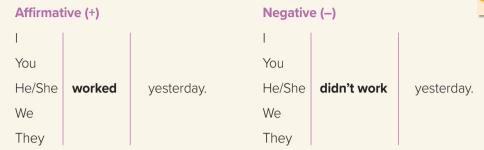
Ministry of Eschange and comment on each other's work. Correct and re-write. 2023 - 1445

Form, Meaning and Function



didn't = did not

Simple Past Tense

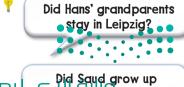


Ques	tions (?)			Short	t Answers (+)		Sho	rt Answers (–)	
Did	l/you/he/she	work	yesterday?	Yes,	l/you/he/she	did.	No,	l/you/he/she	didn't.
	we/they				we/they			we/they	

Time Expressions for the Past

- Q: What did you do last night?
- **Q:** Where did you go **yesterday**?
- Q: When did you visit Pakistan?
- A: I watched a TV documentary about global warming.
- A: We visited the Roman baths.
- A: I went to Pakistan last month.
- A. What can you remember about Hans and Saud on page 11? Use the list below to make true sentences. Use the simple past, present perfect simple, and simple present tense.
- THans wasn't born in Leipzig. He was born in Berlin.
 - **1.** be from Leipzig?
 - 2. be from Dubai
 - 3. move to West Germany
 - 4. be in Berlin
 - **5.** be born in Berlin

- 6. be from Germany
- 7. be a biologist
- 8. have a good job
- 9. have lots of friends
- **10.** be happy
- **B.** Compare your answers in exercise **A** with your partner. Ask and answer questions. Use the past simple tense.



No, they didn't. They moved to West Germany.

No, he didn't. He grew up in Dubai.

Did Sayd grow up 2023 - 1445



Form, Meaning and **Function**

Simple Past Tense

- Present to the class when the simple past tense is used.
- Have volunteers read the examples.
- Write the following sentences on the board and underline the simple past verbs. Call on students to complete the sentences with true information. Last week our class studied ... The last school trip our class went on was... An important event in our town was ...
- Call on volunteers to make other true statements about your class, school, town, city or country. Tell students to use the past simple tense. For example, Our class **had** an English test last week and everyone passed!



- Have students work alone to complete the sentences.
- Have students check their answers with the conversation on page 11 in the Student Book.

Answers

Answers may vary. Possible answers:

- 1. Hans isn't from Leipzig. His family is from Leipzig.
- 2. Hans isn't from Dubai. Saud is from Dubai.
- 3. Hans didn't move to West Germany. His grandparents moved to West Germany.
- 4. Saud has been in Berlin for almost 3 years.
- 5. Saud wasn't born in Berlin. Hans was born in Berlin.
- 6. Saud isn't from Germany. Hans is from Germany.
- 7. Saud is a biologist.
- 8. Saud has a good job.
- 9. Saud has lots of friends.
- 10. Saud is happy.



- Have students check their answers in A by taking it in turns to read the sentences aloud.
- Have students work in different pairs. Students should take it in turns to ask and answer questions about the information in exercise A.
- Call on volunteers to demonstrate their short conversations for the class.

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Answers

Answers may vary. Possible answers:

- A: Did Hans' grandparents grow up in Berlin?
- **B:** No, they didn't. They were born in Leipzig.
- **B:** Did Hans' grandparents stay in Leipzig?
- A: No, they didn't. They moved to West Germany.
- A: Did Saud's grandparents grow up in Berlin?
- B: Yes, they did. They were born in Berlin.
- **B:** Did Samir stay in contact with his relatives in Germany?
- A: No, he didn't.

Language Builder

Write on the board: King Abdulaziz initiated the building of infrastructure and **set** Saudi Arabia **on the road to** modernization.

Explain that **set on the road to** is an idiomatic expression which means to allow for a positive outcome. It is commonly used with the following nouns: success, fame, happiness, progress, prosperity, triumph and victory.

Write on the board: Ahmed's excellent exam results set him on the road to success and prosperity.

Ask students to write true sentences about themselves using the idiom set on the road to.

Past Progressive Tense

- Present to the class the form of the past progressive tense by writing on the board:
 I was sleeping...
 - You were sleeping...
- Highlight the form by underlining was/were and -ing.
- Demonstrate the function of the past progressive tense by asking students to complete the two statements on the board with ideas of their own.
- Check students' ideas and if necessary explain the meaning of the use by giving the following example: I was sleeping when the news broke on TV.= I was in the middle of sleeping when something happened that may or may not have woken me up.

Past Progressive + When + Simple Past Tense

- Using the example(s) written on the board, circle the word when and underline the past simple. For example, I was sleeping when)the news broke on TV.
- Explain that we use when + simple past tense after the past progressive when we want to show that a short action happens in the middle of a longer action and may or may not interrupt it. For example,
 I was sleeping when the news broke on TV. (I did not wake up to hear the news story.)

 I was sleeping when the news broke on TV. (I woke up to watch the news story.)
- Explain that the clause with when can come first or last in the sentence. For example, both of the following sentences are correct:
 - I was getting off the bus **when** the accident happened. **When** the accident happened, I was getting off the bus.
- Point out that verbs to do with thinking and feeling are not normally used in the progressive form. For example: like, agree, know, want, believe, and understand.

G

- Read the directions with the class. Remind students to pay attention to the appropriate tense.
- Have students work alone to make the sentences. Have them check their answers in pairs by taking turns to read aloud their sentences.
- Then call on volunteers to read for the class.
- Ask students if they believe the longer action was interrupted by the shorter action in each sentence and to give reasons for their answers.

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Answers

- 1. The people were sleeping when the earthquake happened.
- 2. Fatima was going home when she saw her friend, Nawal.
- 3. Majid was looking at the trees when he saw a parrot.
- **4.** The students were waiting for a bus when it started to rain.

D

- Ask students to first read the paragraph and get the general idea (the gist) by ignoring the gaps. Ask: What is the paragraph about?
- Students should work alone to complete the gaps and then compare their answer with a partner.
- Ask for a volunteer to read the completed paragraph aloud for the class.
- Ask students if they know of any stories of immigration in their own families. Tell them to share their stories with a partner.
- Ask for volunteers to share their stories with the class.
 Ask students to listen to the stories and write down one question they would like to ask to learn more information.
- Write any errors with the form of the past progressive and past simple tenses on the board. Correct the errors as a class.

Answers

- 1. left
- 2. traveled
- 3. boarded
- 4. was setting off
- 5. cried

- 6. were standing
- **7.** made
- 8. arrived
- 9. stepped
- **10.** were

Workbook

Assign pages 225–226 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Activity D allows for students to identify with the language presented in this part of the unit. By relating the language to personal narratives and experiences, students are more likely to retain the new structures and understand the use and meaning more deeply. Sharing a little personal information also allows the class to build trust and encourages students to contribute to class discussion and facilitate learning.

Telling students every now and then something personal about you can make the class atmosphere more relaxed. Students will think of you not only as their teacher but someone who, like them, has a life outside of class!

Past Progressive Tense

Affirmative (+)

• •					
was					
	sleep ing.				
were					

Negative (-)

l He She It	wasn't	sleep ing
We You They	weren't	

Yes-No Questions (?)

	I	
Was	he	
	she	
	it	sleeping
	we	
Were	you	
	they	

Short Answers (+)

Yes,	l he she it	was.
	we you they	were.

Short Answers (-)

No,	l he she it	wasn't.
	we you they	weren't

Past Progressive + When + Simple Past Tense

Use *when* to indicate that a longer, continuous action is interrupted by a shorter one. Hans **was walking** to college **when** he **saw** Saud.

Note: We do not usually use the progressive with verbs like the following: *like, love, want, see, smell, taste, hear.*

- **C.** Make sentences using *when*. Follow the example.
- The family / eat lunch // a visitor / arrive / at the house.

The family was eating lunch when a visitor arrived at the house.

- 1. The people / sleep // the earthquake / happen.
- 2. Fatima / going home // see / her friend, Nawal.
- 3. Majid / look at / trees // he / see / parrot
- **4.** The students / wait for / bus // rain / start



D. Complete the text with the past simple tense or the past progressive tense of the verb in parentheses. Add your own ideas.

	ıng, my grandparents were very po	_	
decided to leave. In	September 1971, my grandparents (1) $rac{1}{2}$ their hometown in Gre	eece and
(2)	(travel) to Athens. There they (3) $_$	(board) a train fo	or Germany with 1,500
other passengers Λ	(travel) to Athens. There they (3) s the long steam train (4)	(set off), all the people of	on the train
(5)	cry) a final goodbye to their friends	and family, who (6)	(stand) on the
platform and watchir	ng the train depart. They (7) (arrive) in Munich in the early morning	(make) their long jour	ney to Germany and
(8) (2) (1)	` '	9	my grandparents
Ministry of Education	_ (step) off the train, their hopes an	d expectations (10)	(be) bigger than
2023 - 1445 their suitcases			

Big Changes

12 Project



- 1. Find a person a relative or a friend who has lived or lives in another country in the Gulf, the Arab world, Europe, or another part of the world.
- 2. Prepare questions that you would like to ask them in an interview. You can use some of the questions from the conversation on page 11 as examples.
- **3.** Interview the person and write the answers in the chart in note-form. You might have to interview your friend or relative over the phone.



	Your questions	The person's answers
G20	What do you know about the G20 2020 Summit?	I know that Saudi Arabia hosted and led the event, so you must feel very proud!
SAUDI ARABIA 2020		

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12 Project

- Ask the students if they know people, friends or relatives who live in other countries.
- Have them interview each other in small groups to find out. Encourage them to find out as much as they can about the person, where he/she lives, what he/she does, if he/she has a family, how many children and so on. Tell them to make notes as they interview each other. Circulate and monitor participation.
- Have students change groups in order to interview as many people as possible.
- Have students reflect on the type of questions they asked. Call on a student from each group to tell the class
- Read the directions with the class. Encourage students to use questions from the conversation on page 11 as well as questions they used with their classmates. Have them work in small groups.
- After several minutes call on a student from each group to read out some of their questions in class. Encourage students to say if each question is appropriate to use with a younger relative, older relative or friend.
- Read the directions for 3. Have students copy the chart and write their questions in the right column. Explain that this will help them make notes as they interview the person. Encourage them to repeat, rephrase questions if necessary and/or ask additional questions to clarify or get more information. For example: Where to do you work? At a large pharmaceutical company. I see, and what exactly do you do there? I'm a laboratory technician. Really? What does a laboratory technician do? ...etc.
- Set a deadline and tell the class when they will have to present the information they obtained from the interview

Additional Activity

Have each student use his/her completed chart to rehearse the interview with a partner.

Encourage students to be as natural as possible and tell them not to worry about repeating the exact words that the real interviewee had used.

Have the class evaluate and identify the strong points of each interview. Use criteria suchao these: vocabulary, pronunciation, acting out, realism, grantmar, fluency.

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2020 G20 Summit

The G20 was founded in 1999 as a gathering between finance ministers and central bank governors of the world's 20 largest economies. Today, it continues to be a forum for economic cooperation between Heads of State and government officials. In December 2019. Saudi Arabia was announced as the 2020 G20 Presidency. The Kingdom prepared an ambitious 2020 G20 agenda under the theme "Realizing Opportunities of the 21st Century for All." The agenda focused on three main goals: empowering people, safeguarding planet earth, and shaping new frontiers. Leaders from 20 nations participated in the event hosted by King Salman, including the United States, China, Japan, Germany, and India.

13 Self Reflection

- Brainstorm on the meaning of Self Reflection with the class. Have students work in pairs to describe what is involved in self reflection. Encourage them to think of optional phrases or words to refer to it, for example, thinking back on something.
- Divide students into groups and have them brainstorm on Unit 1. Tell them not to open their books. Explain that this is not a test and they should not feel that they have to remember everything. Write some questions on the board to help them, for example:
- What was the unit about? Which stories/information do you remember best?
- Which words and phrases do you remember? Which part of the unit did you dislike? Why? Did you like any part of the unit? Which?
- Call upon a student from each group and have them tell the class what the group decisions were. Ask students if they found the activity helpful; if it helped them remember things.
- Explain to students the importance of thinking back on what they have done and evaluating their progress themselves. Tell them that this is not a test but an opportunity for them to go through the whole unit, think about what they have done and decide what they have learnt, what they remember, what they have found more or less difficult.
- Read the self reflection table with the class and have volunteers suggest answers as examples.
- Have students open their books and check through the unit as they complete the table. Circulate and monitor; help when necessary.
- Have students compare their answers with their partner.
 Encourage them to give reasons for their answers.
- Divide the class into small groups and have students compare areas in each category to find out if some things were class favorites or non-favorites. Have students who did not experience difficulty with things that others found difficult to form smaller groups and help their classmates.



Additional Activity

Collect data from the last part of each unit, i.e. Self Reflection to identify favorite things. Tell students to collect pictures and other material on favorite things to add to a poster at the end of the academic year.



Teaching Tip

When you complete lessons in each unit, ask students to reflect on the lesson and identify things they liked or didn't like as well as things they found easy or difficult. This way the final Self Reflection is going to be more realistic and more effective.



Additional Activity

Read part of the Reading passage or another passage to the class, making sure you stress the appropriate items.

Have students write the stressed words only and compare with their partners

Call on students to use their notes in order to report the whole piece of information for the class. Tell them that they don't have to repeat the exact words but try to convey the information as accurately as they can.

Have students work in groups choosing excerpts from texts in their book or writing their own sentences and reading them to each other to note-take. Then recreate the sentences as best they can.



Teaching Tip

We usually write the words that are stressed when someone reads aloud or speaks. The reason for that is that stressed words carry the main information. It helps to train students to "hear" the stressed words in listening and identify them in reading texts through audio recordings.



13 Self Reflection

Past progressive + when + simple past tense



Things that I liked about Unit 1:	Things	that I didn't like v	ery much:
Things that I found easy in Unit 1:	Things	that I found diffic	ult in Unit 1:
	I can do this	I can do this	I need to study/
Unit 1 Checklist	very well.	quite well.	practice more.
discuss past world events and present effects			
talk about global issues			
use the simple present			
use the simple present and the present progressive			
use the simple past and the present perfect			
use the simple past tense			
ask questions and give short answers with 'did'			
use time expressions for the past			
use the past progressive tense			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
حتا قرارة الت	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

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2 Careers

Listen and Discuss 🕢



Read the three texts below. Find the sentences that say exactly what each person does in his job.

Dream JOBS

Have you ever wondered how people get really cool jobs? Imagine you've been working at the same job for a long time, and you're getting tired of the daily grind. Maybe you can get inspiration from these lucky people and do something creative and interesting.

CAR SCULPTOR

Working with clay is normally associated with artists, not with the automotive industry. However, some of the world's largest automobile companies have a permanent staff of sculptors to help them make designs for cars and visualize ideas for future products. Salim Saif went to art school and was going to be an artist, but he ended up as a sculptor for General Motors. Salim spends his days using his hands to craft anything from miniature clay models to actual-size car sculptures. He's been working for the company since he left college, and he and his team have helped design the latest models to come off the showroom floor.



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FOOD SCIENTIST

When someone says that he is a laboratory scientist, what immediately comes to your mind? You probably think of a white lab coat, sterile surroundings, a microscope, and test tubes. But that is not the case of Matthew Duval. For the last three years, he's been working as a food scientist for the makers of Tasty's ice cream, and he has created several new flavors. He's constantly searching for new combinations of flavors to keep the products fresh and interesting for the company's customers. In his lab, he experiments with different



products and flavors until he gets them just right. And, of course, he always gets to taste the results. One part of Matthew's job involves market research. He's good at presenting his new products to customers and getting their input.

ANIMATION DESIGNER

Animation has been in high demand in advertising, special effects, video games, and films. Animators need to have artistic ability, creativity, storytelling ability, technical skills, scientific and technical knowledge, and the ability to work with others.



Animators need to understand character development and be able to portray character emotions in a convincing way. As computer generated imagery (CGI) technology is used in both live action films and animated movies and interactive games, it has become necessary for designers to have scientific and technical knowledge. Animation projects involve many people who work as a team. Clear and effective communication with team members and clients is crucial.

Unit Goals

Vocabulary Types of jobs and careers Personal qualities Abilities and experiences Job applications, résumés, and cover letters

Functions

Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something

Grammar

Present Perfect Progressive and Present Perfect Simple Adjective + Preposition

+ Gerund

Listening

Listen for specific information from a iob interview

Pronunciation /m/, /n/, and /n/

Reading JobPool Résumé

Writing

Write a cover letter for a job application

Form, Meaning and **Function**

> Simple Present and Whquestions Relative Pronouns

Project

Write a résumé

Warm Up

Mention a few unusual jobs; for example, a *hospital* **clown**. Ask students about interesting and unusual jobs they know. Write them on the board. Then ask what the person in each job does and write it on the board. For example: A hospital clown visits sick children in the hospital and makes them laugh.

Ask students which of the jobs on the board they would want to have, and why.

Choose a job on the board. Ask students what skills are needed for that job, and what type of person would be suitable for it. List their ideas on the board.

Ask students to consider what they are good at and what skills they have that might help them get an interesting job. Give an example. My friend loves to cook. He's also a great photographer. He's a food photographer for cookbooks. Call on several students to share their ideas. وزارة التعطو

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1 Listen and Discuss

- Have students open their books to page 20. Read the title aloud: **Careers**. Ask students to look at the pictures and guess what the people do for jobs. Tell them to focus on the photos only. Elicit their ideas.
- Tell students they are going to read about three people with unusual jobs. Tell them that before they read the whole passage you want them to scan for facts about each person. Explain that knowing these facts will help them understand the whole passage better. Remind them that to scan means to read quickly to find specific information.
- Direct their attention to one job description at a time. Ask the following questions, pausing briefly for students to answer. Maintain a rapid pace so that students can only scan quickly for the answer.

Car Sculptor

What is the person's name? (Salim Saif) Where does he work? (General Motors) What does he do? (He makes clay models of cars.)

Food Scientist

What is the person's name? (Matthew Duval) Where does he work? (Tasty's ice cream) What does he do? (He creates new ice-cream flavors.)

Animation Designer

What skills do animators need to have? (artistic and storytelling ability, creativity etc.)

What projects require an animator? (live action films, animated movies, and interactive games)

What is necessary to do their work? (computers)

- With books closed, have students summarize what they found out about each person.
- Play the audio as students listen with books closed.
- Play the audio again as students listen and follow along in their books.
- Ask guestions that call students' attention to the present perfect progressive forms. For example, ask: How long has Matthew Duval worked as a food scientist? (He's been working as a food scientist for the past 3 years.)
- Allow a few minutes for students to ask about any words or phrases that are unfamiliar to them.

Qualities Employers Look for When Hiring for Jobs

- Read the title aloud. Ask students to look at the picture. Ask about the situation: Where are they? What are they doing? How do you think each person feels right now?
- Play the audio for the list of Top Twelve Qualities. Have students listen and follow along.
- Call on one student from each group to present to the class their definition of one quality, and their example of an action that demonstrates it. Tell students to listen carefully as each group presents, so that each group presents a different quality.

Quick Check



- Have students work alone to answer the questions. Make sure they know that they are to answer about the car sculptor, food scientist, and Animation Designer for question 1. For question 2, ask students to think of examples of things they've done that demonstrate their strongest and weakest qualities.
- Have students form pairs and discuss their answers.
- Call on students for their answers to guestion 1. Discuss as a class the qualities needed for each job. Encourage students to give reasons for their choices, using information in the paragraphs.

Answers

Answers will vary.



- Have students work alone to answer true or false. Tell them to change the false statements to make them true.
- Check answers as a class by calling on individual students. For the false statements, ask for corrections. Some corrections may vary.

Answers

- 1. false (He makes clay models of cars)
- 3. false (He creates ice cream flavors.)
- 4 true
- **5.** false (They work with others)



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2 Pair Work

- Play the audio. Ask students to listen and repeat.
- Model other examples with volunteers, changing roles.
- Organize students into pairs. Tell them to take turns asking and answering about the jobs in the reading as well as jobs they are interested in.
- Monitor students as they practice. As a wrap-up, call on several pairs to present for the class.

Language Builder

Write on the board: interpersonal skills. Explain that inter- means between. Interpersonal skills are skills that involve relationships between people. Write on the board: international, interstate, interschool. Have students guess the meanings of these words.

Workbook

Assign page 227 for practice with the vocabulary of the unit.



Teaching Tip

During group work, some students may participate less than others. One way to encourage student participation is for students to have assigned roles; for example, facilitator, secretary, and reporter. Check that they rotate positions.



Additional Activity

Have students talk about the jobs of famous people, such as business leaders, sports figures, actors, or other celebrities, modeling their conversations after the ones in Pair Work.

As an alternative activity, you might have students search for information about unusual and interesting jobs, and report their findings to the class.



Companies spend millions of dollars researching what people want to eat and drink. Companies want to know what flavors will bring in the most sales. Professional tasters try samples of many things, like coffee, ice cream, potato t_{acts} chips, and new soft drink flavors. They report back to the companies which flavors they like best. A professional eater is a real job!

Qualities Employers Look for When Hiring for Jobs

In groups, discuss the meaning of the qualities. Give examples of actions that demonstrate the qualities. What other qualities would you add?

Top Twelve Qualities

- 1. Communication skills (Verbal and Written)
- 2. Honesty/Integrity
- 3. Teamwork skills
- 4. Interpersonal skills
- 5. Strong work ethic
- 6. Motivation/Initiative
- 7. Flexibility/Adaptability
- 8. Analytical skills
- 9. Computer skills
- 10. Organizational skills
- 11. Time management skills
- 12. Critical thinking and problem solving skills



Quick Check 🗹

A. Vocabulary.

- 1. Which of the qualities do you think the three people you read about need in their jobs?
- 2. Which of the above do you think are your strongest and your weakest qualities?

B. Comprehension. Answer *true* or *false*.

- **1.** ____ Salim works as a car driver.
- 2. ___ He's been working for an auto company since he left school.
- __ Matthew has created several new flavors

• of yogurt

•4. ___ Matthew enjoys presenting his new products to customers.

nimators usually work alone on their creative Ministry of Educatioprojects.

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2 Pair Work 🔀



Find sentences that are facts about the three jobs you read on page 20. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- How long has Matthew been working as a food scientist?
- He's been working as a food scientist for three years.
- What skills do you need to be a car sculptor?
- You must be creative.
- What job are you interested in?
- I'm interested in becoming a child psychologist. I'm good at working with children.

3 Grammar 👊



Present Perfect Tenses: Progressive and Simple

Both tenses are used to talk about a situation that began in the past and continues into the present.

Use the present perfect progressive to talk about an action that is happening now and will probably continue.

Use the present perfect simple to talk about the amount of times/how long something has been done, up to this particular point. The action is not happening at this moment and may not continue.

Present Perfect Progressive

Hanan has been reading a book for two hours. How long have you been reading that book? Saeed **has been playing** football since he was ten. How long have you been playing football?

Present Perfect Simple

She has read 30 pages. How many pages have you read? He has played for three different teams. How many teams have you played for?

NOTE: The Present Perfect Progressive often uses *since* and *for* to show a length of time that the action is happening over.

- A. Read the three texts about jobs on page 20 and find sentences that are present perfect progressive and present perfect simple. Say which ones happened all the time and which ones happened or changed from time to time.
- **B.** Choose the correct verb form.
 - 1. I ('ve been looking for / 've looked for) a job for three months, and I still (haven't found / haven't been finding) one.
 - 2. My father (has worked / has been working) at many different jobs during his career.
 - 3. Adnan (has written / has been writing) books for years, but he (hasn't received / hasn't been receiving) an award yet.
 - 4. How many pages of that book (have you read / have you been reading)?
- **C.** Write answers to the following questions about your study of English.
 - **1.** How long have you been studying English?
 - 2. How many English teachers have you had?
 - 3. How many books have you used?
 - **4.** How long have you been using this book?
- **D.** Work with a partner. Make sentences. Follow the example.

Hakim / photography studio / one year—taking pictures—photographer

Thakim's been working at a photography studio for a year. He's good at taking pictures, and he's interested in becoming a photographer.



2. Refah / nursing nome / two years—help old ladies—nurse

3. Yahya / newspaper / a while—interview people—reporter



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3 Grammar

Present Perfect Tenses: Progressive and Simple

- Point out that the form for the present perfect progressive is have/has + been + verb + -ing.
- Have volunteers read aloud the examples in the chart. Ask students to identify the phrase in each statement that tells them how long the action has been happening. (for two hours; since he was ten) Point out that for is followed by a length of time. Since is followed by a specific time or date.
- Write sentences on the board. Call on students to make present perfect statements based on them. For example:

Paul started reading at 9:00. It's 10:00 now. (Paul has been reading for one hour/since 9:00.)

Tina turned on the TV at 7:00. It's 10:00 now. (She has been watching TV for three hours/since 7:00.)

- Ask students about their own hobbies and interests. For example, ask: Do you play a sport? How long have you played it? Call on volunteers to make true statements about themselves.
- Present when the present perfect simple is used. Explain that the present perfect progressive is used to talk about the length of the action in relationship to the present. The present perfect simple is used to talk about the completion of an action.
- Have volunteers read aloud the examples in the chart. Write on the board: He has played for three football teams. He has been playing for three football teams. Explain that the first sentence tells us what he has done so far. The second sentence tells us he is still in the process of playing for three football teams.

Give students a copy of Exercise 1 of **Photocopiable** Activities 2 for extra practice on the use and form of the Present Perfect tenses.



 Have students work alone to find sentences. Go over the answers as a class. Ask students for the clues they used to decide the answers.



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B

- Explain that in conversation we often make a contraction with the subject pronoun + have/has: I've, you've, he's, she's, it's, we've, they've.
- Have students work individually to complete the sentences with the correct verb forms. Have them check their answers with a partner by reading the sentences aloud.

Answers

- 1. I've been looking for, haven't found
- 2. has worked
- 3. has been writing, hasn't received
- 4. have you read



- Have students work alone to answer the questions about themselves.
- Then they can take turns asking and answering the questions with a partner. Finally, call on a few pairs to present for the class.

Answers

Answers will vary. Sample answers:

- 1. I've been studying English for six years.
- 2. I've had three teachers.
- 3. I've used six books.
- 4. I've been using this book for three weeks.



• Call on a student to read the example sentences for the class. Ask students to work in pairs to complete the sentences. Then have volunteers read their sentences. for the class

Answers

- 1. Faiz has been working in a restaurant for six months. He's good at baking things, and he's interested in becoming a chef.
- **2.** Refah's been working in a nursing home for two years. She's good at helping old ladies, and she's interested in becoming
- 3. Yahya's been working for a newspaper for a while. He's good at interviewing people, and he's interested in becoming a reporter.

A

- This can be done in large groups or as a whole class activity. Tell students to walk around the room and interview one another about their abilities and experiences. Set a time limit for this activity.
- Before students begin, call on pairs to model the conversations. Remind students that if a person says I've been playing (football) since (2008), you need to calculate the length of time; for example, for thirteen years.
- Monitor students as they work, checking that they are filling in their charts and talking to different classmates.
- Call on students to report to the class what they learned about their classmates. Tell students to listen carefully so that they don't repeat what another student has said.



- Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Model an example. For example, say: There is a man holding an umbrella.
- Call on a pair to present the example conversation. Point out the contraction He's in the responses.
- Tell them to take turns being A and B as they ask and answer questions about the picture.
- Circulate as students practice. Review the grammar points as needed.
- As a wrap-up, engage students in a chain questionanswer response. Start by asking a student about one of the people in the picture. That student answers and then chooses another student to ask a question of. Ask the question first, and then say a student's name. This will keep everyone in the class actively listening. For example: What has the child been doing, (Ali)?

Answers

Answers will vary. Sample answers:

- A: What has the utility worker been doing during the rain?
- **B:** He's been trying to repair the stoplight.
- A: What has the man at the newsstand been doing?
- B: He's been reading a magazine.
- A: What has the traffic cop been doing?
- B: He's been directing traffic.
- A: What has the driver in traffic been doing?
- B: He's been listering to the news on the radio
- Mini A: What has the taxi driver been doing?
- 2023 He's been looking at the limousine.

- A: What have the people in the café been doing?
- B: They've been drinking coffee.
- A: What has the man under the umbrella been doing?
- **B:** He's been waiting for the rain to stop.
- A: What has the child been doing?
- **B:** He's been playing in the rain.

Language Builder

Explain that English speakers often don't answer in complete sentences when the context is clear. For example:

- **A:** How long have you been ice skating?
- B: Since I was five.

Workbook

Assign pages 228–230 for more practice with the grammar of the unit.

Good At or Interested In

- Draw students' attention to the FYI box on page 23.
- Ask volunteers to read the examples in the chart.
- Write on the board: adjective+ preposition+ gerund
- For each example in the FYI box, ask students to identify the adjective, the preposition and the gerund.
- Call on volunteers to make statements about what they are good at or interested in..

Give students a copy of Exercise 2 of **Photocopiable Activities 2** for extra practice on using *Good At* and Interested In.



Teaching Tip

Some students at this level may feel less motivated when practicing grammar points they have already studied. Explain that it's important to review so that their skill in using the point increases and their fluency develops.



Additional Activity

Activity 1: Students work in pairs. One student makes a statement about him or herself. The partner restates it, using for or since. Students take turns. For example:

- A: I started studying English three years ago.
- B: You've been studying English since (year).

Activity 2: Working in groups, have students take turns saying what they are good at and interested in. They can also say what they are not good at and not interested in. Remind them to use gerunds. For example: I'm interested in drawing, but I'm not very good at it. Encourage students to ask each other questions. For example: Are you good at taking pictures?

E. Find out about your classmates' abilities and experiences, and ask how long they've been doing them. Complete the chart.

A: Can you ice-skate?

B: Yes, I can.

A: How long have you been skating?

B: I've been ice-skating since I was five.

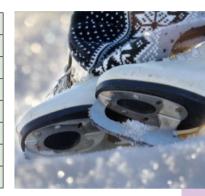
A: Do you have a job now?

B: Yes, I do.

A: How long have you been working at it?

B: For about six months.

Activity	Name	Length of Time
Play a sport		
Study languages		
Live in the same house		
Drive a car/Ride a bike		
Work part-time		
Swim		
Your idea:		





To talk about someone's abilities (how well or badly they can do something) and interests, use expressions with **Good at** or **Interested in**.

He's **good at** using computers. I'm **not very good at** speaking in public.

They're **interested in** working outdoors. She's **not interested in** working in the computer industry.

F. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time?

A: What has the man at the magazine stand been doing during the rain?

B: He's been reading.

A: How many magazines has he read



Language in Context



Prepare a job profile. Write down your qualifications, skills, and personality characteristics. You can use the examples in the chart below or your own ideas. In a group, discuss possible jobs for each student.

Personality Characteristics

creative, efficient, friendly, hardworking, intelligent, organized, reliable, sociable

Good At or Interested In

helping people working alone

creating things making a lot of money working outdoors working with people



Qualifications degree in journalism

Special Skills good at speaking in public

Personality confident

Possible Job TV reporter

A TV reporter needs to be confident and has to be comfortable in front of the cameras, and should be interested in following news

Listening



Listen to the job interview, and complete the chart.

Candidate	Job Applied For
Name:	Working hours:
Education:	Salary:
Skills:	Job description:
Experience:	

6 Pronunciation



A. Listen. Note the differences in sounds. Then practice.

/m/	/n/	/ŋ/
m otivation	i n spiratio n	read ing
m odel	pla n	work ing

• He's been working on making models.

He's been an inspiration to me.

B. Choose some sentences from the texts you read on page 26. Underline the words that have m, n and ingMinistry of EndeadipSentence. Practice reading the sentences 2023 - 144ର୍ଶାoud making the three different sounds.

About You



In pairs, ask the questions and have your friend answer. Then switch roles.

- **1.** What do you plan to do when you finish school?
- 2. Do you have a job? How long have you been working at your present job?
- 3. What career interests you? Why?
- 4. Have you ever had a job interview? Talk about it.
- 5. Have you ever had an internship? Talk about it.
- 6. Tell your partner about the jobs you've had and the courses you've taken. Say how long you've been doing the jobs or taking the courses.

4 Language in Context

- Direct students' attention to the chart. Ask for an example for each personality characteristic. For example, ask: Who do you know that's efficient? Why do you think so? Encourage students to use gerund phrases. For example: An efficient person is good at using her time well.
- Go over the job profile for the TV reporter. Elicit students' ideas on personality characteristics and skills that would be good for a TV reporter to have.
- Give students five minutes to prepare their own job profiles. Have students exchange job profiles with a partner and discuss them.
- Call on students to report to the class about his or her partner's job profile.

Listening

- Tell students they are going to listen to a job interview. To help them predict what they'll hear, ask questions the interviewer might ask. For example:
 - What are your qualifications for this job? What are you good at? What are you interested in? How would you describe yourself?
- Explain that they will hear the interview several times. Tell them to just listen the first time to get a general understanding of the interview.
- Play the audio as students listen.
- To check general understanding, ask: Who is the interviewer? Who is being interviewed? What is the job he's applying for? Does he feel qualified for the job?
- Have students read the chart. Now tell them to listen for the specific information they need to complete the chart.
- Play the audio again as students fill in the chart. Play the audio a final time for students to check their answers.
- Draw the chart on the board. Call on students to fill. in the information

Audioscript

Interviewer: As you know, Michael, this job calls for someone with an architectural degree and some experience in marketing. Michael: I think my résumé shows that I have the right qualifications for the job. I majored in architecture, and then I took some courses in marketing. I had a part-time job as a

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salesperson while I was at college, and I found out I was good at communicating with people.

Interviewer: OK. And can you tell me what experience you have actually had in architecture?

Michael: I've been working as an architect for three years. The company I work for builds apartment buildings. I have been involved in drafting designs.

Interviewer: So, why do you want to change jobs?

Michael: I'd like to do something more exciting and that involves more contact with customers. Could you give me a job description of the position you are looking to fill?

Interviewer: Our company puts up exhibit stands at fairs and expositions. First, we have to find out from our clients exactly what they want. After that, we design the exhibit according to their specifications. We get to travel a lot and go to fairs all over the world. We're looking for someone who can be involved in all stages of our work, from selling to a client, to designing and putting up exhibit stands for the client.

Michael: That sounds fascinating to me. It sounds as if there is the opportunity to do a wide range of tasks and work closely with a lot of different people.

Interviewer: The salary is high, but sometimes you might have to work 50 to 60 hours a week.

Michael: That's OK. I'm prepared to work hard, and I would welcome an opportunity to work in this field.

Answers

Answers will vary. Sample answers:

Candidate = Name: Michael; Education: majored in architecture, courses in marketing; Skills: good at communicating with people, architectural skills; Experience: 3 years as architect in apartmentbuilding company, part-time sales job in college

Job Applied For = Working hours: 50–60 hours a week; Salary: high-paying; Job description: be involved in work through all stages, from selling to clients, to designing and putting up exhibit stands

6 Pronunciation

- A. | Play the audio once for students to just listen. Play it again for them to repeat the sentences.
- B. Have students work alone to find sentences. Go over the task as a class.

7 About You

- Have students work in pairs or small groups to discuss the questions.
- Monitor as students talk, but do not make corrections as the focus here is on fluency practice.

8 Conversation

- Have students cover the conversation and look at the two photos. Ask: What is each person's job? Do you think they like their jobs?
- Play the audio. Have students listen with the conversation covered.
- To check general understanding, ask: Do they like their jobs? (Khalid does, Yousef doesn't)
- Have students read the conversation silently. Remind them to use context to understand unfamiliar words and phrases.
- Give students a few minutes to work in pairs to help each other understand new words and phrases.
- Play the audio again as students follow along in their books.
- Ask comprehension questions. For example:
 What is Khalid's job? (He's a TV reporter.)
 Why does Khalid like his job? (He enjoys being out talking to people.)

Why doesn't Yousef like his job? (It's boring.)
What skills does he say he has? (He is good at solving problems, organized, reliable, and hardworking.)

Real Talk

- Ask: Who says day after day, day in and day out?
 (Yousef) What does he mean? (It's the same thing all the time.) Who says bored to death? (Yousef) Why does he say this? (to show he's extremely bored) Who says luckily? (Yousef) What does he mean? (He's happy he changed his mind.)
- Write on the board: My parents talked me out of it. Call on volunteers to share with the class an experience they had of a parent, a friend, or someone else talking them out of something. Give an example: I wanted to learn how to sky dive. My friend talked me out of it. He said it was too dangerous. Students may also want to share experiences in which someone tried to talk them out of something, but they did it anyway.

Your Ending

- Have students work alone to choose an ending, and thereform groups to compare their choices.
- Call on students to report to the class. Ask them to give reasons for their answers.

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About the Conversation

- Have students work individually to complete the exercise. Tell them to underline the sentences or phrases in the conversation that they used to answer the questions.
- Call on students for the answers. Have them point out the information they used to decide their answers.

Answers

- 1. true
- **4.** true
- 5. true
- false
 false

Your Turn

- Have students work in pairs. Each pair can decide on their own new job for Yousef, or you can first brainstorm a list as a class and write it on the board for students to use. Remind students to include all the details asked for in the directions.
- Call on pairs to present their interviews for the class.

Language Builder

Remind students that phrasal verbs, such as *move* on and *talk out of*, look like verb + preposition, but together they form a new meaning. For example, *move on* means *to start on something new. Talk out of* means *to persuade*.

Workbook

Assign page 231 for additional reading practice.

Teaching Tip

Find ways to personalize the tasks for students. Communicating about their own lives in English helps students connect English with their world outside of the classroom.

Additional Activity

Have pairs prepare another role play in which Yousef talks about whether he made the right choice in his career move, or a terrible mistake. Tell students to include details like the specific skills he is able to use (or not use), the working conditions, and how his personality characteristics match (or don't match) those of his coworkers. Encourage students to draw on their own life experiences in any jobs they've had.



Underline the words that have **m**, **n** and **ing** in the conversation and the expressions day after day, day in day out, bored to death, talked someone out of it and luckily. In pairs, read the conversation aloud. Make sure to produce the three different sounds and the expressions correctly.

Yousef: So, Khaled, are you happy with your job at the TV station?

Khaled: Yes, very happy. I enjoy being out there and talking to people.

I get a lot of satisfaction out of my job.

Yousef: How long have you been working on TV?

Khaled: I've been a reporter at this station for five years—since my internship. What about you?

Yousef: I've been working at the bank since I left high school. It's the same thing day after day, day in and

day out. I'm bored to death. I was hoping to be a watch repairer, you know, but my parents talked

me out of it. They said it wasn't a serious profession.

Khaled: Well, I was going to be a dentist, but luckily I changed my mind. Can you imagine me in a small

room, stuck between four walls?

Yousef: That's where I am right now. It's time to move on and find something more challenging. I have a lot

of different skills. I'm good at solving problems. I'm organized, reliable, hardworking...What do you

think I should do?

Your Ending

What advice do you think Khaled gives Yousef?

- 1) I'm looking for an assistant. Are you interested?
- (2) Why don't you network with friends and find out about available jobs?
- 3 You should look at job sites on the Web.
- **4**) Your idea:

Real Talk

day after day, day in and day out = following the same pattern bored to death = very bored

talk someone out of it = to convince to do something different luckily = used to give an opinion that an event was positive

About the Conversation

Answer **true** or **false**.

__ Khaled has been working on TV for five years.

🔼 He wanteg to be an engineer.

3. Yousef has had several jobs since he left high school.

wanted to be a watch repairer.

Ministry 5. Educathe's been thinking of getting another job.

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Your Turn

Role-play with a partner. Imagine Yousef found another job and has been working there for a year now. Ask what he's been doing and what changes have occurred in his career. Present your interview to the class.





Before Reading

Read the three job opportunities and find the sentences that say what a person should be able to do in each job.

J	0	b	P	0	0	
11					-	h

Search Jobs

media positions

Home

Profile & Resume ∨

Jobs

Career Tools ▼

Advice ▼

JobPool Has the Job for You

About Us:

JobPool is a privately-owned career network with branches all over the world. Since its foundation in 2000, the company has constantly improved its users' experience with new features and services. JobPool has been growing globally through strategic international expansion. We have helped professionals and companies all over the world to meet each other.

OPENINGS [Internships]

Media Intern: TV and Radio Media International

Do you want to be part of the fastpaced world of television and meet famous people at the same time? Here's your chance. Our interns research information about hot topics. They need to find information quickly and be able to summarize it in clear language. Our hosts use the information on their programs. Our interns also greet our guests when they arrive in our studios. You need to be fluent in English and be good at using computers. And you must be friendly and outgoing. This is a paid internship for the summer.

Archaeological Interns: Students **Learning Overseas**

Here's an opportunity to study history firsthand and to work with noted archaeologists on an exciting dig. We've been uncovering ruins at the famous ancient city of Pompeii for several years. Interns' job is to dig slowly and carefully. They also work to uncover buildings that have been buried for centuries. It is very hard and painstaking work. The reward is a chance to discover something that the volcano Vesuvius buried with its lava two thousand years ago. This is an unpaid threemonth internship, but lodging and meals are provided near the site.

Environmental Engineering: Saudi Construction, Riyadh

Great opportunity for a civil engineering graduate student in the environment field! This project involves the construction of a road and a number of other local projects, such as research centers and new pipelines. The interns work alongside experienced civil engineers and receive training in the different work sectors. You need to be able to read blueprints, have some knowledge of Arabic, and be able to cope with temperatures that average 104°F (40°C). Food and accommodation will be provided.

Send applications to: internships@jpool.com Attach a cover letter and a résumé.





9 Reading

READING STRATEGY Analyzing format

Tell students that studying the format and design of a reading will usually give them some insight into the topic. Explain that it's always a good idea to read the title and try to predict what the reading is going to be about. Subtitles, such as those under **OPENINGS**, also provide information about the content.

- Have students read the title and subtitles. Then ask them to look at the format and say how the reading is arranged. Ask students to say what they think they will learn from the reading based on all these elements.
- Discuss the Before Reading question. Have students work individually to scan the text. Tell them to underline the sentences or phrases that tell what a person should be able to do in each job. Go over the task as a class.

Answers

Media Intern: They need to be:

able to find information quickly, and summarize it in clear

language

fluent in English

good at using computers

friendly, outgoing

Archaeological Interns: They need to:

be very careful

be able to dig slowly

Environmental Engineering: They need to:

be able to read blueprints

have some knowledge of Arabic

be able to cope with high temperatures

- Have a general discussion about ways to find jobs. Ask how students have found any jobs they have now or have had in the past. Ask: Which way do you think works best? Why?
- Discuss using an Internet job service, including the pros and cons.
- Have students read the introductory paragraph. Ask them to describe JobPool in their own words.
- Play the audio while students read along.
- Play the audio again, pausing after each internship description to check understanding.

For example, ask:

What do TV interns research? (hot topics)

Is it a paid position? (Yes, it is.)

Is it year-round? (No, it's only for the summer.)
Where is the archeological internship? (Pompeii)

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What characteristics are needed? (hardworking. patient, reliable, good at working with others)

Is it a paid position? (No, it isn't.)

How long is the internship? (3 months)

Who should apply for the internship in Saudi

Arabia? (civil engineering graduate students)

What will they do? (construct roads, research centers, new pipelines)

What skills are needed? (read blueprints, some Arabic)

Is it a paid position? (No, it isn't.)

How long is the internship? (It doesn't say.)

 Elicit any words or expressions that are unfamiliar to students. Write them on the board and go over them. Many words have multiple meanings. Talk about the meanings in the context of the reading. Possible new words and expressions include:

hot = current, exciting

fast-paced = exciting, happening guickly

host = master of ceremonies or interviewer on a talk show

outgoing = friendly, sociable

firsthand = directly

dig = archeological excavation site

ruins = remains of something that has been

destroyed, usually an ancient site

painstaking = showing great care or effort

civil engineer = person who designs public works, such as bridges

blueprints = plans for a building, a bridge, etc.

cope with = handle a difficult situation

accommodations = temporary housing related to travel

- In pairs, have students discuss which internships they might be interested in, and why.
- Direct students' attention to the note at the bottom of the page. Explain that a cover letter, also called a letter of application, is submitted with a résumé. It is a very important part of the job-seeking process because it has to tell all about the candidate in just a few words. Companies receive many applications, especially online. The cover letter has to encourage them to want to read the résumé. It has to make the candidate stand out in some way.

Résumé

- Play the audio for the résumé. Ask students to listen and follow along.
- Tell students to read the résumé again and pay attention to how it is organized. Point out that the different sections (Education, Experience, etc.) are typically included, but that the order may vary depending on the person and the job being applied for. For example, someone with the required skills, but not a lot of work experience, may decide to list skills first.
- Briefly go over each section and have students say in their own words what is included.

After Reading

- Have students complete the task individually.
- Call on volunteers to check answers. As students say true or false, ask them to support their answers with information from the reading.

Answers

- 1. true
- 4. true
- 2. false
- 5. true
- 3. false
- 6. false

Discussion

- Organize students into groups to answer and have a discussion about questions 1 and 2.
- After the group discussion, hold a class discussion for question 3. As students share their ideas, list them on the board.

Workbook

Assign pages 232–233 for additional writing practice at word and sentence level.



Teaching Tip

Students may be unfamiliar with the organization of a business letter. Before students write their cover letters, discuss the basic elements of a business letter, and include a formatting model on the board.



Additional Activity

Activity 1: Have students work in groups to write a description of an interesting or unusual job other than those mentioned so far in class. Have them describe what a person in the job does, and what skills and characteristics the person must have. Then have each person in the group say whether he or she would be suited for the job. Call on students to describe their group's job and tell if they would be good at it.

Activity 2: Have students write about the perfect job or the worst job for them.



Project: Job Fair

As an additional activity, have students set up a job fair in the classroom. Half of the students stay seated, and half circulate in the classroom. Each student who is seated represents a company that wants to hire new employees. He or she decides what the job is, and the qualifications needed. Students walk around and talk to at least three different representatives.



There are hundreds of internship opportunities. A quick Internet search will show you there are sites dedicated to only cool jobs, fun jobs, mountain jobs, resort jobs, etc. Internships can be great for those seeking high adventure!



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Résumé

Carl Barthes 543 Limerick Road Englewood, New Jersey 07632

Telephone: 201-555-7287 • Cell phone: 201-555-7398 email: cbarthes@worldnet.com

Education

- Undergraduate student at Center University, majoring in Media Studies
- Graduate of City High School

Experience

- Host of radio program. Responsibilities include: Interview people about teen-related issues on the air Decide on topics and help organize the show
- In charge of school website "School Days"

 Have written articles on community issues and on student concerns. Have done interviews and research to get background information.

Honors/Awards

- The school website won an award as one of the most useful to students in the state.
- An article I wrote about jobs for young people has appeared in the local press.

Skille

- Computer expertise in word-processing and graphic programs
- Fluent in Spanish

After Reading

Answer true or false.

- **1.** _____ JobPool has been growing since the year 2000.
- **2.** ____ The archaeological interns get a good salary.
- **3.** ____ The media intern needs to speak several languages.
- **4.** ____ The candidate for the engineering job must be good at reading blueprints.
- **5.** ____ Carl has experience with word-processing programs.
- **6.** ____ One of Carl's articles has appeared in newspapers all over the country.

Discussion

- **1.** What types of information does Carl include in his résumé? What types of jobs do you think Carl has the qualifications and experience for? Explain.
- 2. What qualifications do you have that you can include in a résume? What jobs are you qualified for?
- 3. In your opinion, what makes a person qualified for a job?

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10 Writing 🚺



- **A. 1.** Read the three job opportunities again. Write the qualities, qualifications, and experience that a person needs for each job in note-form in the chart below.
 - 2. Which job would you apply for if you had the qualifications? Why?
 - 3. Which job would you not be interested in? Why not?
 - 4. Discuss your choices in class. Which is the most popular job? Which is the least popular job?



Job	Qualities (see page 21)	Qualifications (certificates, awards, diplomas, degrees)	Experience
Media Intern			
Archaeological Intern			
Engineering Intern			

- B. 1. Read the cover letter for a job application on page 29. Collect information about the person and make notes in the chart which follows it.
 - 2. Think about your favorite job in the JobPool. Write information about yourself in the YOU column.
 - **3.** Use your information to write a cover letter applying for the position.

Writing Corner

When you write a cover letter it is important to think about why you are writing it (purpose); who you are addressing (audience); and the information you will put in each paragraph:

- include the name, title, and address of the recipient on the left
- start with a short introduction stating your reasons for writing
- include a section or paragraph about why you are the right person for the job
- finish with a closing statement thanking the recipient

pul ு ப்பின் the features mentioned above in the letter on page 29 before you write your own cover letter. Ministry of Education

10 Writing

- Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: Who do you think the people are? What are they doing in the picture? Where do you think they are? Why? What do you think has happened? What do you think is going to happen? What qualities and qualifications do you think a person needs for this kind of job?
- Have volunteers report answers/ideas for the class.



- Read the directions for 1 with the class and have students read the headings in the chart. Ask guestions to check that they all know what they need to do. For example:
- Do you remember which qualities the media intern needs to have? Where will you find the information you need?
- Have students read the JobPool texts individually to make notes then form groups to compare their notes. Circulate and monitor participation. Help when required.
- Call on students to report to the class. Ask them to give reasons for their answers.
- Please note that the answers given are sample answers. Allow students to make notes using their own words and accept different answers that are justified.

Answers

Job	Qualities	Qualifications (certificates, awards, diplomas, degrees)	Experience
Media Intern	Find information quickly/ summarize/ clear language • fluent English computer skills • friendly and outgoing	Not applicable (no mention)	Research and public relations
Archeological Intern	careful and methodical • interested in history • interested in archeology/ working with noted archeologists	Not applicable (no mention)	Not applicable/no mention probably experience is not a necessary requirement
Engineering Intern	ability to read blueprints • knowledge or Arabic • tolerance to high temperatures	Degree in civil engineering/ graduate student	Not required

- Direct students to question 2 and have them work alone on their answer. Then ask them to compare with a partner.
- Call on students to present their choices in class. Ask the rest of the class to make notes on the choices made by different students.
- Have students answer 3 in pairs. Encourage them to discuss the reasons for their answer. Encourage them to make notes as they discuss. Explain that the notes will help them present their ideas for the class later.
- Read directions for 4 with the class. Have students check their notes on the answers that students had given in class earlier. Organize them in groups and give them a few minutes to collate their notes and make a final decision.
- Call on volunteers from each group to report the group answers for the class. If there is disagreement about which is the most or least favorite job, ask the class to confirm with a show of hands, i.e. write the job on the board and ask students to raise their hands if it is their favorite. Then ask the students who dislike the job to raise their hands. Write the numbers on the board next to the job, under favorite and least favorite. Do the same with all the jobs. Then have students compare the results with their group results.



- Tell stadents that they are going to read a cover letter. Call on volunteers to tell the class what they remember about cover letters. Use questions to help them. For example: Who is a cover letter addressed to? What purpose does it serve? What kind of information does it include?
- Read the instructions for 1, 2 and 3 with the class. Explain that they will use the letter and chart on the next page. Direct them Ministry of Eduzation

- Have students read the chart. Elicit the type of information that they need to include in each section.
- Have students read and make notes individually about the writer of the letter. Then ask them to check with their partner. Discuss the answers in class.
- Give them some time to make notes about themselves in the YOU column. Encourage them to use their imagination and present themselves in the best way possible.
- Ask students to you use their notes about themselves to write a cover letter. Direct them to the Writing Corner on the previous page. Call on volunteers to read each point in class and elicit examples from the cover letter to illustrate.
- Give students time to write their first draft of a cover letter alone. Then ask them to compare in pairs and help each other. Encourage them to comment and/ or ask questions to help each other edit the letter. Circulate and monitor participation. Encourage less confident students and help when required. As you circulate remind students that they will have the chance to edit their letter more than once.
- Elicit questions and difficulties that some students might be encountering and discuss them in class. Call on volunteers to make suggestions.
- Have students write their final drafts.
- Organize students into 3 or 4 groups. Collect their letters and hand them over to a different group. For example: Collect the letters of Group A and give them to Group C, give the letters of Group B to Group A and letters from Group C to Group B.
- Tell groups that they are now on the JobPool
 recruitment committee and they need to decide on the
 most promising candidates for the jobs advertised on
 the basis of the cover letters that they have. Explain
 that they will have to choose one candidate for each
 position. Ask them to give reasons for their choices. Set
 a time limit of 5 to 10 minutes depending on class size.
- Call on a student from each group to present the group decisions. Write the choices on the board under each position. After all the groups have presented their decisions, collect the letters of the short-listed candidates and have volunteers or writers read each letter aloud for the class. Ask the class to listen carefully and make notes.
- Discussin class and make a final decision. Post the letters of the students that got the jobs on the board/wall for everyone to read.

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Teaching Tip

Help learners focus on the content of letters when they read and edit by setting relevant criteria. For example:

Information: Is it relevant? Does it answer your questions as a reader? Is it adequate, inadequate, too much?

Impression/impact: What is your impression of the person who wrote the letter? Does it read like hundreds of other letters or does it stand out?



Additional Activity

Post an advertisement for a job, e.g. a computer game evaluator or have volunteers write an advertisement. Have students exchange email addresses. Email the advertisement to all the students. Divide the class into two groups; Group A: the recruitment committee, Group B: the applicants. Ask the applicants to email their cover letter and résumé to the committee. Have the committee members share the applicant letters and résumés and reply inviting applicants to an interview.

Workbook

Assign page 234 for additional writing practice above word and sentence level.

Ahmed Alsaaleh

Human Resources Manager

Zero A Company

87 Riyadh Road

Jeddah

(555) 555-5555

ahmed.alsaaleh@email.com



15 April 2023

Dear Mr. Alsaaleh,

I am writing to apply for the Public Relations position advertised in *PR Journal*. As requested, I am enclosing a completed job application, my certification, my résumé, and three references.

I believe that my experience, education, and training will make me a competitive candidate for this position. The key strengths that I possess for success in this position include:

- I am a dedicated and enthusiastic professional.
- I welcome challenge and strive for continued excellence.
- I am an experienced and effective communicator.
- I have had five successful years in PR in large corporations.

With a Bachelor's Degree in Public Relations and a Master's Degree in Intercultural Communication, I have a full understanding of the factors involved in the successful operation of a multinational organization such as yours.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Saud Khalid

Applicant	Person who wrote the cover letter	YOU
Qualities (see page 21)		
Qualifications (certificates, awards, diplomas, degrees)		
Experience ارت الت الت		

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Form, Meaning and Function



Simple Present Tense

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

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Affirmative ((44)	١
Allilliative		,

1		
You	work	
We	WOIK	
They		
Не	works	
She		

Negative (-)

	• •	
1		
You	don't	work
We	uo t	WOIK
They		
Не	doesn't	
She		

in an office.

Time Expressions for the Present

We can use time expressions to talk about routines or habits.

in an office

He works at the hospital **from** Sunday **to** Thursday.

He doesn't work on the weekend.

He works at the hospital on weekdays.

In his free time, he plays football.

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 an office.

A: I'm a salesperson.

Note: What do you do? usually means What's your job?

Prepositions of Time for the Present

Look at these examples to understand when we use prepositions to talk about time:

at three o'clock, noon/midnight/ midday/ night

in the morning/afternoon/evening

on Thursday, weekdays, Saturday morning, weekends, the weekend

A.	Complete the sentences with the simple present tense of an appropriate
	verb. Write the correct preposition.

Ahmed is a teacher. He teaches in a high school. He works on weekdays.

1.	What	your uncle	? He's a	writer.
	He	books.		
2.	Adnan is a b	us driver. He	a city bus.	

. Where Omar and Ali	? They	in a hospital. They are doctors
----------------------	--------	---------------------------------

____ planes. He likes to play tennis _____ his free time.

4. _Hamped is a journalist. He	for a newspaper. He	
" weekdays and	weekends.	

202**5.** โลกูฟู is a pilot. He

Form, Meaning and **Function**

Simple Present Tense

- Present to the class when the simple present tense is used.
- Have volunteers read the examples.
- Write the following sentences on the board and underline the simple present tense. Call on students to complete the sentences with true information. On Mondays, our class has ... Once a week, my family goes... An important event in our town is...
- Call on volunteers to make true statements about your class, school, town, city or country. Tell students to use the simple present tense. For example: Our class has an English test every week.

Time Expressions for the Present

- Direct students to the next section in the presentation and ask volunteers to read the information aloud
- Underline the time expression and call on students to volunteer alternatives. Write any correct suggestions on the board. For example,

Our class has an English test every week. every day

once a week

every Wednesday

once a month

once a week

 Ask students to write true sentences for themselves using the time expressions on the board. Students tell their sentences to a partner. For example: I work at my father's store every Saturday.

Wh-Questions in the Simple Present

• Read through the next section with students and then write on the board:

Where...? What...?

• Ask students to add other Wh- question words to the list. For example, Why, When, Who. Students should work in pairs and take it in turns to ask and answer about what they do on a regular basis. For example, Student A: Where do you work every Saturday? Student B: I work in my father's store.

Student B. J Who has an English test every Wednesday? Ministr Student Aa Everyone in my class!

Prepositions of Time for the Present

- Ask students to read the information in the last presentation section and answer the questions: Which preposition do we usually use with days of the
 - Which preposition do we usually use with specific times of the day? (at)
 - Which preposition do we usually use with parts of the day? (in)
- Elicit or explain that we can also use the preposition in with seasons (spring, summer, autumn and winter) and the months of the year.

• Have students work alone to complete the sentences and then compare their answers with a partner before reporting back to the class.

Answers

- 1. does, do, writes
- 2. drives, at
- 3. do, work, work
- 4. writes/works, works, on, on
- 5. flies. in

Language Builder

Write the word **resit** on the board. Point out that the prefix re- means (to do) again. For example: Any students that fail the test can **resit** in September.

Other words with the prefix re- include: reapply, rearrange, redo, reorganize, reapply, revisit, rework, rethink, and recharge.

Relative Pronouns: Who, That, Which

- Have volunteers read aloud the simple sentences and then the complex sentences with the relative clauses.
- Explain that relative clauses (also called adjective clauses) describe a noun that comes before it (in the main clause).
- Relative clauses begin with that, who, or which. Elicit that who is used with people (The man who was talking to the tourists...); which is used with things (The computer company which is making a good profit...); and that can be used with people or things.

Language Builder

All clauses contain a subject and a verb. Clauses are either independent (also called main clauses) or dependent (also called subordinate clauses). Independent clauses express a complete thought and can be written as a sentence. An independent clause is: *I was walking down the street*. Adjective clauses, adverb clauses, and noun clauses are examples of dependent clauses. They are part of a sentence, but they cannot stand alone as a sentence. A dependent clause is: *when I saw him*.

Language Builder

That is generally used in restrictive relative clauses rather than which or who. Restrictive clauses are essential to the meaning of a sentence. (I ate at the restaurant that opened this weekend.) Restrictive clauses answer the question: Which? (Which restaurant? The one that opened this weekend.)

Which and who are used for nonrestrictive clauses. These are clauses that give additional information that is not essential to the meaning of a sentence. (I saw Burj Khalifa, which is the tallest building in the world.)

Past Progressive with While

- Have volunteers read aloud the example sentences.
 Remind students how the past progressive is formed (was/were + verb + -ing). Then elicit why the past progressive is used in both the first and the second sentence
- Remnel students that me past progressive is used to talk about an action that started and was continuing in the past, while we use the simple past to talk about an action that ended in the past.

at the same time, we use *while* to join two clauses in the past progressive.

Explain that to show that two actions were happening

B

- Have students complete the sentences alone and then compare their answers with a partner.
- Call on volunteers to report the answers to the class.

Answers

- **1.** who
- **3.** who
- **5.** who

- 2. that
- 4. that
- 6. that

G

- Ask students to describe what they see in the pictures.
 Have students work in pairs to make sentences for the pictures, using while.
- As a follow-up, give students thirty seconds to study the pictures. Have one student in each pair, Student A, close his or her book. Have the other student, Student B, ask questions beginning with: What was (name) doing while...? For example:
 - Student A asks: What was Fatima doing while she was shopping?

Student B either answers the questions or says: I can't remember.

Answers

- 1. Faisal was listening to the football while he was studying.
- **2.** Fatima was talking on her cell phone while she was food shopping.
- **3.** The people were talking while they were waiting for a bus.

Workbook

Assign pages 235–236 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

Pay close attention to your students' facial expressions and body language. These signs will tell you if students are interested or bored, and if they are learning. Taking cues from their body language can help you make decisions during class. For example, if students seem bored with an exercise, you might want to try to finish it quickly and move on. On the other hand, if students seem particularly interested in an activity and seem to be learning from it, it makes sense to prolong or extend it.

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Relative Pronouns: Who, That, Which

Relative clauses add information about a noun in the main clause.

Use the relative pronoun who or that for people.

Use the relative pronoun that or which for things and animals.

The man was talking to the tourists. He was friendly.

The man **who/that** was talking to the tourists was friendly. (relative clause)

The computer company is making a good profit. It is called Easy Surf.

The computer company **that/which** is making a good profit is called Easy Surf.

Past Progressive with While

We can use the past progressive with while to talk about actions that were happening at the same time:

Mohammed was working on the computer while his brother was talking on the phone.

While you were working at the photography studio, I was studying graphic design at college.

They were waiting for their father at the office while their father was waiting for them at home.

While she was talking with her sister downstairs, her mother was looking for her upstairs.

- B. Complete the sentences with who or that.
 - **1.** The new driver _____ started work yesterday is very quiet.
 - they launched this week are selling well. **2.** The products
 - **3.** I'd like to introduce you to the person organized the conference.
 - **4.** That isn't the job he applied for.
 - **5.** The actor was playing the lead role was very funny.
 - **6.** Isn't that the book ______ you were reading last week?
- C. Work with a partner. Make sentences to describe the actions in the pictures.
- Tt was raining while Yahya was washing the car.









2. Fatima **3.** The people

1. Faisal

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12 Project



- **1.** Find a person a relative or a friend who has a job that you are interested in.
- 2. Prepare questions that you would like to ask him/her in an interview.
- **3.** Interview the person and write the answers in note-form. Use the same categories in the chart to organize them: Qualities, Qualifications, Experience, and Skills.
- **4.** Use the same questions as in 2 to interview each other. Answer using your notes about your relative's or friend's job. Write your partner's answers in the chart in note-form.
- 5. Use your partner's answers to write a résumé using Carl's résumé as a model.



		Your questions	Your partner's answers
	Qualities (see page 21)		
	Qualifications (certificates, awards, diplomas, degrees)		
	Experience		
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12 Project

- Have each student make a short list of jobs that they are interested in and the reasons for their choice. Ask them to compare their lists in groups.
- Call on students to report their choices and reasons for the class. Write the jobs that are suggested on the board or call on a volunteer to do it.
- Have students work in groups discussing what they know about some of the jobs. Have them use the categories that are mentioned in the chart, i.e. qualities, qualifications, skills, experience and what the job involves in practical terms.
- Call on volunteers to present the information for the class. Encourage the rest of the class to listen and comment, agree or disagree.
- Read the directions for 1 and 2 with the class. Elicit examples from students. For example: Name a person whose job you are interested in. Is he/she a relative or friend? Where does he/she work? What does the job involve? Tell the class a question that you might want to ask the person.
- Call on a volunteer to read 3 aloud. Ask students to choose one of the people they know and prepare questions individually. Tell them to organize their questions according to the areas in the chart. Encourage them to add more questions if they wish. Circulate and monitor to make sure that all the students are doing the task. Help when necessary.
- After the students have completed the task individually, ask them to check with their partners.
- Explain that they have to use their questions to interview the real person they have chosen face-toface, on the phone or on the internet. Remind them to make notes on the answers.
- Read the directions for 4 with the class. Point out that this can be done before the actual interview with the real person they have chosen or afterwards. Have students work in pairs asking and answering questions. Remind them to write their partner's answers in the chart in note-form.

Example questions:

How do you feel about working with other people? Can you use specialized computer software to design interiors? How long have you worked in sales?

What was the focus of your MA research/ dissertation?

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- Have a volunteer read the directions for 5 for the class. Discuss what needs to be done. Elicit the type of information that is included in a résumé and its format.
- Allow a few minutes for the students to work in pairs reading Carl's résumé and writing the first couple of sentences. Call on volunteers to read what they have written aloud for the class to hear.
- Have students write individually. Then exchange drafts and check in pairs.

Teaching Tip

Students may not feel very confident about interviewing people outside class. In that case do activities like the interview above, in class first to give them the opportunity to rehearse and help each other

Additional Activity

Have students match résumés and jobs. Organize them in groups and hand out résumés that different students have written. Ask them to suggest the most suitable job for each résumé. Call on volunteers from each group to present their decisions for the class. Hold a class discussion about the suitability of the jobs.

13 Self Reflection

- Brainstorm Careers. Write the word on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 20 and 21. Ask them think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

Did you like any of the dream jobs mentioned? Which? Why? Why not? What is your dream job? Which qualities do you remember? Are there any qualities that you need more explanation on?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22–23, ask them some questions. For example:

How long have you been studying English?
How many different books have you used?
How long have you been attending this class?
Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart.
 Ask them to focus on likes, dislikes and easy or difficult items
- Direct students to pages 24–25. Call on volunteers to say what the context is in this lesson, i.e. business, jobs, job interviews.
- Have students say what they remember from this section and have them make notes in the chart.
- Write JobPool on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:

Name 4 sections of a résumé.

Say which is right:

A résumé is written in complete, detailed sentences. A résumé is written in a condensed style.

The most important thing in a résumé is the language used.

The most important thing in a résumé is presenting

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- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about cover letters. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to the 12 Project page and hold a
 discussion about what they found more or less useful
 and more or less interesting. Hold a class discussion
 about project work. Elicit ideas from the students
 and explain some of the benefits of this kind of work.
 List some aspect of project work on the board. For
 example:

Personalization
Creativity
Natural language use
Focus on meaning
Research/collecting information
Using other knowledge

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that student feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 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	l can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about careers			
talk about personal qualities and personality characteristics			
talk about how long I've been doing something			
use the present perfect progressive versus the present perfect simple			
use the construction adjective + preposition + gerund			
use the simple present and ask Wh- questions			
use prepositions of time for the present			
use relative pronouns			
use the past progressive with while			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
تارق التر of Education 445	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

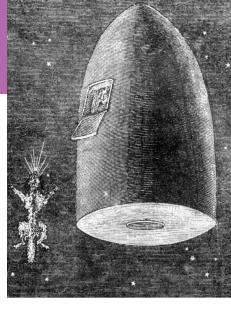
3 What Will Be, Will Be

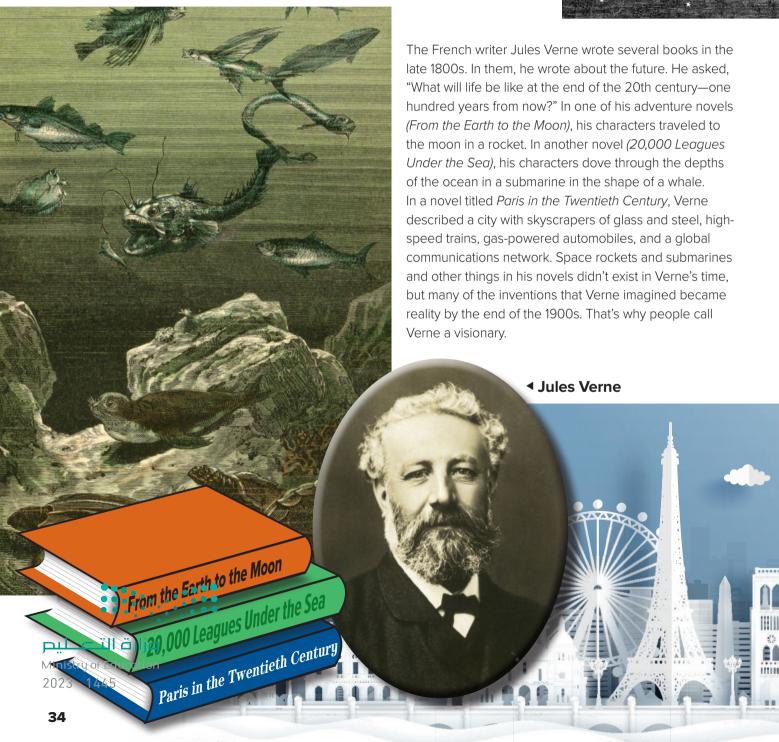
Listen and Discuss



- **1.** Read the title. What words does it make you think of?
- 2. Read the text. Find the sentences that talk about the future and the ones that talk about the past.

A Vision of the Future





Unit Goals

Vocabulary Predictions and opinions Intelligent buildings and homes Time capsules Hidden treasures

Functions Make predictions about the future Express opinions

Grammar Future with Will or Be Going Toaffirmative, negative, questions, answers Will versus Be Going To Future Progressive affirmative, questions, short answers

Listening Listen for specific information from a speech

Pronunciation Words that are not stressed

Reading The Tulsa Time Capsule

Writing Write a story about hidden treasure

Form, Meaning and Function Present Simple versus **Present Progressive** Make and Respond to Suggestions

Project Time capsules

Tag Questions

Warm Up

Ask students to look at the unit title and say what they think it means. Explain that this is an expression, or saying, in English. Does the students' language have a similar expression?

Ask students to think of an experience they had in which the expression what will be, will be applied. Discuss these experiences as a class.

Language Builder

Explain how centuries are referred to. Write on the board: 1800-1899. Ask: What century was this? (the 19th) Write: **1900–1999**. Ask: **What century was this?** (the 20th) Then ask: What century are we in now? (the 21st)



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1 Listen and Discuss

- Have students open their books to page 34. Read the title aloud: **A Vision of the Future.** Ask students what they know about Jules Verne. Explain that he was a French novelist who lived from 1828–1905. and is considered the father of science fiction. He was interested in science and geography and wrote a series of novels about journeys in which he talked about many scientific and technological achievements of the 20th century. He is especially famous for the novels A Journey to the Center of the Earth and 20,000 Leagues Under the Sea.
- Write **science fiction** on the board. Explain that this is a type of fantastic literature based on science or pseudoscience. It had its beginnings in the late 19th century. At that time, things such as robots, space travel, and invasions from outer space were fantasies, but considered within the realm of future possibility. Ask students which of these are no longer considered fantastic. For example, we have robots today, and space travel.
- Direct students' attention to the pictures and ask students to describe them.
- Tell students they are going to read about Jules Verne and his vision of the future. Ask students to say what language they think they will be using in this unit if they're going to be talking about the future.
- Write the word will on the board. Say: Find the question that Jules Verne asked. Call on a student to read it. (What will life be like at the end of the 20th century...?) Point out that he uses will to indicate the future
- Play the audio of the passage as students listen with their books closed.
- Play the audio again as students follow along in their
- Direct students' attention to question 2. Have students work individually. Call on students to read the sentences.
- Ask: What did Jules Verne say life would be like? Have students give specifics from the paragraph. Say: Vision means the ability to see. Ask: Why do people call him a visionary? (He could "see" into the future.) Ask students if they can think of anyone alive now who seems like a visionary.
- Allow time for students to ask about words and phrases that are unfamiliar to them. Review the irregular past tense verb forms in the paragraph: wrote (write), dove (dive), and became (become).

Comments Made in the **United States in 1955**

- Direct students' attention to the photos on page 35. Ask students to describe the photos.
- Play the audio for the predictions on page 35.
- Play the audio again and have students follow along in their books.
- Call on students to read each prediction aloud. Have the class say if the prediction was right or wrong.
- Ask students to read the FYI silently. Elicit their reactions.

Quick Check



Remind students that to scan means to read quickly to find specific information. Tell students to scan the two pages for the answers, not reread.

Answers

- 1. adventure
- 2. fast food
- 3. used
- 4. kitchen
- 5. hair



 Have students work individually to mark the predictions that came true. Then call on a student to read aloud each prediction and have the class say if it came true.

Answers

The following should be marked: 1, 2 and 5.

2 Pair Work

- Have students work in pairs to make as many predictions as they can about life in 2050. Encourage them to use their own ideas as well as ideas in the book.
- Ask pairs to share their ideas with the class. Compile a list of their predictions on the board.



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Workbook

Assign pages 237–238 for practice with will and be going

Language Builder

Explain that for something to catch on, it goes from being just a fad to something that is part of the culture. For example, when fast food restaurants were first introduced, many people didn't believe they would last because most people cooked all their meals at home. This is obviously no longer true.



Teaching Tip

Students may be unsure of the vocabulary they need to express their ideas and predictions about the future. Encourage students to think about things they use and see in their daily lives and work from there. This helps reinforce how much they do know, and builds their confidence.



Additional Activity

Activity 1: Imagine it is the year 2050. Have students write comments about the predictions they compiled on the board. To help students get started, write some sentence starters on the board. For example:

I can't believe they thought...

They were right! We do have...

They were so wrong. Of course we have...

Activity 2: Have students work in pairs or groups to design an advertisement for a product in the future. It should be something "futuristic" that people will most likely need. Each group can first brainstorm possible products and then choose one to promote.



In the past, many people didn't realize how computers would change our world and become a part of everyday life. In 1943, Thomas Watson, the chairman of IBM, believed there was a world market for maybe five computers. Kenneth Olson, the founder of a large computer company at one time, Digital tacts Equipment Corporation, believed in 1977 that there was no reason anyone would want to have a computer in their home.

Comments Made in the United States in 1955: Right or Wrong Predictions?

Read the predictions below. Find the sentences that talk about the future.

"I seriously doubt that fast food restaurants will ever catch on."

"Have you seen the new cars coming out next year? It won't be long before \$1,500 won't even buy a used car."

"Did you see where some baseball player just signed a contract for \$75,000 a year just to play ball? It wouldn't surprise me if someday they'll be making more than the president."

"Soon all our kitchen appliances will be electric. They are even making electric typewriters now."

"I'll tell you one thing, if things keep going the way they are, it's going to be impossible to buy a week's groceries for \$20."

"If they think I'll pay 50 cents for a haircut, forget it."





What a dollar bought in 1955 would take about \$9.65 to buy in 2020, because of inflation. The average baseball player makes nearly \$4.5 million a year. Today a haircut for a man costs an average of \$28.

Quick Check ✓

- **A. Vocabulary.** Complete the following with words from the texts.
 - **1.** _____ novel
 - 2. _____ restaurant
 - **3.** _____ car
 - **4.** _____ appliance
 - **5.** _____ cut

- **B. Comprehension.** Mark which of these predictions came true.
 - **1.** ____ People will drive gas-powered cars.
 - 2. ___ People will live in skyscrapers.
 - **3.** People will travel to the center of the earth.
 - **4.** ____ Fast food restaurants won't catch on.
 - **5.** ____ Sports stars will earn more than the president.

2 Pair Work

Think of one thing we use now. Write down some of its pull centures limiting in 20 to 40 years. Make predictions of how people will 2023 - 1456; it in the year 2050.

There won't be any more cars. People will travel in vehicles that ride through the air.

3 Grammar 鷆



Future with Will or Be Going To

Use will or be going to to make predictions about the future.

Affirmative (+)

Computers will perform many functions. People are going to have more free time.

Questions (?)

Will people **eat** artificial food?

Are we **going to travel** to other planets?

Negative (-)

Computers won't have feelings. Machines aren't going to control us.

Answers (Opinions)

I guess so. I hope not. I think so. I don't think so.

We also use will when we decide to do something at the time we're speaking, such as for offers or promises.

We don't have any milk. I'll get some from the store.

Will versus Be Going To

Use be going to to express a plan that is already made or decided. Use will to express uncertainty, often with maybe or probably.

What are your vacation plans? I'm going to spend a month in Abha. Maybe I'll go to Abha.

Future Progressive

Use the future progressive (will + be + present participle) for continuous actions in the future. Or use be going to + be + present participle.

Affirmative (+)

(At) this time tomorrow, I'll be swimming in the ocean. OR I'm going to be swimming... A week from today, I'll be relaxing on the beach. OR I'm going to be relaxing... By the year 3000, people **will be living** to the age of 120. OR They are going to be living...

Questions (?)

Will you **be working** on the weekend? **Are** they **going to be taking** the test, too?

Short Answers (+) Short Answers (-)

Yes. I will. No. I won't. Yes, they **are**. No, they aren't.

A. Complete the predictions about the future with the correct form of the verb. More than one answer is possible.

1. In one hundred years, people ____ _____ on other planets. (live) students _____ with computers in on gasoline. (not run) _____ with computers instead of books. (study) 4. Robots ____ _____ people's lives. (not control) Young people ______ only to smartphones. (listen)

6. At the age of 50, people _____ young. (be) Ministry of Education

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3 Grammar

Future with Will or Be Going To

- Present that will and be going to are used to make predictions about the future. Remind students that English has no future tense and no special verb form for the future
- Have volunteers read the examples in the chart. Ask students to make their own predictions about the future, both affirmative and negative. Have other students say Yes to agree or No to disagree. For example:
 - A: People won't drive cars.
 - **B:** Yes, I agree. We'll all use something else.
 - C: No, I think people are still going to drive cars.
- Explain that the phrases I guess so and I think so indicate a yes response. I hope not and I don't think so indicate a no response. However, all of these expressions indicate that the speaker is not completely sure.
- Call on volunteers to ask questions of other students. Have students give reasons for their responses. For example:
 - **A:** Will people live in space stations?
 - **B:** I think so. Lots of people have gone up into space. (The student who answers asks the next question of another student.)
 - **B:** Will people wear disposable clothes?
 - C: I hope not. I like my black sweater. I've had it for a long time.

Will versus Be Going To

- Go over the information in the chart.
- Have each student make a list of five things he or she is going to do next summer, or another time in the future. Then have students read their lists to the class.

Future Progressive

- Present to the class when the future progressive is used. Explain that both will and be going to can be used to talk about a continuous action that will occur in
- the future:

 Go over the affirmative statements and the questions. Point out that in conversation, the short answers not necessary to repeat everything Ministropecausecthemeaning is clear.

• Have students work in pairs to ask each other about their plans for the week. They should reply with short answers. For example:

A: Will you be studying at the library tomorrow?

B: Yes. I will.

- Write on the board: What are you going to be doing...?/What will you be doing...? Then write future time cues on the board. For example: next year, at this time tomorrow, a week from today, in five years, a month from now, next weekend, next school vacation. Have students ask and answer questions using the cues. For example:
 - **A:** What are you going to be doing next weekend?
 - **B:** I'm going to go to my friend's graduation.



- Have students work individually to complete each prediction with the correct verb form. Remind them that more than one answer is possible.
- Call on students to read their completed sentences for

Answers

Answers will vary. Sample answers:

- 1 will live/are going to live/will be living/are going to
- 2. will study/are going to study/will be studying/are going to be studying
- 3. won't run/aren't going to run/won't be running/aren't going to be running
- 4. won't control/aren't going to control/won't be controlling/aren't going to be controlling
- 5. will listen/are going to listen/will be listening/are going to be listening
- 6. will be/are going to be

Language Builder

Explain that for short answers, English speakers say both Yes, I will and Yes, I will be. Both are correct.



 Arrange students in groups to look at the photos and answer the question. Have them discuss their answers and give reasons for their opinions.

Answers

Answers will vary. Sample answers:

People probably will be using ballpoint pens. People will always need to write. We can't use computers for everything.

People won't be reading magazines like we have today. I think people will only read them electronically.

 Have students name other items in use today that they think won't be used in fifty years. Ask them to imagine what new developments in technology will replace these items. Some possible items might be TVs, smart/ cell phones, stoves, refrigerators, and electric light bulbs.



- Read the directions and have two students model the example conversation.
- Go around the room, having each student read an idea from the list aloud. Allow students to ask about any vocabulary that they don't understand. Use the pictures to help them understand words.
- Have students work in pairs and take turns asking and answering the questions. Tell them to give reasons for their opinions.

Answers

Answers will vary. Sample answer:

- **A:** Do you think there will be enough food for everyone in the world?
- **B:** I believe there will be. Scientists will figure out a way to feed more people with the resources we have.

Workbook

Assign pages 239–240 for more practice with the grammar of the unit.



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1

Teaching Tip

Sometimes it's difficult to know whether to use *be going to* or *will*. Point out that in most situations the difference in meaning is very slight, and they will be understood regardless of which they use. Tell students to pay attention to what they see and hear, and try to come up with their own conclusions about which to use



Additional Activity

Write **optimist** on the board. Explain that an *optimist* is someone who believes good things will happen in the future. Next write **pessimist**. Explain that a *pessimist* is someone who believes bad things will happen in the future.

Organize students into pairs and assign roles: the optimist and the pessimist. Have pairs make up their own questions and answers about other problems that need to be solved. Students answer according to whether they're an optimist or a pessimist. For example:

Question: Do you think there will be enough oil for everyone

in 50 years?

Pessimist: I don't think so. We're running out now.

Optimist: Sure. We'll have plenty in the future. They're always

finding new oil.

For an additional challenge, call on pairs to present an exchange for the class. Tell the class to listen carefully and decide who the optimist is, and who the pessimist is.

B. Work in groups. Answer this question: Which of the following do you think people will still be using in 50 years?







DVD player



flat screen TV



microwave oven

- **C.** Work with a partner. Ask and answer: Which of the following do you think will be solved in the next 50 years? Add your own ideas.
- A: Do you think there will be enough food for everyone in the world?
 - **B:** I believe there will be.
 - **A:** Do you believe there will be peace on Earth?
 - B: No, I don't. Nations are too selfish.

Researchers will find a cure for cancer.
Global warming will melt the ice at the poles.
People will be preserving the environment.
There won't be any more pollution.
There won't be any more war.
Many plant and animal species won't exist anymore.







4 Language in Context

Write down three things you want to change and improve in your life. Compare your ideas with a partner.

I won't use my cell phone so much. I'll start exercising. I'll study more.

$\mathbf{5}$ Listening 🔊



Listen to the principal's speech at graduation, and complete the chart about the students' past and future.

Name	Past	Future
Ibrahim		
Steven		
Saeed		
Jim		

6 Pronunciation

A. Listen. Note the words that are usually not stressed. Then practice.

а	in a century	to	nine-to-five
and	young and old	was	It was common.
can	Cars can fly.	of	cars of the future

B. Read the text about Jules Verne again. Find the sentences that contain a, and, can, to, and of. Practice reading these sentences without stressing a, and, can, to, and of.

About You 🔀



In pairs, ask and answer the questions. Then switch roles.

- **1.** Do you believe that people can predict the future? Explain.
- 2. Do you know of any predictions that came true? Explain.
- 3. What changes do you predict for the next 50 years?
- 4. What do you think you'll be doing 20 years from now?
- 5. What kind of TV programs will people be watching in

Ministry of What will schools be like in 20 years?

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4 Language in Context

- Write several personal resolutions on the board. For example: I will eat healthier food. I will go to bed earlier. I will study more on the weekend.
- Ask: **How are these sentences the same?** Explain that a resolution is a promise you make to yourself. You promise to do something that will help you.
- Have students write their own resolutions and share them with a partner. Then ask volunteers to share some resolutions with the class. Find out how many students have the same resolutions.

5 Listening

• Tell students they are going to listen to a principal's speech at a high school graduation. To help them use prior knowledge to predict what they will hear, ask the following questions:

Who has been to a high school graduation? Who usually goes to the graduation? What do you think the principal will talk about?

- Explain that the principal will talk about four different students. Ask a student to read the names in the chart. Hearing the names in advance will help them follow the organization of the speech.
- Tell students they will hear the speech several times. The first time you just want them to listen for general understanding.
- Play the audio for students to just listen.
- Ask: What two things does the principal talk about for each student? (the student's achievements and his predictions for their future)
- Play the audio again for students to fill in the chart. Play the audio a third time for students to check their answers.
- Give students a few minutes to work in pairs, comparing answers and making any corrections.
- Draw the chart on the board. Call on students to fill in the information.
- Ask: How do you think the students feel as they listen to the speech?

Audioscript

Today is a very important day for all of you. It marks the end of your high school days and the beginning of a new life for you. From here, some of you will go off to college and others will be starting jobs. I known you all through high school. And some Ministruphyaed'we wapym since kindergarten, when you were only six 2023 - years old.

Ibrahim Al-Onazy, no one could run like you in school races. You have become a really good athlete, and I'm sure you're going to make a fine physical education teacher when you finish college.

Steven Walker, you always had to prove your point, and you could argue your points well and give a lot of good reasons. You have been a great captain of our debate team. I'm certain you're going to be a successful lawyer, and I wish you the best of luck at college and then at law school.

Saeed Al-Yami, you always had a great scientific mind, and you truly deserve that scholarship to the School of Science and Technology. Our school is going miss you. We're going to lose our science researcher temporarily. I say temporarily because in the future we'll probably be reading about your work in scientific journals and the press. We might even watch you being interviewed on television.

Jim Miller, you were always busy raising money and working for good causes and charities. You'll be a wonderful social worker after you finish college.

Whatever road you may take, I'm sure you'll always remember the days you spent at Riverside High. The friends you made and the good times you had are things you will never forget.

Answers

Name	Past	Future
Ibrahim	He was a good runner in school races.	He will be a physical education teacher.
Steven	He was captain of the debate team, and good at defending her point of view.	He will be a lawyer.
Saeed	He had a great scientific mind.	He will become a science researcher.
Jim	He raised money and worked for good causes.	He will be a social worker.

6 Pronunciation

- A. Play the audio for students to just listen.
 - Play the audio again and have students repeat the words and sentences.
- B. Have students work alone to find sentences. Go over the task as a class.

About You

- Have students work in pairs or small groups to discuss the questions.
- Monitor as students talk, but do not make corrections as the focus here is on fluency practice.

8 Conversation

- Have students cover the conversation and look at the photos. Ask: What is the house like? Tell students this type of house is known as an intelligent house. Explain that it's called intelligent because it has a complicated electronic system so that it can do many things automatically. Ask students to share what they know about intelligent buildings.
- Ask students questions about robots. For example:
 Would you like to have a robot do your housework?
 What are the advantages and disadvantages?
 List their ideas on the board.
- Tell students that the conversation is between a reporter and an engineer. They are talking about the features of an intelligent home. Ask them to scan the conversation and quickly read the questions the reporter asks, but not the engineer's responses.
- Play the audio. Have students cover the conversation and just listen.
- Then have students read the conversation silently.
- Play the audio again as students follow along in their books.
- Have students work in pairs to practice the conversation. After practicing it once, they should switch roles and repeat.
- Ask a few questions. Tell students to answer in their own words. For example: What is the concept of intelligent buildings? (an integrated system that makes people's lives easier) How do you open the front door? (The system reads your fingerprint.)
 What makes the refrigerator "smart"? (It can tell

you what you need to buy.)

Real Talk

 Go over the phrases. Ask who says them in the conversation. Ask students why they think the reporter is surprised about the robot.

About the Conversation

- Have students work in pairs, taking turns asking and answering the questions.
- Call on students for the answers.



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Answers

- The intelligent house will monitor lighting, security, ventilation, heating, and audiovisual systems.
- When someone enters the house, the lights will come on at night, the climate control will be activated, and surround sound will automatically play your favorite radio station.
- **3.** You will be able to "call" your refrigerator and find out about the things in it.
- The reporter would like a robot to do the cleaning, washing, and cooking.

Your Turn

- Have students work individually. Tell them to include the features in the conversation, and to add more features to their house that would make a difference in their lives
- Call on students to present their intelligent house for the class.

Workbook

Assign page 241 for additional reading practice.

Teaching Tip

As students write sentences, remind them to use features from the conversation. This will help them remember larger chunks of words at a time.

Additional Activity

Have the class work together to make a list of resolutions for what they will do to improve their English. For example: I will write down new words I hear and look up their meaning later. I will keep a vocabulary list of new words and add to it. Post the list in the classroom as a reminder.



Find and underline some of the words you practiced in the pronunciation section. Practice reading the conversation in pairs.

Reporter: Would you tell us about the new intelligent home of

the future?

Engineer: Certainly. The concept of Intelligent Buildings is to monitor and

optimize lighting, security, ventilation, heating, audiovisual and

entertainment systems, and so on. It's an integrated household system that will

make people's lives easier.

Reporter: How will the house actually function? **Engineer:** When you arrive at the front door, you

won't need a key. The door will open with a touch of your finger. The system will

recognize your fingerprint.

Reporter: What happens after I enter the house? **Engineer:** The lights will come on if it's night, the

> climate control will be activated, and surround sound will automatically play

your favorite radio station.

Reporter: What special facilities will there be in

the kitchen?

Engineer: You'll be able to "call" your refrigerator

when you're at the supermarket and find out how much milk there is or how many

eggs you have left.

Reporter: That's wonderful. What about the

housework? I hate doing that.

Engineer: The house will come equipped with a

robot that will do the cleaning, the

washing, and the cooking.

Reporter: No kidding? Can I buy the robot

without the house?

Real Talk

Certainly = used to say yes

No kidding? = to express surprise, in this case, pleasant surprise

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

1. What are some features of the intelligent house?

2. What will happen after a person enters the house?

3. What will you be able to do over the phone?

Why is the reporter interested in the robot?

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Your Turn

Draw an intelligent house that you would like to have one day. Write sentences about the intelligent features and how they work.





9 Reading



Before Reading

- 1. Read the title. What words does it make you think of?
- 2. Read the text. Match a heading to each paragraph.
 - a. What the car contained
- **d.** They lived to see it
- **b.** The burial of a car
- e. Everyone came to the event

c. 50 years later

The Tulsa Time Capsule

- 1 A crowd of people gathered outside the courthouse in Tulsa, Oklahoma, in June 1957, to witness the burial of an unusual time capsule: a brand-new gold-and-white Plymouth Belvedere car. The city leaders explained: "In exactly 50 years time, this car will be unearthed to show the world who we were and how we lived in Tulsa in 1957"
- 2 The automobile contained a flag, a city phone directory, an unpaid parking ticket, and the contents of a woman's purse: bobby pins, a ladies' powder compact, a plastic rain cap, several combs, a tube of lipstick, a pack of gum, a wad of tissues, \$2.73 in bills and coins. Five gallons of gas were also included, in case the combustion engine became obsolete by 2007 and no fuel was available.
- 3 The event attracted all sorts of people to Denver Avenue that day in 1957. Some thought that the idea of burying a new car was dumb; others thought it was brilliant. Raffle tickets (for the car) were sold. The person to guess the approximate population of Tulsa in 2007 would win. "I'll never be alive," said Teddy Baxter, aged 6. "Sure you will," answered his brother Henry, who was 19. "I might not be, but you'll be around for sure." Gene McDaniel, who was 20 at the time, thought: "In 2007, I'll be 70—I'll never make it."
- 4 The Plymouth was wrapped in protective materials and lowered into a concrete vault,

 "which was supposed to withstand even a nuclear attack. It lay there for 50 years.

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On June 13, 2007, the vault was opened, and the car was raised as thousands of people watched. The organizer of the event said: "Ladies and gentlemen, I present you Miss Belvedere." Unfortunately the tomb was unable to protect the car from moisture, and the vintage vehicle was covered in rust. The contents of a "typical" woman's handbag in the glove compartment looked like a lump of rotted leather. The microfilm that recorded the names of the contestants wasn't found. There was a bit of disappointment that the items were not in better condition. However, some items inside the time capsule were in good shape—they included a U.S. flag and some historical documents, such as aerial maps of the city and postcards.

5 The good news is that when the Belvedere was unearthed, Teddy and Gene were still alive. They never thought they would be here to see it happen. Someone present said, "It's our King Tut's tomb. It's like a fairy tale."

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9 Reading

READING STRATEGY Analyzing pictures

Have students read the title. Ask what U.S. state Tulsa is in. (Oklahoma) Ask students to look at the photos on pages 40 and 41 carefully, and describe them. Ask what details in the photos help them understand the title.

- Ask the **Before Reading** questions. Encourage the students to scan the text and find the answers. After several minutes call on students for the answers.
- Have students share with the class anything else they know about time capsules. Then ask them to read the first paragraph of the article and stop.
- Ask: What was the Tulsa Time Capsule? Why did they do it? Have students answer in their own words.
- Point out that newspaper articles are typically organized like this one. The main ideas of the entire article are summarized in the first paragraph. The rest of the article provides more details.
- Have students read the article on their own.
- Play the audio as students follow along in their books.
- Have students work in pairs. Tell them to reread the article silently, one paragraph at a time. After each paragraph, have them tell each other the main ideas of the paragraph in their own words. Explain to them that you don't want them to read aloud to each other. You want them to look down at the paragraph to get an idea, and then look up and say it. Tell them you don't expect them to say all of the information in each paragraph.
- When students are finished, ask some general questions about the time capsule. For example, ask:

Do you think it was a good idea?

What was the main reason the items in the time capsule were in bad condition?

What did Teddy and Gene mean by saying, "It's our King Tut's tomb?"

Who was King Tut?

• Share with the class that King Tut was a pharaoh in Ancient Egypt (1334–1324 B.C.E.). He became a ruler when he was only nine years old. His tomb was discovered in the early 20th century. It was full of gold and reasures from the pat.



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Language Builder

Explain that the meaning of the expression, I'll (never) make it depends on the context. In this article, to make it means to live that long. Other examples with to make it include:

to make it to the train station on time = to arrive there

to make it in a career = to be successful to make it to the game = to be able to go to the game

After Reading



- Have students work individually to complete the exercise and then check their answers in pairs.
- Answer any questions about the vocabulary.

Answers

2. C

3. C

6. C



• Have students work in pairs to ask and answer the questions. Call on pairs to present for the class.

Answers

Answers will vary. Sample answers:

- 1. The purpose was to show how people lived in Tulsa in 1957.
- They included the gas in case the combustion engine became obsolete.
- 3. The microfilm is obsolete.
- 4. The winner of the contest was going to be the one who guessed the population of Tulsa in 2007.
- 5. Water got into the vault, and the car was covered in rust. The microfilm for the contest wasn't found.



- Have students work alone to complete the sentences. Remind them to use their own words, and not copy directly from the reading.
- Have students compare their answers in groups. Then call on students to read their sentences aloud.

Answers

Answers will vary. Sample answers:

- 1. see what Tulsa was like in 1957
- 2. live long enough to win the prize
- 3. will find a woman's purse and its contents

Discussion

• Discuss "hidden treasure" as a class. Bring up the topic of treasure that has been discovered on sunken ships in recent years. New technology has made it possible to locate treasure no one could get to in the past. Who has the right to this treasure? Who should be allowed to

reep the treesure?

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41 Teacher's Guide

Workbook

Assign pages 242–243 for additional writing practice at word and sentence level.



Teaching Tip

Encourage students to correct each other during pair work. Stronger students will have their skills reinforced, while weaker students will have more opportunities to become aware of their errors.



Additional Activity

Have students work in groups to plan a space capsule of items to send to another planet. Ask them to include at least 5-8 items that they think represent people on Earth.



In 1865, *The Republic*, a ship carrying supplies to New Orleans, sank during a hurricane. Now, about 150 years later, sunken treasure worth about 150 million dollars has been found on it. More surprising are the hundreds of jars and facts bottles of food still in excellent condition, such as pickles, champagne, and mustard. The ship is a kind of time capsule of life back then.



After Reading

- A. Choose the correct meaning of each word.
 - **1.** to gather (paragraph 1)
 - a. to come together
 - 2. to witness (paragraph 1)
 - a. to give evidence
 - **3.** bobby pin (paragraph 2)
 - a. pin worn by boys
 - **4.** obsolete (paragraph 2)
 - a. complete
 - 5. vault (paragraph 4)
 - a. an electric measure
 - **6.** to withstand (paragraph 4)
 - a. to oppose

- **b.** to separate
- **b.** to help
- **b.** safety pin
- **b.** outdated
- **b.** a safe

- **b.** to observe

- c. to join
- c. to see an event
- c. hairpin
- c. high-tech
- c. a can
- c. to resist or survive

- B. Answer the questions about the reading.
 - 1. What was the purpose of burying the car for 50 years?
 - 2. Why did the organizers include five gallons of gas for the car?
 - **3.** Are any of the items put in the car obsolete today?
 - **4.** Who was going to be the winner of the contest?
 - **5.** What was the bad news in 2007?
- **C.** Complete the sentences about the reading in your own words.
 - 1. "In 50 years time, when this car is taken out of the vault, people will
 - 2. "If I buy a raffle ticket for the car, I might not

3. "When people open the glove compartment in 2007, they

Discussion

Have you ever read about "hidden treasure"? When was it hidden and what did people find?



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10 Writing 🚺

- A. Answer the questions.
 - 1. Read the title. Who do you think the keeper is?
 - 2. Look at the photos. Where was the treasure hidden?



Keeper of hidden treasure

This is not a fairy tale, nor a scary story; it is the story of the discovery of 900-year-old treasure off the Korean shore.

A fisherman caught an octopus that had bits of blue pottery attached to its tentacles. At first, he thought they were shells. He caught more octopus and they all had shards attached to their tentacles. Finally, he brought up an octopus that had a whole plate caught on its tentacles.

That was when he realized that he had made an important discovery; he had heard about shipwrecks with ancient pottery, in the area. So he contacted the museum as soon as he got back.

An urgent underwater exploration led to the discovery of thirty, perfect examples of 12th century bowls, thanks to the octopus family.



3. Read the story and make notes in the boxes.

	Who found the treasure?	
	Where did he find it?	
•••	How did he find it?	
• •	What was the treasure?	
ميليحيا څ 1inistry of Educ 223 - 1445	ujij⊂ atwhat did he do with it?	

10 Writing

- Direct students' attention to the picture and the title. Give them a few minutes to discuss what they see in pairs.
- Read the directions for 1 and 2 ask students to try and guess what a keeper is. Ask them to speculate on what the treasure might be and where it might be hidden.
- Have volunteers report answers/ideas for the class. List the ideas on the board.
- Have students read the text individually to find out what the treasure was and where it was hidden. Ask them to compare with their ideas.
- | Play the audio and have students follow in their books and mark stressed words. Have them compare stressed words in pairs. Then check in class. Play the recording again if necessary. Tell students that you will come back to the stressed items
- Have them read the story and make notes as in 3. Ask them to compare notes in pairs. Then tell students to compare their notes and the stressed words in the text to find out how many are the same. Explain that normally stressed items are the items we use to make notes.
- Check answers in class. Call on volunteers to report their answers.
- Please note that the answers given are sample answers. Allow students to make notes using their own words and accept answers that make sense.

Answers

Who found the treasure?	A Korean fisherman	
Where did he find it?	Off/near the Korean shore	
How did he find it?	He caught an octopus with blue shards attached to its tentacles/then caught another octopus with a whole plate	
What was the treasure?	Thirty perfect 12 th century bowls	
What did he do with it?	He contacted the museum/He reported it to the museum	

- Have students work in small groups discussing the fisherman's decision to contact the museum. Ask them to think about whether they would have done the same or not and why.
- Discuss ideas in class. Choose the best idea.



Additional Activity

A chain story- Explain to students that they will have to listen very carefully to every person as the story progresses. Start the story with an opener. For example:

One day, an old man called ... or This is the story of ... Or

Asma looked around. Everyone in the family ...

The first person has to continue and complete the sentence. For example:

One day, an old man called Saeed decided to dig a well. So ...

So he packed food and some more supplies and tools on his camel and left the village.

As he was ...

🚉 an that students 🗫 🗗 to listen very carefully so they can continue the story with their own sentence. From time to time call on volunteers to go over the story and repeat what has already been said.

If you wish you can record the story and have student listen, take notes and write it

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- Organize students in small groups and have them brainstorm stories that they might have read or heard about a "hidden treasure." Give them a few minutes to discuss one or two stories in their group. Circulate and monitor participation to make sure that everyone is contributing to some extent.
- Call on each group to tell the story for the class. Encourage them to share parts of the story to make sure that everyone participates.
- Direct students to the Writing Corner. Ask them to think about stories they like and the reasons they like them. Have them think about the characters, the events, the place where the story takes place. Call on volunteers to say what they like about the stories in class.
- Read the guidelines in the Writing Corner with the class. Pause and discuss each point.

Audience: Tell students to think about the reasons they like some stories and use that to guide them. For example, if they like a story because it creates a very vivid and interesting picture of the main characters and the place, to try and do the same when they write their own story.

People: The characters are extremely important in stories. There are whole stories that are mainly based on characters and not so much on places or events. Tell students to choose the names of their characters carefully and to try and picture them in their minds before they use them. Also, have students think about the personality of each character and whether he/she is a good person or a bad person, etc.

The place or places: It is not enough to simply name a place, for example, place a character at home or at work. What kind of home is it? Is it large or small? Where is it located? Is it traditional? Are there large windows that let in plenty of light? Etc.

The time: Time is an important element in stories. We often tell a story in "jumbled order" in other words we do not follow a strict chronological order in stating the events but we use language to indicate that certain events took place before others. Also, era or season are quite important. For example, "a cold winter day" in Northern Europe or America carries a completely different meaning to "a cold winter day" in Southern Mediterranean or the Middle East.

The events/the plot: This is usually the part of the story that most people pay attention to. They talk about what happened. However, the events out of context are not

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always very interesting. For example think about these two sentences:

He was lost in the desert, compared to, He was lost, or He was lost in the mall

Do they all carry the same meaning and evoke the same feelings and images?

The order of events: As mentioned before about time, we don't always relate the events in the order they happened, in natural order. Remind students that there are stories or even films that begin with the final event and then go back.

The beginning and end of the story: It is important to think about how you are going to begin and end even if you decide to make changes later.

- Read guestions 1 and 2 in the Writing Corner with the class. Have students think about the story they read. Did they expect the keeper to be an octopus? How did they feel when they found out? Were they surprised?
- Call on volunteers to elicit ideas. Explain that if a writer raises certain expectations by using certain words or phrases or events and then does something unexpected that does not agree with most people's expectations he/she creates an effect.
- Ask students to think of how suspense is created. Use questions to help them. For example:

Does the writer or filmmaker give all the information

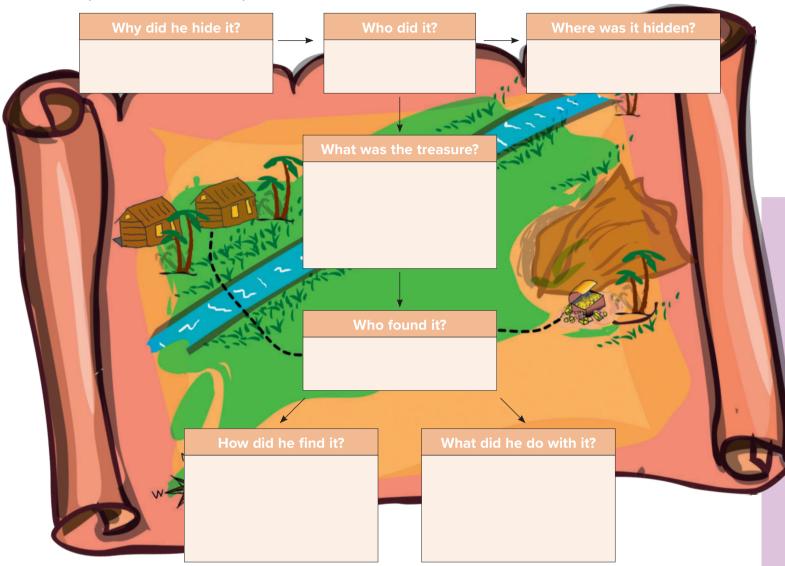
Do you know what is going to happen next? Are there clues that make you think something important is going to happen? How does that make you feel?

- Have students work in small groups to discuss their stories and make notes in the chart. Remind them to read the directions for B. Give them time to write their stories. Tell them to feel free to modify the group story if they want.
- Have students exchange drafts and make comments or suggestions. Encourage them to read as more drafts if there is enough time. Ask them to use the comments and rewrite their stories. Call on volunteers to read their stories in class.

Workbook

Assign page 244 for additional writing practice above word and sentence level.

B. Think of a story about "hidden treasure" that you have read or heard. Make notes in the chart below and then use your notes to write the story.



Writing Corner

When you write a story you need to think about:

- Your audience. Who is reading or listening to the story?
- The **people** (**characters**) in the story. Who are they? What do they look like? What kind of person are they?
- The **place** or **places** where events take place. Describe these places.
- The **events** (**plot**). What happens in your story? Use past verb forms.
- The **time** things happened. Which year is your story set in? What time of day is it? Which season is it? Use past time.
- The order of the events. What happened first, second, third and so on? Use a variety of past tenses to order your events.
- ...The **beginning** and **end** of the story. How will you begin your story? How will you end your story?
- ... 1. What do you think causes a reaction, e.g. surprise, suspense, laughter/humor etc.?
- 2023 12,4 What was your reaction to the octopus story?

Form, Meaning and Function



Present Simple Tense versus Present Progressive Tense

We use the simple present to talk about habits or routines.

We use the present progressive for actions occurring now or for a temporary situation.

Omar lives in Riyadh. He works for a big computer company as a computer scientist.

Omar is working at the Al Qassim Science Center in Saudi. He is creating an exhibit named 'Computers in the Future.'



Present Progressive for the Future

We can also use the present progressive tense to talk about arrangements and scheduled events in the future.

Q: When are they flying to Dubai? **Q:** When **are** the new cars **coming out**?

Q: When is Omar leaving for Riyadh?

A: They're flying to Dubai tonight.

A: They're coming out next year.

A: He's flying at 9 o'clock in the morning.

Time Expressions for the Future

Q: What are you going to do **tomorrow**?

Q: Will she go on the school trip **next week**?

Q: Are you sitting examinations next month?

A: I'm going to visit the museum of Science and Technology.

A: Yes, she will.

A: Yes. I am.

Make and Respond to Suggestions

To make suggestions we can use: Let's.../ How about ...?/ Why don't we/ you ...?

Q: Let's look for the hidden treasure.

A: We can't. We don't have a map.

Q: How about making a time capsule for the school project? A: Great idea! Let's do it!

Q: Why don't we design a robot to help with the cleaning?

A: Yes, why not! That sounds great!

A. Hussein and Ahmed are going on a school trip. They will visit a new Science and Technology museum. Work with a partner. Ask and answer. Use future forms and time expressions.

A: When are they going?

B: They are going tomorrow.

A: What will they see and do at the museum?

B: They are going to see exhibits about robots. They will learn about space travel in the future.

A: What will they take?

B. Hussain and Ahmed are at the museum. They are discussing what to see and do. Make up a dialogue. Use language for making and responding to suggestions.

Hussain: Let's go to the 'Space Show.'

Almed: Oreat idea! Oh wait ... We can't. It's sold out.

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11 Form, Meaning and Function

Present Simple Tense versus Present Progressive

- Remind students or explain that the present progressive is used mainly for two reasons— to express that something is happening right now, or that something happening now is temporary.
- Have volunteers read the examples aloud. Ask questions about Omar. Write the answers on the board. Ask students to say what tense is used and why. For example, Where does Omar usually live? (Omar lives in Riyadh; present simple, permanent)
 Where is Omar working now? (Omar is working at the Al Qassim Science Center; present progressive, temporary,

Present Progressive for the Future

happening now)

- Present that be going to can also be used to talk about arrangements and scheduled events happening in the future.
- Have volunteers read the examples in the chart.
- Have each student make a list of 3 arrangements they have scheduled for this week/on the weekend.

Time Expressions for the Future

- Remind students that English has no future tense and no special verb form for the future. However, we can use some time expressions to show that we are talking about future.
- Have volunteers read the examples in the presentation.
- Have each student circle the time expression in their sentences from the previous activity about their arrangements for this week/on the weekend. Tell students if they haven't included a time expression, they should add one now.
- Write on the board:
 What are you doing this week/on the weekend?
- Have students report their arrangements to their partner and then to the class.
- Write some of the students' arrangements on the board.
 For example:
 Faisal is meeting with his math tutor on Wednesday morning to talk about the test results.

| Smail | ard | Greehim are watching a football game at " 'Central Stadium' on Saturday at 3 o' clock.
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Make and Respond to Suggestions

- Go over the information in the chart. Have volunteers read the examples to the class.
- Tell students to work in pairs and to look at the examples of some arrangements on the board. Explain that each student should make a suggestion for each arrangement using: Lets ..., How about ...?, Why don't we/you ...? Their partner should respond appropriately. They should take it in turns to make and respond to suggestions.

A

- Read the directions and have one pair (Student A and Student B) model the example conversation.
- Remind students they should use future forms and time expressions. Set a time limit of 3-5 minutes. After 3-5 minutes students should swap roles so that both students in the pair get an opportunity to ask and answer questions.
- Choose one pair (or ask for volunteers) to role-play their conversation in front of the class.

Answers

Answers will vary. Sample answer.

- A: When are they going?
- B: They are going on Tuesday.
- A: What will they see and do at the museum?
- **B:** They will see exhibits about new inventions. They will learn about scientific discoveries that will change the world in the future. They will also do some experiments in a science laboratory and a scientist will answer any questions they have about how things work.
- **A:** What will they wear in the laboratory?
- **B:** They will wear a white coat and a mask to protect their eyes.
- **A:** What time are they going to eat lunch?
- B: They are going to eat lunch at 1 o'clock.

3

- Tell students to work in their pairs and create the rest of the dialogue. They can write the dialogue in their notebooks. Remind them they should use language for making and responding to suggestions.
- Choose one pair (or ask for volunteers) to role-play their conversation in front of the class.

Answers

Students' own answers.

Information Questions

- Call on volunteers to read the questions and answers in the chart aloud to the class.
- Point out that, as with many other question forms, there
 is an inversion in the word order, and the auxiliary or the
 modal will is placed before the subject.
- Finally, point out that it is common to use *probably* or *maybe* when we use *will* to predict or speculate.

Tag Questions

- Call on volunteers to read aloud the questions in the chart. Point out the rules about forming tag questions: If the first part of the sentence is affirmative, the tag is negative. We make the first part affirmative if we think the answer is "yes." If the first part is negative, the tag is affirmative. We make the first part negative if we think the answer is "no."
- Point out that the tag contains a pronoun that refers to the subject of the sentence. Write the first sentence from the chart on the board:
 Global warming will melt the ice at the poles, won't it?
- Circle it and ask: What does it refer to? Then circle Global warming. You might want to do this with all of the tag questions in the chart to clearly show the relationship.
- Show how verbs in tag questions are formed. Write on the board the verbs from each sentence and tag question and go over them with students:

Affirmative Sentence (Negative Tag)

will, won't snows, doesn't use, don't are, aren't

are, aren't

Negative Sentence (Affirmative Tag)

won't, will doesn't, does are not, are isn't, is

- Read aloud the first part of the affirmative sentence with negative tag questions from the chart and have students call out the tag question. For example, say: Global warming will melt the ice at the poles...
- Elicit from students:
- Do the same for the negative sentences with affirmative tag questions



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Language Builder

Aside from using tag questions to check information, we also use tag questions to ask for agreement. We use rising intonation—the voice goes up—when we check information (You're going to come to the park, aren't you?), but falling intonation—the voice goes down—when we know the answer and are just asking for agreement (It's really cold, isn't it?).

0

- Write the following phrases on the board:
 I'll definitely..., I'll probably..., Maybe I'll..., I don't think
 I'll..., I definitely won't...
- Have students describe what the boy in the picture is doing. Go over the future time expressions in the box.
 Ask two students read aloud the conversation.
- Have a volunteer ask you a question with one of the time expressions. Answer truthfully.
- Have students do the activity in pairs, taking turns to answer the questions.

Answers

Answers will vary.

D

- Ask a pair of students to read aloud the sample conversation.
- Have students write down five answers about their classmates from exercise C. For example, Ahmed is playing football on Thursday.
- Then have students address the person they wrote about, using the format in the sample conversation to check. For example,
 Ahmed, you are playing football on Thursday, aren't you?
- The person will answer with a short answer, either affirmative or negative.
- Tell students to swap roles so that they both have a chance to ask and answer tag questions.

Answers

Answers will vary.

Workbook

Assign pages 245–246 for more practice with the form, meaning and function of the structures in the unit.

Information Questions

Q: What are you going to do in the summer?

Q: Where will you go?

Q: How will you get there?

A: I'll probably travel.

A: I'll go to Najran.

A: Maybe I'll drive.

Note: We often use will with *probably* or *maybe* to express doubt or uncertainty.

Tag Questions

We often use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

Affirmative (Negative Tag)

Global warming will melt the ice at the poles, won't it?

Most people use their cars to get around the city, **don't they**?

Scientists are close to finding a cure for cancer, **aren't they**?

It usually snows in winter, doesn't it?

You are from Riyadh, aren't you?

Negative Sentence (Affirmative Tag)

People won't live on other planets in 100 years, will they?

They are not going to go on the school science trip,

are they?

He isn't working at the research center tomorrow,

is he?

It doesn't usually rain in summer, does it?

She isn't from Muscat, is she?

- **C.** Find out about your classmate's hobbies and interests. Ask and answer questions about their plans for the various times in the box. Use future forms and time expressions.
- A: What are you going to do on the weekend?
 - B: I'll visit my cousins. I'll probably go horseback riding on Saturday.
 - A: That sounds great!
 - **B:** What will you do on the weekend?
 - A: I'll probably go to the new science museum with my brother. I haven't been yet.

in the summer	in the winter	in the spring	in the fall
on the weekend	next week	next year	on Saturday
tomorrow	in the future	this year	soon

- **D.** Write down some of your classmate's answers from exercise **C**. Then check the information with them. Use question tags.
- **A:** You usually go horseback riding on the weekend, don't you?
 - B: Yes, I will probably go on Saturday.
 - B. You are going to go to the new science museum, aren't you?
 - A: Yes, that's right!



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12 Project



- 1. Think about life in your country and plan a time capsule to be opened in 50 years' time. Work in groups.
- 2. Use the questions in the planner to help you decide what to put in it. Make notes in the chart.
- 3. Try to choose things that represent different areas in your country. Think about different kinds of objects.
- 4. Suggest and discuss different ideas in your groups before you decide. Share the work required to collect information, design the time capsule, and write short texts about what the objects are and why they have been included.
- **5.** Create a poster of your capsule with photos or drawings of the objects. Include brief captions about each object.
- 6. Present your project in class.







Planning questions	Group's decision
What will you use as a time capsule?	
How will you protect the time capsule?	
Where will you bury the time capsule?	
What will you put in the time capsule?	
Why aid you choose the things that you will put in the time capsule?	

12 Project

 Organize students in groups and have them brainstorm on life in their country as they know it. Suggest that they think about:

People

Places

Transport

Shops

Travel

Cities

The countryside

Sports

Education

Food

Technology

Encourage them to think about different things if they wish. Remind them to choose one or two people in their group to make notes as they discuss their ideas.

- Call on a student from each group to present some of their ideas for the class.
- Tell students that they will have to plan a time capsule and choose objects to include. Encourage them to use their imagination and visualize life in their country in 50 years' time. Elicit ideas about changes in the country. Have them suggest the shape and material that they would use for the time capsule. Remind them that they might decide to use a type of container or packaging that is available
- Have students read directions 1 to 4 and tell them to study the planner and make notes before they decide. Set a time limit for groups to decide or limit the number of objects they can put in the time capsule, for example an object per student in each group.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- When the time is up remind them to share the work they need to do collecting information and writing about the objects. Give them time to share the objects in the group and tell them to write short texts about what each object is, what it is used for, what it is made of , where it comes from and why it has been included in the time capsule.
- Read directions for 5 and 6 with the class. Explain to students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Tell them that sometimes people even attach small objects to the Ministrposters too riake them three-dimensional. Remind them 2023 - 1445

- that they will need the short texts about the objects to use as captions on their poster.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.
- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.
- Display the posters on the wall if you can. Have students choose the poster they like best.

Additional Activity

Have students work in groups to plan and create a time capsule to be opened at the end of the school year. Tell them that the box or container that they use will have to be sealed and handed in for safekeeping. Explain that they can include assignments, notes, photos, drawings, objects etc.

Teaching Tip

When students work in groups, more outgoing students tend to monopolize most of the discussion and decision making. In order to include everyone, remind students to choose one or two people to be note-takers and one student to act as a chairperson and make sure everyone has the chance to speak. Suggest that they assign tasks to each group member based on their individual skills and interests. For example, an artistic student should do the illustrations.

13 Self Reflection

- Write What Will Be, Will Be on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 34 and 35. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

How do you feel about some of the predictions that people have made?

Can you make some predictions about the future from your viewpoint?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 36–37, ask them some questions. For example:

Have you made any vacation plans? What are you going to do during the term break?

What will you be doing at this time on Friday? Will you be taking a test?

Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart.
 Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 39–40. Call on volunteers to say what the context is in this lesson, for example: future career plans, future study plans, future homes and appliances
- Have students say what they remember from this section and make notes in the chart.
- Write The Tulsa Time Capsule on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:

What is your opinion about the Tulsa Time Capsule? Would you have chosen to bury a car? Why?

Why not?

What would you have used instead?

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- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about stories. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 42 and 43 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.

Did they have difficulty making decisions in their group? Why? Why not?

Did they feel that they had the chance to present their ideas?

Was it difficult or easy to collect information about the objects chosen? Why? Why not?

Where did they find information? Where did they find photos?

Did they enjoy the poster presentation?

Would they change anything if they had the chance to do it again? What?

Did they enjoy designing the poster? Did everyone contribute?

Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 Self Reflection



Things that I didn't like very much:
Things that I found difficult in Unit 3:

Unit 3 Checklist	I can do this very well.	l can do this quite well.	I need to study/ practice more.
make predictions about the future			
express opinions			
use the future with <i>will</i> or <i>be going to</i> in the affirmative and negative and in questions and answers			
use will versus be going to			
use the future progressive in the affirmative and negative and in questions and answers			
use the present progressive for the future			
use time expressions for the future			
make and respond to suggestions			
ask Wh- questions and use tag questions			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
Pul Cili öjlja Ministry of Education 2023 – 1445	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

4 The Art of Advertising

Listen and Discuss



- 1. Before you read, look at the pictures, and write as many words as you can about each.
- 2. Read the texts and see if you can find any of the words that you wrote for each picture.

COMPACT CARS: The Smaller, the Better

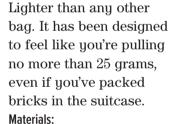


The tiny classic is back, measuring 10 feet 11 inches (335 centimeters) long, 5 feet 5 inches (165 centimeters) wide, and 4 feet 11 inches (149 centimeters) tall. The new FIAT 500 is a triumph of Italian design. Every line has been crafted to reflect the legendary original, and buyers will be offered a variety of colors and options to customize their car. The FIAT 500 twoseater was introduced in 1957, and it became an automotive legend. It featured a 13 horsepower engine and had a top speed of about 53 miles (85 kilometers) per hour.

SUITCASE: For the Price of a Car

According to Forbes magazine, Henk is the most expensive suitcase in the world. The *Henk* "friendly" suitcase was developed by a group of Dutch engineers and designers over a period of ten years. Each suitcase is made individually and is built to the individual customer's requested specifications. You may prefer to opt for one of the recommended combinations, which have been carefully selected.





It comes in ebony (wood) or Italian leather.

Remote Control:

FEATURES

The control is used to hide the wheels and to activate a locking system.

Wheels:

The wheels are made of titanium, providing the smoothest ride.

Prices:

The price can be as high as a car, ranging from \$20,000 to \$40,000.





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Unit Goals

Vocabulary

Advertising Products, designers, and inventors Unusual new gadgets Credit cards

Functions

Talk about commercials, ads, and product history Describe products Make comparisons

Grammar

The Passive Comparison of Adjectives (comparatives and superlatives) As...As Verbs Look, Smell, Sound, Taste with Like + Noun

Listening

Listen for specific information

Pronunciation

Linking adjacent sounds

Reading

The World of Plastic

Writing

Write an essay about the history of a product

Form, Meaning and **Function**

> **Pronouns Imperatives** Articles a/an Quantitative too/enough

Project

Write an ad for a product

Warm Up

Ask students about advertisements they remember from any source, such as radio, TV, the Internet, magazines, or on billboards. Have them describe the ad and say whether they liked it or disliked it, and why. Ask what kinds of claims were made in the advertisements. For example: You will lose 10 kilos in only 5 days! Try to elicit comparative and superlative forms. For example: Your teeth will be brighter and whiter in no time!

Ask: What features make an ad good? What features make an ad bad? Elicit ideas from students and list them on the board

Listen and Discuss

• Have students open their books to pages 48-49. Tell students to look at the photos without reading the ads.to think and write as many words as they can. After Several minutes ask them to scan the texts to see if Ministrumers They Edward any of the words. Then call on volunteers 2023 -tô 46 fort to the class. Ask: What is each photo of?

How would you describe the product in each ad? How is the old bicycle at the top of page 49 different from bicycles today?

- Explain that making comparisons to find patterns among components of a presentation will help students understand the purpose of the presentation. Have them scan the three parts of the reading to determine the overall theme, as well as language that is common to each part. The theme is that each part is promoting a product; all of them are advertisements. The language common to all three advertisements is comparative and superlative adjectives.
- Review how to identify comparative and superlative adjectives. Most comparatives are formed with either -er at the end of the adjective or the word more before it. Write examples on the board, for example: prettier, stronger, more interesting, more intelligent. Superlatives are formed with -est and the word most. Write on the board: prettiest, strongest, most interesting
- Have students scan the product descriptions and write **C** above each comparative adjective and **S** above each superlative adjective. (Comparatives include: smaller, better, lighter, easier, less bulky, bigger, and faster. Superlatives include: most expensive, smoothest.) Ask students: What is the superlative form of less bulky? (least bulky)
- After going over the adjectives students found in the ads, ask if anyone wrote down more readily. Point out that readily is an adverb modifying stored, not an adjective.
- With students' books closed, play the audio through.
- Play the audio again as students follow along in their books. Ask them to circle any words and expressions that they don't understand.
- Have students work in pairs or small groups to ask about the unfamiliar words and expressions they circled.
- Ask the class about the phrase to customize their car from the car ad. Students will use the phrase a personalized car in Pair Work, and so this is a good point to explain that both terms mean to make according to what someone wants.

Quick Check



- Read the directions with the class. Draw a three-column chart on the board. Label the headings: car, suitcase, and bike. Tell students to draw the chart on a piece of paper and use it to complete the activity. This activity can be done individually or in pairs.
- To check answers, call on students to fill in the chart on the board

Answers

Answers will vary. Sample answers:

Car: tiny classic, new

Suitcase: most expensive, "friendly," lighter than any other bag, price as high as a car

Bike: portable, smaller and less bulky, attractive



- Have students work individually to answer true or false for each statement
- To check answers, call on one student to read each statement and have the class say if it is true or false.

Answers

1. true

3. false

5. true

2. false

4. true

6. true

2 Pair Work



- Organize students into pairs. Tell them to take turns asking and answering about the products in the advertisements. Tell them to ask as many questions as they can.
- Play the audio. Ask students to listen and repeat.
- Model the example conversations with volunteers, changing roles. Encourage students to use comparison of adjectives (comparatives and superlatives) in their questions

and answers. For example:

- A: Plew does the fold-up bike compare to a standard bike in size?
- B: It's smaller and less bulky.

Monitor subjects as they practice, offering help Ministraspeadedtithen call on several pairs to present for 2023 -the glass.



- Give students a few minutes to choose a product and write down two reasons that he or she likes it.
- Have students share their products and reasons with a partner. Then have pairs form small groups to compare the products they chose, and why.
- Call on one student from each group to tell the class about a product of someone else in the group. This will encourage active listening during group work.

Language Builder

Explain that another way to say "the standard bike" is to say "the typical or ordinary bike." We use the word standard to refer to what is normal or usual. For example: It's now standard practice at some schools to take away students' cell phones before exams.

Workbook

Assign page 247 for practice with the vocabulary of the unit.



Teaching Tip

Having students work with their peers in small groups to check on unfamiliar vocabulary can benefit everyone. Students often feel more comfortable sharing their ideas with one another. Learning from peers can encourage them to work harder so that they can help each other more in the future.



Additional Activity

Arrange students in small groups to play a game. One student begins by describing an object in the room. For example: That **book is small.** A student in the group responds by describing another object. For example: *This book is bigger.* The student who responded then makes the next statement. Students see who can respond first. Alternatively, students take turns in a circle.



The Super Bowl, the championship game of the U.S. National Football League, is also a "Super Bowl" for commercials. Every year, approximately 100 million viewers watch the game—many of them just to watch the ads. So the ads must be innovative and spectacular. It costs several million dollars to air a 30-second ad during the Super Bowl, but many companies think it is worth it.

THE FOLD-UP BIKE



It looks like an ordinary bike, but it's portable. This folding bike can easily be transported and stored when it is not in use. It can make your life easier. In contrast to the standard bike, it is much smaller and less bulky, so it can be parked and stored more readily. The fold-up bike is attractive, and it comes in a variety of styles.

About Bicycles Bicycles were invented in France in the 1790s. The first bikes were made of wood, had a front wheel that didn't move from left to right, and didn't have pedals. In 1817, a steerable front wheel was developed by Baron Karl von Drais in Germany, and in 1839, the first pedals were

Quick Check ✓

- A. Vocabulary. List the words that describe the car, the suitcase, and the bike.
- B. Comprehension. Answer true or false.
 - **1.** _____ The new FIAT 500 is one of the world's most compact cars.
 - 2. ____ The car will be available in only one color.
 - 3. ____ The Henk suitcase was designed in Germany.
 - The suitcase can be made of wood. The foldup bike isn't as bulky as an ordinary bike.

The first bikes didn't have any pedals. مرارة التع

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2 Pair Work 🔀

introduced by Kirkpatrick MacMillan, a blacksmith

because it was believed that the bigger the front

wheel, the faster the bike.

from Scotland. The first bikes had large front wheels



- **A.** Find sentences that are facts about the four products you read about. Make questions for those facts. In pairs ask and answer the questions. See the examples below.
 - What were the first bikes made of?
 - They were made of wood.
 - What's special about the new FIAT 500?
 - Customers can choose a personalized car.
 - How does the Henk compare with other suitcases?
 - It's much lighter than other brands.
- B. Choose a product that you like. Why is it special? Write down two reasons. Share them with a partner.

3 Grammar 👊



The Passive

Use the passive to emphasize what was done instead of who did it.

The passive is formed by combining a form of the verb to be with the past participle of the main verb.

Simple Present: This car **is made** in Japan.

The suitcase was developed in the Netherlands. Simple Past:

Present Perfect: Our products **have been used** by travelers all over the world.

A clean engine will be produced in the future. Future:

A phrase with the preposition **by** can follow the passive verb to indicate the doer of the action.

Comparison of Adjectives (comparatives and superlatives)

Use comparative and superlative forms of adjectives when you compare the qualities of two or more people, things, animals, or situations.

Adjective Comparative Form Superlative Form

The hydrogen car is **clean**. It's **cleaner than** other models. It's the cleanest car of all. The bag is **expensive**. It's more expensive than others. It's the most expensive bag.

Similarities and Differences (as + adjective + as)

Use as ... as to show two items are the same in some way.

The special suitcase is as expensive as a car.

Use not as ... as to show that two items are not the same in some way.

The fold-up bicycle is **not as bulky as** a regular bicycle.

More Similarities and Differences (look, smell, sound, taste ... like + noun)

The new compact car looks like a bug. That sounds like a good idea.

A. Change the sentences from the active voice to the passive voice.

A company in Japan makes the car. The company has opened a new factory.

The car is made by a company in Japan. A new factory has been opened by the company.

1. Karl Benz made the first car in 1886.

2. Companies produce cars in many different countries, nowadays.

3. In the future, people will drive smaller cars.

4. Cartier makes perfume, watches, and jewelry.

5. Francois Coty started the perfume industry in the

late 1800s.

6 The French have produced famous perfumes for

many years.

7. In the future, people will buy more حتا ښانه cars.

Ministry of Stumple past, many people used bikes 2023 - 1445 to go to work.



3 Grammar

The Passive

- Go over the material in the grammar chart for the passive. Point out that when using the passive, stating the agent (who or what performed the action) is optional. If the agent is included in a sentence, it usually comes immediately after the past participle and is preceded by by.
- Say, or write on the board, sentences in the active voice. Have students change each sentence from the active to the passive. For example:

You: The boy broke the window.

Class: The window was broken by the boy.

Comparison of Adjectives

(comparatives and superlatives)

- Go over the material in the grammar chart for comparatives and superlatives.
- Have students practice using comparatives and superlatives with items in the classroom. For example, say: This piece of paper is small. This piece of paper is smaller. Alternatively, draw on the board lines. squares, and other geometric shapes for students to compare. For example, say: Triangle A is bigger than triangle B. Triangle C is the biggest.

Similarities and Differences (as + adjective + as

- Go over the examples of when to use **as...as** and **not as...as**. Point out that this structure is used to show how things are the same or how they are different.
- Remind students that we use a similar structure to compare amounts or degrees (as much/many + noun + as) For example: **This backpack has as many pockets** as that one. She doesn't have as much money as I have.

More Similarities and Differences (look,

smell, sound, taste ... like + noun)

- Read the examples in the chart with the class.
- To help students understand better, you might point out that all of the examples are about physical attributes, except for the one with sounds like.

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Contrast the example **That sounds like a good idea** with What's that? It sounds like a train to show that sounds like can also be used to talk about physical attributes.



- Have students work individually to rewrite each sentence in the passive.
- To check answers, call on volunteers to read their sentences for the class.
- Point out that the agent is not optional in numbers 1, 4, 5, and 6 because the agent adds to the meaning. In numbers 2, 3, and 7, the agent is optional because the meaning is clear without it, and the agent is obvious. For example, only people drive or buy cars, so there's no need to state this. We would, however, state the agent if it was more specific and the focus of the sentence. For example: In the future, smaller and smaller cars will be driven by commuters.

Answers

Answers will vary. Sample answers:

- 1. The first car was made by Karl Benz in 1886.
- 2. Cars are produced (by companies) all over the world nowadays.
- 3. In the future, smaller cars will be driven (by people).
- 4. Perfume, watches, and jewelry are made by Cartier.
- 5. The perfume industry was started by François Coty in the late 1800s.
- **6.** Famous perfumes have been produced by the French for many years.
- 7. In the future, more hybrid cars will be bought (by people).
- 8. In the past, bikes were used by many people to go to work.

Language Builder

Explain that looks like has other meanings.

When talking about the weather, we often use looks like to describe what the weather will be like soon. For example: It's cloudy and windy out. It looks like it's going to rain.

It can also be used to state a conclusion. For example: Wow, it's going to snow a lot tonight. It looks like we aren't going to have school tomorrow.



- Have students work individually to complete the paragraph with the passive forms of the verbs.
- To check answers, call on students to read sentences of the paragraph for the class.
- For additional practice, have students rewrite the paragraph using the active voice. Explain that sometimes the agent will not be clearly stated. In those cases, they can omit the agent, or add *by people* if they think it is needed to make the meaning clear.

Answers

- 1. are made
- 2. were considered
- 3. was used
- 4. was opened
- 5. were sprayed
- 6. was worn
- 7. was named
- 8. was packaged
- 9. was launched
- 10. has been enjoyed



- Have students fill in the ads with the correct comparative or superlative form of the adjective in parentheses.
- Have students work in pairs to compare their answers.
 Check by asking students to read the ads aloud.
 Encourage them to think about ads on TV or radio, and present the ads in a lively way.

Answers

Perfume ad: most refreshing **Toothpaste ad:** cleaner, brighter

Pet food ad: healthier

Hand-held device ad: most reliable



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- Have students work in pairs to express their opinions about which ad is the best one. Ask them to focus on which ad is the most effective. For example, which ad would make them want to buy the product if it was something they needed?
- Encourage students to share their personal experiences in choosing products they often buy, such as shampoo or snacks. How do they decide what to buy? Do ads influence them?

Answers

Answers will vary.



- Have students work alone to complete the sentences.
- To check answers, call on students to read their sentences. In some cases more than one answer is possible.

Answers

- 1. sounds (or looks)
- 2. look
- 3. smells
- 4. taste
- 5. sound
- 6. look

Workbook

Assign pages 248–250 for more practice with the grammar of the unit.



Teaching Tip

Personalizing learning in the classroom reinforces new language and shows students its relevance to their lives outside of the classroom.



Additional Activity

Activity 1: Have students work in groups to take turns describing their favorite foods, or traditional foods for holidays, using *looks like*, *tastes like*, and *smells like*.

Activity 2: Have students work in pairs. Ask them to decide on a product to advertise, and then to write an ad statement about the product. For example: *Brighto. It makes your clothes cleaner and brighter.*



B. Complete the paragraph with the passive form of the verbs in parentheses. Use the correct tense.

Perfumes (1. make) from flowers and many other pleasant-	smelling substances. The ancient		
Egyptians were the first to introduce perfume into their culture, and som	e special perfumes actually		
(2. consider) more precious than gold. Perfume	(3. use) by the rulers of ancient		
Egypt in their tombs. For example, when the tomb of Tutankhamen	(4. open) in the 1920s,		
there was still an odor of perfume. In Rome, various scents (5. spray) extravagantly in the			
famous baths and during banquets. Perfume (6. wear) in Arabia, India, China, and Japan. In			
fact, perfume has had its popularity since ancient times, and in modern ${\bf t}$	times, it is available to more and		
more people. The first perfume that (7. name) after a fashion	on designer was Chanel No. 5, and		
it (8. package) in a now-famous Art Deco bottle. It	(9. launch) in 1923, and so it		
(10. enjoy) for nearly a century.			

C. Complete the ads with the comparative or superlative forms of the adjectives.









- **D.** In your opinion, which is the best ad in excercise **C**? Compare your ideas with a partner.
- **E.** Use the correct verb: *look, smell, sound,* or *taste*.
 - 1 Ins new doorbell _____ just like a parrot.
 - 2. You _____like a business man with that new haircut.
- - like home cooking, but it's OK.
- Ministry of Esusyction just like my father and mother, but thanks for the advice, anyway.
- 2023 144**6.** The twins _____ just like their mother, don't you think?

Language in Context



How good is your general knowledge? Choose the correct answer. Then check the answers at the bottom of the page. How many points did you get?

1. Ice cream was invented	a. Hassan Kamel Al-Sabbah in 1930.
2. The first "camera obscura" was devised	b. by Ibn Sina (980-1037), a Muslim philosopher, physician and scientist.
3. Surgical instruments that are still being used were devised	c. made in 1440.
4. The original solar cell was invented and tested by	d. by the Chinese 4,000 years ago.
5. The law of gravity was discovered	e. in the 10th century by Al-Zahrawi, a Muslim surgeon.
6. Radioactivity was discovered	f. by a Hungarian, Ladislas Biro.
7. The telephone was invented	g. by Ibn Al Haytham.
8. The first printing press was	h. by Marie Curie in 1903.
9. The ballpoint pen was made famous	i. by Isaac Newton.
10. "The Book of Healing and The Canon of Medicine" was authored	j. by Alexander Graham Bell in 1876.

Listening



1. ____ Sunray a. an effective pain killer

2. ___ Sparkle **b.** a lotion used to protect your skin

3. ____ NoAche c. a soap that removes dirt and leaves a nice fragrance

4. ____ Spotless **d.** a soft drink that provides a lot of energy

6 Pronunciation

Listen to the ads and match.



Read the text about advertising. Find examples of consonant + vowel and consonant + consonant and practice reading them aloud.

Consonant + Vowel **Consonant + Consonant**

the best ice cream the cleanest (t)eeth

in contrast (t)o the standard bike the most expensive bag It was introduced in 1957. a specially designed (d)olphin food

About You



In pairs, ask and answer the questions. Then switch roles.

1. Are you influenced by advertising? Think of a product that you bought because of an ad. What factors influenced your decision?

Ministry of Education 2. What is false advertising? Can you give examples of it?

3. What items shouldn't be advertised? Why not?

4. Do you think advertising standards should be stricter?

Points 9-10 Excellent, 6-8 Good, 4-5 Not bad, 0-3 Weak

5. To what extent do you think ads influence children and teens, and people in general?

Answers: 1. d, 2. g, 3. e, 4. a, 5. i, 6. h, 7. j, 8. c, 9. f, 10. b

4 Language in Context

- Direct students' attention to the pictures. Ask them to first identify what they see, without reading the exercise.
- Have students work alone to match the sentence halves, and then compare their answers in pairs. Check as a class by calling on students to read the completed sentences aloud.

Answers

Answers at bottom of page in Student Book

1. d **3.** e **5.** i **7.** | **2.** a **4.** a **6.** h **8.** c **10.** b

Listening

- Tell students they will hear ads about four products. Ask a student to read aloud the names of the four products. Next, ask students to read the phrases in the righthand column. Tell them to make predictions about the matches, but not say them out loud.
- Explain that writing down key words instead of trying to remember longer phrases or sentences is an effective tool when listening for specific information. Here, they are being asked to focus on what the product is for. Do the first item with the class to model what key words to listen for.
- Play the audio for number 1 only.
- Write on the board: suntan, protect, skin, care, protection. Show students how these key words can help them find the answer.
- Play the complete audio. Have students listen and write down key words.
- Have students mark their answers.
- Play the audio again for students to check their answers.

Audioscript

- 1. Sunray gives you the most wonderful suntan while protecting your skin all day long against the wind and harmful rays of the sun. Use Sunray for utmost care and protection. Recommended by dermatologists all over the world.
- 2. When you're feeling med, not, and thirsty, there's nothing more invigorating than Sparkle. It's cooler than an ocean breeze, fresher than a mountain stream, and it has a delicious, refreshing taste. Try Sparkle now.

- 3. Do you have a splitting headache? Are you suffering from a toothache? NoAche will take away your pain, and you will feel better immediately. Why don't you try NoAche and get rid of your aches and pains almost instantly?
- 4. When the kids got home from their camping trip, their suitcases were full of dirty clothes that smelled bad. I just threw all the clothes into the washing machine, added a measure of Spotless, and just look at them now. They're clean and spotless again—and they smell great, too.

Answers

1. b **2.** d **3.** a 4.

6 Pronunciation

- Point out that these adjacent sounds link naturally in speech.
- Have students listen to the audio and repeat the phrases and sentences.
- Play the audio again for students to listen and repeat.
- Have students work individually to find examples. After several minutes have students in small groups to practice reading them aloud. Monitor students as they practice, offering help as needed.

About You

- Have students work in pairs to use the questions as a basis for their discussion about truth in advertising, and how ads influence their buying decisions. Ask students to present details about the best and worst ads they've seen or heard.
- Ask pairs to share with the class one idea or conclusion from their discussion.
- Call on several volunteers to share with the class about an occasion when they bought a product after being influenced by advertising, but the ad turned out to be false or misleading.

8 Conversation

- Have students scan the conversation for unfamiliar words and phrases. Encourage them to try to understand the words and phrases through context, or encourage other students to tell the meanings of the words and phrases if they know them.
- Give students a few minutes to scan the conversation to find and underline the passive sentences. Elicit the passive sentences.
- With books closed, have students listen to the audio.
- Play the audio again, and have students read along in their books.
- Have students underline examples of consonant + vowel and consonant+consonant

Real Talk

- Explain that What are you up to? is used to ask about what someone is doing at that moment. It is also used as a general greeting, similar to How's it going? or How have you been?
- Ask: Who says What on earth? (Adnan) Why does he say this? (He is unfamiliar with a flying helicopter alarm and thinks it's a little strange.)

Your Ending

 Have students work alone to choose an ending, and then form small groups to exchange ideas. Call on students for their answers, and the reasons they chose them.

About the Conversation

- Have students work alone to go through the conversation and underline the sentences that tell them how the flying helicopter alarm works. Have them write a short explanation in their own words.
- Then have students present their explanations to a partner. Tell students to help each other make corrections.
- Call on a few volunteers to present to the class.

Answers

Answers will vary. Sample answer

The flying helicopter alarm is placed on a base. When it goes off it flies so you have to get up and catch it.



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Your Turn

Have students work alone to complete the organizer.
 After several minutes have students in pairs. One student describes a gadget, and the other expresses disbelief. Have students switch roles so that each gets the chance to describe a gadget and express disbelief.

Workbook

Assign page 251 for additional reading practice.



Teaching Tip

If possible, bring realia to class, such as magazines and newspapers that will provide students with ideas of new gadgets for Your Turn. Alternatively, have them research a new gadget for homework the day before presenting the conversation.



Additional Activity

Activity 1: Have students restate each sentence in Language in Context on page 52, using the active voice instead of the passive. For example: *The Chinese invented ice cream* **4,000** *years ago.*

Activity 2: Have students work in small groups to design a gadget they think would be useful in their daily lives. It can be unusual and creative, but should address a real need. An example might be a gadget that allows them to prepare for a test while they sleep.



- At the St. Louis World's Fair in 1904, an ice cream vendor ran out of dishes. At another booth, Ernest Hamwi was selling waffles. Hamwi rolled a waffle into a cone to put the ice cream in. It worked great, and the ice cream cone was created. In 1920, Hamwi received a patent for his simple creation.
- The Internet is a part of our everyday lives now, but this wasn't always the case. It was designed in 1973 by an American computer scientist, Vinton Cerf. For many years it was only used by scientists and researchers. However, by 1996, more than 25 million people in 180 countries were connected, and it took off from then.



Find and underline examples of consonant + vowel and consonant + consonant and practice reading the conversation in pairs.

Adnan: Hi, Omar. What are you up to? **Omar:** I'm turning off my alarm.

Adnan: What on earth is that?

Omar: It's the new flying helicopter alarm. It runs on rechargeable

batteries! It's the best alarm clock I've ever had.

Adnan: How does it work?

Omar: You see, the top part, in other words the flying part, is placed on a base. The

alarm is set and when it goes off the top part flies off the base. It is made to

fly in order to make you get up, catch it, and put it back on its base.

Adnan: And why is it here?

Omar: Well, you know how it is when you have a lot to do at work and you also

have to attend meetings. I don't have an assistant so if I am working on an important project I forget. The flying alarm can solve the problem. I set it in time for any meeting or conference that I have and I don't have to worry.

What do you think?

Your Ending

What do you think Adnan answers?

- 1) What a great idea for heavy sleepers!
- (2) What a crazy idea! If you don't hear it, it goes on flying.
- (3) What does the boss have to say about this?
- 4) Your idea: _

Real Talk

What are you up to? = What are you doing now? What on earth...? = expression to show surprise when asking a question

About the Conversation

In your own words, explain how the flying helicopter alarm works.

Your Turn

Describe to your partner some unusual new gadgets you have seen or read about. First complete the organizer with the necessary information. Your partner expresses disbelief using the following expressions:

It is awesome/incredible, I've never seen anything like it and It makes you wonder.

What the gadget is called وزارة التعليم Ministry of Education 2023 - 1445

What the gadget looks like

How the gadget works

9 Reading



Before Reading

- 1. What words do you think of when you read the words "credit card"?
- 2. Read the text and write sentences to show the history of the credit card. Use the timeline below.

The World of Plastic 1 Can you imagine a world without credit cards? Until the 1950s, a world without the use of cash was simply investigable. The largest property of the simply investigable. The largest property is the simply investigable.

- Can you imagine a world without credit cards? Until the 1950s, a world without the use of cash was simply inconceivable. Today an economic universe without plastic would be impractical. Whether it's for business or for leisure, the credit card is used to pay for goods and services from New York to Beijing.
- 2 It all started in 1949 when Frank McNamara scheduled a business dinner in a New York restaurant. Before he left for the dinner, Frank changed suits. When the waiter presented the check, Frank realized that he had left his wallet in the other suit. The embarrassing situation was solved, but that night Frank asked

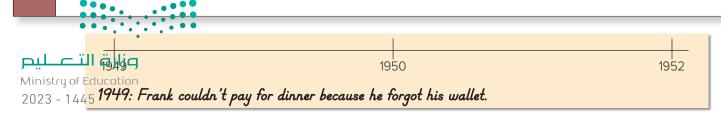
himself: "Why should people be limited to spending what they are carrying in cash, instead of being able to spend what they can afford?" A year later, Frank returned to the same restaurant in New York. When the check came, Frank handed the waiter a small cardboard card, a Diner's Club Card, and signed for the meal. This event is known in the



credit card industry as the "First Supper." Soon the concept of "charging it" was picked up by merchants as an alternative form of payment to the use of cash. By 1952, the Diner's Club Card was accepted by thousands of businesses across the United States, and it became a status symbol for those who carried it.

3 The Diner's Club Card soon became a cultural icon. Hollywood cashed in on the "charge-it craze" with the 1962 movie, *The Man from the Diner's Club*. In it, an employee at Diner's Club issues a credit card to a well-known gangster and has to get it back in order to keep his job. The Ideal Toy Corporation joined in the trend when it created a board game called the *Diner's Club Game*. The idea of the credit card quickly expanded outside the United States. The Diner's Club Card became the first international charge card in 1952 with franchises in Canada, France, and Cuba. In 1955, Western Airlines became the first airline to accept the Diner's Club Card. Ten years later, the card was accepted by every airline in the United States. Diner's Club expanded its services to hotels, car rentals, and other businesses.

- 4 Other famous international credit cards have been created such as American Express, Visa, and MasterCard. There are hundreds of local bank cards, department store credit cards, supermarket credit cards, and so forth around the world.
- ⁵ In 1984, the first card members rewards program was created, aimed mostly at business travelers. It gave valuable benefits and special privileges to loyal users. Now many reward programs offer free airline miles and discounts on hotels and other products.
- 6 Ever since a businessman forgot his cash in 1949, people have used credit cards. An entirely new business was created that revolutionized the way the world has paid for goods and services ever since.



Reading

READING STRATEGY Analyzing paragraphs

Review the general format of a paragraph. Explain that it usually contains one or two sentences that express the main idea, and several sentences that support the main idea. Tell students that analyzing each paragraph within a reading will clarify all the ideas expressed about the topic of the reading.

- Point out that this reading gives a chronology of credit card use. Tell students to pay attention to each year mentioned, and what happened in that year. This will help them follow the development of credit card use.
- Have students read the title and look at the photos. Have a class discussion about the meaning of the title: The World of Plastic. Ask them to share any ideas they have on the topic, such as the pros and cons of using credit cards.
- Ask the first **Before Reading** question. Have students read the text and write sentences using the timeline.
- Play the audio as students follow along in their books.
- Ask a few general questions to check comprehension. For example:

What was the "First Supper" in the credit card industry? (the first time Frank McNamara used a credit card)

What happened in 1955? (A credit card was accepted by an airline for the first time.)

When was the first members rewards program created? (in 1984)

- Tell students that they will listen to the reading again. As they listen to each paragraph, ask them to think about these questions: What is the paragraph about? What more does it tell me about the topic?
- Play the audio again. Ask students to underline the sentences in each paragraph that tell the main idea
- Arrange students in pairs. Have them tell each other the main idea of each paragraph in their own words.
- Monitor students to check that they are not reading from their books as they exchange ideas.



Language Builder

Write these sentences on the board:

I don't have any plastic. This restaurant doesn't take plastic. Can I use plastic?

Explain these are examples of how the word *plastic* is used in everyday conversation to refer to a credit card.

The Art of Advertising

After Reading



- Have students work individually to choose the correct meaning of each word based on the reading.
- Check answers as a class.

Answers

1. b 2. a 3. b 4. c 5. a 6. c 7. a



- Have students work alone or in pairs. Call on students to write their answers on the board for the class to copy into their notebooks.
- Ask students to notice the letters that come after the prefix im-. Ask them to say those words using in-, so that they know how difficult it is. This will help them understand why we use both prefixes for not.

Answers

Answers will vary.



- Have students work alone to answer the questions.
- Check answers as a class by having one student ask the question and another student answer.
 The student who answers asks the next question.

Answers

Answers will vary. Sample answers:

- 1. Since the 1950s.
- 2. He didn't have enough money to pay for a business dinner.
- **3.** He thought people should be able to spend what they could afford, not only what they are carrying in cash.
- 4. "charging it"
- Hollywood made a film about it, and a board game called Diner's Club was created.
- **6.** It became a status symbol.
- It started for use in restaurants and then expanded to other businesses and to other countries.

Discussion

 Have a class discussion about what the students' life would be like without credit cards. Ask students to think of specific situations such as shopping online, buying airline tickets, and downloading computer

programs.

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Workbook

Assign pages 252–253 for additional writing practice at word and sentence level.



Teaching Tip

Brainstorming possible writing topics as a class helps generate ideas and stimulates creativity.



Additional Activity

Have students write a short essay about the funniest ad they've seen or heard.



Product placement is an important advertising strategy. Companies choose particular TV programs and movies during which to run their ads.



After Reading

- A. Choose the correct meaning of each word.
 - 1. inconceivable (paragraph 1)
 - a. cannot have children
 - **2.** impractical (paragraph 1)
 - a. not convenient
 - **3.** limited (paragraph 2)
 - a. small company
 - **4.** status symbol (paragraph 2)
 - a. belonging to the state
 - **5.** cash in (paragraph 3)
 - a. to make money from
 - **6.** franchise (paragraph 3)
 - a. a French product
 - **7.** revolutionize (paragraph 6)
 - **a.** greatly change

- **b.** impossible to imagine
- **b.** not usual
- **b.** kept within a boundary
- **b.** brand name
- **b.** use a cash machine
- **b.** a big corporation
- **b.** protest strongly

- c. uncreative
- c. out of practice
- c. disabled
- c. sign of high social standing
- **c.** to invest
- **c.** branch of a company
- c. turn back
- B. With the help of a dictionary, write down three words that start with the following prefixes, meaning "not":

in-:	
im-:	

- C. Answer the questions about the reading.
 - 1. How long have credit cards been available?
 - 2. Why was Frank McNamara embarrassed?
 - 3. What did McNamara think was a silly restriction?
 - 4. What phrase was used to describe the use of credit cards, in contrast to the phrase "paying in cash"?
 - **5.** What shows that the Diner's Club card was becoming popular?
 - **6.** What did the credit card represent to people who possessed one?
 - **7.** How did the use of credit cards expand?

Discussion

What do you think the world would be like without credit cards?



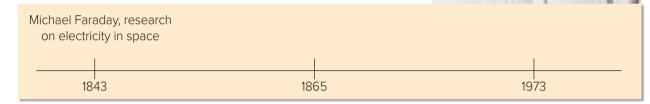
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10 Writing

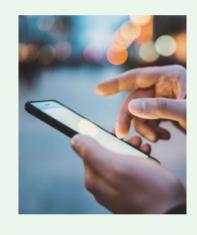


- **A.** Consider the following questions and discuss your ideas with a partner.
 - 1. Do you have a cell phone? What do you use it for?
 - 2. What type/brand of cell phone do you like? Why?
 - **3.** How would life be different if there were no cell phones?
- B. Read "The Invention of The Cell Phone" and complete the timeline.
 - 1. Write all the dates/years along the line in chronological order.
 - 2. Make notes about what happened on each date.



The Invention of the Cell Phone

The history of the cell phone goes back to Michael Faraday who researched into whether space could conduct electricity, in 1843. His work had a substantial effect on the development of cellular phones. Dr. Mahlon Loomis, a dentist, was the first person to communicate through the wireless atmosphere in 1865. He developed a method of transmitting and receiving messages through the atmosphere.



Dr. Martin Cooper is considered to be the inventor of the first portable cellular phone. He was the first person to use a cellular phone in 1973.

Cell phones went public in 1977 with trial testing in Chicago and eventually other cities in the US. As the cell phone became more popular, it drew the interest of large companies and was introduced in more places around the world.

The Cellular Technology Industry Association (CTIA), developed in 1988, set goals and standards for cellular phone providers.

In spite of consumer demand, it took cellular phone service nearly 40 years to become commercially accessible. It has now become one of the largest industries internationally with billions of users.



Ministry of Education

10 Writing

- Direct students' attention to the picture. Discuss what they see. Elicit answers to questions. For example:
 - Is this a common picture? Do you see many people with their cell phones glued to their ears in shops, workplaces or the street?
 - Do people use their cell phones in cars?
 - What gadgets are available to prevent people from holding their phones directly to their ears?
- Read the directions for 1 and 2 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.
- Have students move around and find out what type of cell phone different people have as a class survey. Hold a class discussion on different types of phones and what they can be used for.
- Call on a volunteer to read the directions for 3 aloud for the class. Have students work individually to answer the questions. Tell them to make notes. Then have them compare with a partner.
- Call on students to report their answers and have a class discussion.

B

- Direct students to the title of the text. Ask them. questions to help them make predictions. Call on volunteers to answer them for the class. Make a note of their answers on the board.
 - What kind of information do you expect to find in the text?
 - Is the cell phone a new invention? When do you think it was invented?
- Remind them that the title and pictures can help them remember what they know about the subject and make predictions that facilitate understanding of what they read.
- Play the audio and have students listen and follow in their books. Ask them to compare the information to their own answers about the invention of the cell phone.
- Call on volunteers to answer in class.
- Have students copy the timeline in their notebooks. Ask them to make it longer to include more dates after 1973.
- Reading directions for 1 and 2 with the class. Organize students in pairs. Give them some time to read and Ministry of Education

- make notes on the timeline. Circulate and monitor participation.
- Call on students to write their answers on a timeline on the board for the class. Have the class check their answers.

Answers

1843	Michael Faraday, research on electricity in space
1865	Dr. Mahlon Loomis, communication through wireless atmosphere
1973	Dr Martin Cooper, first user of cellular phone
1977	Cell phones go public in USA
1988	CTIA, goals & standards for cellular phone providers

 Have a brief class discussion about cell phones. Ask students how they would feel if their cell phones stopped functioning.

Additional Activity

Organize students in groups. Ask them to think about gadgets and inventions that they use and make a short list. Call on a student from each group to present the group's decision for the class. List the gadgets and inventions that are suggested on the board. Assign an item per group or pair and ask students to research and find out about its history on the web or in a book. Have them draw a timeline and make notes along the dates that they have written.



Teaching Tip

When students have to search on the internet for information, they are not always certain that what they have found is reliable. This is the reason they sometimes turn up with endless amounts of unfiltered information that is not very helpful. It might help if you set a limit to the number of sources they can download material from to, for example, three and encourage them to highlight key information on their hard copies or make notes.



- Tell students that they will write a short text about the history of a product or gadget.
- Direct them to the Writing Corner and have them read the guidelines as you ask questions. For example:

Where can you find information about a product or gadget?

What kind of information do you need to select if you want to write about the history of the product/invention?

Do you need to include every single detail? Why? Why not?

How do you decide what to include and what to leave out?

How do you organize and present facts/events?

- Call on volunteers to provide the answers. Ask students to mention the guideline and/or words that they used to answer each question.
- Have students work in pairs. Tell them to make sure they have one book open on page 56 and one open on page 57. Explain that this will save having to turn back and forth from the Writing Corner to the text on The Invention of the Cell Phone.
- Call on a volunteer to read the directions for task 1 in the Writing Corner. Tell students to highlight items in the text and make notes. Circulate and monitor, provide help or clarification when required.
- Call on pairs to present their answers for the class. Ask them to give reasons by mentioning clues and/or lines in the text.
- Direct pairs to task 2 of the Writing Corner and have them look at the text again and decided. Tell them to think of reasons for their answer. Check in class.

Answers

- Facts and events are organized in chronological order, as marked along the timeline.
 - 1843 Michael Faraday, research on electricity in space/ substantial effect on development/cellular phones – Stage 1
 - 1865 Dr. Mahlon Loomis, communication through wireless atmosphere, developed method receiving/transmitting messages through atmosphere – Stage 2
 - 1973 Dr Martin Cooper, first user of cellular phone/invented first portable cellular phone Stage 3
 - 1977 Cell phones go public in USA/trial testing/Chicago then other cities, attracted large companies/introduced around

Pulled the Stage 4

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- 1988 CTIA Cellular Technology Industry Association, goals & standards for cellular phone providers Stage 5
 40 years later commercially accessible
 Now one of the largest industries worldwide
 5 main stages of development
 - People/organizations; Michael Faraday, Dr. Mahlon Loomis, Dr Martin Cooper, Cellular Technology Industry Association, CTIA.
- 2. Yes, the writer is addressing people who are familiar with cell phones. He doesn't present or define cell phones as a new item.
- Read directions for C with the class. Have students work in pairs to choose a product/gadget and find out as much as they can about it. If they have already collected information about an invention/gadget, ask them to use it.
- Have students go through their information and put it on a timeline. Then have them use the chart to make notes about the product/invention.
- Ask them to use their notes to organize and write about the history of the product. Encourage them to use the guidelines in the Writing Corner and the model text on The Invention of the Cell Phone.
- Have students work alone to write their first draft. Then check with their partner.
- Ask them to rewrite an improved version of their product history, taking into consideration their partner's comments and suggestions.

Add

Additional Activity

Help students collect all the texts on the history of different products/inventions and edit them. Create a book of inventions or a class portfolio with all the texts and pictures of the products. Encourage students to add more.



Teaching Tip

When correcting written texts, it helps to use a correction code for different language mistakes. For example:

WW wrong word WO word order
VF verb form Sp spelling
Pt punctuation Prep preposition
Ar article ^ something missing
? I don't understand

Workbook

Assign page 254 for additional writing practice above word and sentence level.

C. Choose a product and find out as much as you can about it. Put the information on a timeline. Use the information to write about the product's history.

Year / Date	What happened

Writing Corner

When you write about a product/invention you need to:

- Look up sources, e.g. the Internet, articles, advertisements, manuals, and **collect data about** the product/invention/gadget and its history.
- Make sure you have the right information about key people and/or organizations.
- Select the information that you think will **interest your readers** most.
- Decide on the key stages you want to focus on. For example, cars have gone through
 multiple stages of development but you might choose to focus on 4 or 5 stages that you
 think affected development greatly.
- Organize facts/events in chronological order, that is, in the order they happened.
- Now look at the text about the cell phone on page 56 and identify:
 Facts/events and how they are organized:
 Stages of development/number of stages:
- People/organizations involved: _
- 2. 1s the write presenting the information in the text to people who are familiar with cell phones? How do you know?

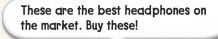
			11.
	- 11		
			-
,		,	,

Form, Meaning and Function

Demonstrative Pronouns – Revision

Use demonstrative pronouns to point to objects.

	near	far
singular	This	That
plural	These	Those



Imperatives - Revision

Use the imperative for commands and instructions. Say please to be polite. Also use the imperative to give advice.



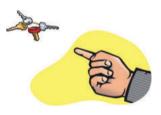


The indefinite articles a/an come before singular nouns. Use a before words that begin with a consonant sound. Use an before words that begin with a vowel sound.

- A. Work with a partner. Ask and answer about things you can see around you. Use this/that or these/those.
- - A: What's this?
 - B: It's a pencil.



- A: What are those?
- B: They're keys.



- B. Write your own advertising slogans. Turn the sentences into imperatives. Use your own ideas.
- You should clean your teeth with Sparkle toothpaste. It will make your smile very bright. Clean your teeth with Sparkle toothpaste for the brightest smile!
 - 1. You must buy the new model of that tablet. It's light and very fast.
 - 2. When you spray this perfume Bliss, you will feel fresh and fragrant.
 - 3. If you want your pet to stay healthy, you should try Pet Foods. Your pet will be happy.



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Form, Meaning and **Function**

Language Builder

Explain that's is a contraction for that is. Point out that there is no contraction for this is

Demonstrative Pronouns – Revision

- Focus students' attention on the picture and on the box. Explain that this/these refer to items near to the speaker and that/those refer to items far away.
- Give students a few more examples using classroom objects. For example, pick up a pencil and say: This is a pencil. Then point to something across the room and say: That's a _____.
- Elicit the guestion form from the students by miming to something far away and saying What is _____? and then something nearby saying What is ____? Students should be able to correctly respond that and this.
- In pairs, have students ask and answer questions about items in the classroom (singular and plural) that are near and far away.

Imperatives - Revision

- Read the explanation of the use of imperatives with the class.
- Remind students of the form by writing Stand up and Don't stand up on the board.
- Say Stand up and motion with your hands to ask the class to follow the instruction.
- Say Sit down and wait for the class to comply.
- Call on students to give a command/instruction. The rest of the class does the action.
- Remind students that using please makes the instruction more polite.

Language Builder

Explain that for English speakers, it's important to use the word *please* when asking people to do things. Ask students it this is the same or different in their language and culture

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Indefinite Articles: a/an -Revision

- Focus students' attention on the FYI box.
- Write the words a pencil and an airplane on the board and say them aloud to the class. Show students how it's easier to say an airplane with the /n/ sound in an.
- Ask students to call out the vowels (a,e,i,o,u) and write these on the board.
- Ask volunteers to suggest a word starting with a vowel. Write it on the board. Write an in front of the word and say the phrase. Have students repeat the phrase.
- Get students to work in pairs to say a word starting with a vowel and then adding an in front of it.

A

- Model the activity with a volunteer. Read the questions and answers in the two examples.
- Put students in pairs to do the exercise. They should take turns asking and answering the questions.
- Walk around to check that they are using the demonstrative pronouns correctly.
- Check answers by having different pairs read the conversations aloud.

Answers

Students' own answers.

- Tell students to work on the activity alone and then compare their answer with a partner. Explain that there is more than one possible answer.
- Call on volunteers to read out their sentences and have a class vote on the best for each one.

Answers

Answers will vary. Possible answers:

- 1. Buy the best, lightest and fastest tablet!
- 2. Feel fresh with just one spray of Bliss.
- 3. Try Pet Foods for healthy and happy pets!

Language Builder

Point out that the answer to the guestion What's this? usually begins It's a/an..., (NOT This is...). Answers to the questions What are these? or What are those? begin with They're...

Possessive Adjectives and Possessive Pronouns

- Write the subject pronouns I, you, he, and she on the board.
- Elicit from students the possessive adjective that goes with each and write it on the board.
- Say the name of a student in the class, for example, Fahd. Elicit the sentence: His name's Fahd.
- Point to yourself and say your name. Elicit from a student the sentence:
 Your name's
- Focus students' attention on the list of possessive adjectives in the chart. Explain that we use possessive adjectives (my, your, his, her, our, their) to indicate that one person or thing belongs to another, or is related to another.
- Focus students' attention on the possessive pronouns in the chart. Ask students what differences they notice between the possessive pronouns and the possessive adjectives.
- Explain that possessive pronouns, like other pronouns, are used on their own without a noun. Explain that they are used when it is not necessary to mention or repeat a noun, either singular or plural.

Language Builder

Point out that in English the possessive form agrees with the person, not with the thing. *Fahd's book = his book.*

Question Word: Whose

Focus students' attention on the questions with Whose.
 Elicit or clarify that Whose is used to ask who something belongs to. Remind students that the subject-verb order is inverted.

Pronouns: One/Ones

- Have volunteers read aloud the two example dialogs in the next part of the presentation.
- Explain that one is used in the answer if the noun after Which is singular (Which coat ...?) and ones is used if the noun after Which is plural (Which boots ...?).
- Explain the position of and in full sentences rather than
 in short answers: For example:
 Which coat is hers? The green one is hers.

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Quantitative: Too, Enough

- Read the two example sentences in the presentation.
 Ask: Is the person going to buy the jacket? (no) Is this person going to buy the shoes? (no)
- Explain that *too* means more than enough, more than is necessary, or more than is wanted.

G

- Focus students' attention on the names of the speakers. Ask: Who is talking? What a do you imagine they might be talking about?
- Have students a glance at the conversation, without writing anything, to see if they are right.
- Have students complete the activity alone. Then they check answers with a partner and practice the conversation in pairs.
- Choose one pair to role-play their conversation for the class/ Students listen and check they agree with the choice of correct word.

Answers

1.	yours	6.	too	11.	Who
2.	ones	7.	Mine	12.	too
3.	mine	8.	Whose	13.	my
4.	his	9.	one	14.	my

10. one

0

5. your

- Have students work in different pairs to exercise C.
- Call on volunteers to role-play their conversations for the class.
- Take a class vote on the best conversation.

Answers

Students' own answers.

Workbook

Assign pages 255–256 for more practice with the form, meaning and function of the structures in the unit.

Possessive Adjectives

lt's	my your his her our their	cell phone.
------	--	-------------

Possessive Pronouns

mine.
yours.
his.
hers.
ours.
theirs.

Question Word: Whose

Q: Whose credit card is this?

Q: Whose shopping bags are these?

A: It's mine. It belongs to me.

A: They're hers. They belong to that lady.

Pronoun: One/Ones

Q: Which coat do you like?

Q: Which boots do you prefer?

A: The green **one**.

A: The leather **ones**.



Quantitative: Too, Enough

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

The jacket is **not** big **enough** for me, and the shoes are **not** small **enough**.

C. Complete the conversation. Choose the correct words.

Mom: Which socks are (1. **your / yours**)?

Hameed: The black (2. one / ones). The red ones aren't (3. my / mine). I think they're Ali's.

They're (4. his / him) size.

Mom: Is this (5. your / yours) hat?

Hammed: No. That's (6. too / enough) small for me. (7. My / Mine) is the blue one.

Mom: (8. Whose / Who) backpack is this? Hammed: Which (9. one / ones)? Let me see ...

Mom: The blue (10. ones / one). And this football kit ... (11. Whose / Who)

does this belong to? It's (12. too / enough) clean to be Ali's.

Hammed: That's (13. **mine / my**) football kit. I missed training on Saturday.

Have you seen (14. my / mine) football boots?

Wom: Perhaps if you tidy up you might be able to find them yourself!

D...Look around your classroom. Work with a partner. Write a conversation similar to the one in exercise **C**.

Role-play your conversation for your classmates.

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12 Project



- 1. Work in groups. Choose a Saudi product to advertise internationally.
- 2. Use the organizer to make notes. Then use it to write a description of the product for a website or catalog advertisement. Use other advertisements in the unit as examples.
- 3. Find photos for your advertisement and present it in class. Choose the best advertisement.
- 4. Modify your advertisement so it can be used for a television commercial. Film or demonstrate in class.















12 Project

- Organize students in groups. Have them choose up to 3 Saudi products to advertise internationally.
- Call on groups to share their answers with the class. Have a class discussion about which products can be advertised more effectively on an international basis. Have groups choose one product to advertise. Tell them that if they choose the same product as another group, they will be competing for the same spot. So they will have to think of something more original and more impressive.
- Direct students' attention to the photos in the book. Ask them some questions about the photos.
 - What product is being advertised? Where would you expect to find this photo/image? (magazine, information leaflet, manual, book, menu, television commercial) Give reasons for your answer.

Which photos do you prefer? Why? Which photos would you reject? Why?

- Call on volunteers from each group to provide answers for the class. Ask students to give reasons for their answers.
- Have students think about advertisements that they are familiar with. Ask them to say which ones are more memorable and why. Elicit slogans that they remember and write them on the board.
- Read the directions for task 2 with the class. Give them time to look at the organizer. Explain to students that they need to focus on one product and write a description in the box 'Product you want to advertise' and compare it with other similar products in their groups. Tell them to make notes in the box about 'How it is better than other products' and list its advantages.
- Ask students to brainstorm and list key words that can be associated with the product. Explain that this is going to help them create and write a slogan.
- Remind the groups to share the work involved in designing and creating an advertisement and to assign tasks to members of the group depending on their skills and talents.
- Have students work in groups making decisions about their advertisements as you circulate to monitor participation and help when needed.
- Have groups find photos or draw and present an initial draft of their advertisement to the class. Ask the class to cohminant and make suggestions for improvement.

- Have students reflect on advertisements they have seen in publications and their televised versions. for example, sports shoes. Discuss differences and similarities in class. For example: television commercials show movement and a number of images of the product advertised from different angles or being used by different people for different purposes. Magazine advertisements only show one stationary image which might be one of the shots used on television with a
- Have a discussion about whether advertisers rely on television commercials when they design a stationary advertisement for a magazine, a poster or other publication.
- Have students work in groups to modify their advertisements so they can be used for a television commercial. Direct them to task 4. Tell students that they can arrange to film their advertisement if they want or act it out in class.
- Post advertisements on the wall for students to look at and evaluate. Have students choose the best advertisement and give reasons for their choice.

Additional Activity

Collect all the advertisements and put them in a class portfolio or display them on posters. If you choose to make posters you can choose different options:

- a) group the ads according to product categories, for example, leather goods, sports accessories, clothing, electronic gadgets, etc.
- b) an assortment of different types of products on a number of posters, for example each poster includes an ad on sports accessories, an ad on clothing, another one on gadgets, etc.



Teaching Tip

When students work in groups, they don't always share ideas or information. This happens because they are used to competing with each other. It is a lot more constructive to train students to work in groups in a collaborative manner making sure that everyone contributes something to the final outcome.

13 Self Reflection

- Brainstorm The Art of Advertising. Write the title on the board and elicit as many ideas and words as possible from the class. Call on a volunteer to list the words on the board.
- Have students scan pages 48 and 49. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember.
 For example:

Did you like any of the products advertised? Which? Why? Why not?

What is your dream product that you think would be an instant success? Describe it and list its advantages.

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 50–51, ask them some questions. For example:

Which is the preferred car by young people in your country? Why?

Do many people drive SUVs? Why? Why not? Why is it sometimes difficult to choose one of two comparable products? For example two pairs of shoes that you like.

Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart.
 Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 52–53. Call on volunteers to say what the context is in this lesson, i.e. products and their features, advertising.
- Have students say what they remember from this section and ask them to make notes in the chart.
- Write the title of the reading on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly esthey can to questions like these:
 How is a short history of a product organized?
 Say which is right:

Ministry of Educations, only the facts.

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When presenting the history of a product you don't need to describe all the stages of development in detail.

It is best to organize events in natural/chronological order when presenting the history of a product.

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing, ask them to say what they remember about a brief history of a product/ invention. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 56 and 57 and make notes as before.
- Direct students to 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss what they did.
 Elicit answers from the students and ask them if they think it was beneficial. List some aspect of project work on the board. For example:

Personalization
Creativity
Natural language use
Focus on meaning
Research/collecting information
Using other knowledge

- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that student feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 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	l can do this very well.	l can do this quite well.	I need to study/ practice more.
talk about commercials, ads, and product history			
describe products			
make comparisons			
use the passive			
use comparatives and superlatives			
use asas			
use the verbs <i>look, smell, sound,</i> and <i>tast</i> e with <i>like +</i> noun			
use indefinite articles: a/an			
use possessive adjectives and pronouns			
ask questions with Whose			
use one/ones and too/enough			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
ry of Education - 1445	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

EXPANSION Units 1–4

1 Language Review



A. Ask questions about the situations. Use the present perfect progressive.















1.	
2.	
2	

4.	 _
5.	
6	

B. Complete the sentences with the words in parentheses. Use the present perfect progressive or the present perfect form of the verb.

C. Complete the questions.

to a doctor about his/her patients

1 to a pilot about his career

2. to someone who writes books

3. to a baker making cakes

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5. to an English student

How many patients have you seen/trea	ited today?
How long	?
How many	?
How many	?
How long	?
How long	?

Unit Goals

- **Language Review**
- Reading Eye Make-up in Ancient Egypt
- Project Research the history of an item that is used in the Kingdom of Saudi Arabia
- **Chant Along** I Wonder What Thev'll Be
 - Writing Write about your dreams for the future

B

• This exercise reviews when to use the present perfect progressive and the present perfect. Remind students that the present perfect progressive is used to talk about the length of an action in relationship to the present. The present perfect is used to talk about the completion of an action. Refer back to the Grammar in Unit 2 (page 22) as necessary. As an example, write on the board:

She has cooked dinner. (It's ready.) She has been cooking dinner. (It's not ready.)

Have students work alone. Then call on volunteers to read the completed sentences. Ask them to say the context clue they used to help them decide the correct verb form.

1 Language Review

A

- This exercise reviews the present perfect progressive. Remind students that we use the present perfect progressive to say how long something has been happening. Refer back to the Grammar in Unit 2 (page 22) as necessary.
- Write on the board: I lost my keys. I (look) _____ for them all day. Ask students to complete the sentence. Elicit: have been looking. Next, have students form the question. Elicit: Have you been looking for your keys?
- Have students work alone to complete the activity, and then check answers in pairs, taking turns asking and answering the questions.
- Call on students to say the questions.

Answers

Answers will vary. Sample answers:

- 1. Have you been waiting for the bus a long time?
- 2. Have you been eating chocolate?
- 3. Have you been cleaning the house?
- 4. Have you been skiing?
- 5. Have you been jogging?
- 6. Have you been sleeping?



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Answers

- 1. has stolen
- 2. have been living/'ve been living
- 3. have you been waiting
- haven't slept
- 5. Have you been using
- 6. have been painting, have only finished/'ve only finished



- This exercise reviews formation of questions using the present perfect. Remind students that the present perfect progressive is used to ask about how long something has been done, and the present perfect simple is used to ask about how many times or how many things have been done. Refer back to the Grammar in Unit 2 (page 22) as necessary.
- Go over the example and point out that there is more than one way to form each question. For example:
 - 1. How long have you been a doctor? How long have you been working at the hospital?
- Have students complete the exercise individually and then check their answers in pairs. To check as a class, have one student ask the question and another make up an appropriate answer.

Answers

Answers will vary. Sample answers:

- 1. have you been flying airplanes
- 2. books have you written
- 3. cakes have you made
- 4. have you been playing for the local team
- 5. have you been studying English



- This exercise reviews the passive. Referring back to Unit 4, remind students that the passive is used to emphasize what was done instead of who did it. Also remind them that a phrase with by following the passive verb indicates who performed the action.
- Have students work in pairs to fill in the correct passive form of each word in parentheses.
- Call on volunteers to read the ad aloud.
- Discuss with students any unfamiliar vocabulary.
 Encourage students to use the context to get a general understanding of the meanings.

Answers

- 1. is located
- 2. was built
- 3. are offered
- 4. are decorated
- 5. is surrounded
- 6. is dedicated
- 7. are prepared
- 8. are used
- 9. will be designed
- 10. will be created
- 11. will be improved
- 12. will be reduced

Workbook

Assign pages 257–258 for review of vocabulary and grammar presented in Units 1–4.



D. Complete the ad using the correct passive form of the verbs in parentheses.

Paradise Resort



This award-winning resort (1. locate)
on Paradise Island and(2. build) only
recently. Guests(3. offer) a unique
setting and a wide choice of rooms that
(4. decorate) magnificently. The hotel
is on a quiet beach, and it(5. surround)
by palm trees. Our staff(6. dedicate)
to meeting your every need. Exquisite gourmet
dishes(7. prepare) for our guests by
our international chefs. Paradise Resort focuses on
the exotic. Relaxation and healing techniques from
cultures around the globe (8. use) to
help guests renew themselves.

Personal Fitness Training

A program to develop your endurance, strength, and flexibility for your mind and body

______(9. will-design) for you personally by our highly qualified fitness experts.

Nutritional Consultation

In order to benefit from a complete fitness program, a healthy diet _________(10. will–create) for you by one of our nutritionists.

With our program, your concentration ________(11. will–improve), and your stress ________(12. will–reduce).

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EXPANSION Units 1–4

E. Read the texts. Which text most closely represents your point of view?

The computer and the Internet. Good or bad?

Have we become dependent on computers and the Internet?

Thread Started on Jan 12, 2023, 4:55 PM

Computers have become an integral part of our lives. They make day to day tasks easier and save time. Does that make us incapable of doing simple tasks without the aid of the computer? Can we still use hard copies of dictionaries or books? Can we write by hand?

I think most of us can. Not having to do things in a conventional manner allows more time for thought and creativity.

Re: Computer and the Internet. Good or bad? Reply #1 on Jan 12, 2023, 5:21 PM

I agree that computers and the Internet are valuable tools that provide access to information quickly and efficiently. On the other hand, literacy appears to be affected in more ways than one. People don't bother to learn how to spell correctly or write by hand. They sometimes rely on the computer to correct their grammar and spelling. I know my handwriting has suffered since I started word processing.



Per Computer and the Internet. Good or bad? Reply #2 on Jan 12, 2023, 7:43 PM

Does it matter if we are not all adept at handwriting? At the end of the day, technology is here to stay. If computers can help us write, why should we write by hand? Isn't it better to invest that strume of hearthing?



Re: Computer and the Internet. Good or bad? *Reply #3 on Jan 13, 2023, 4:01 PM *

Learning is the big issue here. Does technology foster learning or does it provide ready data that do not promote critical thinking? And what about math? There seem to be more and more young people who are unable to calculate. They are completely dependent on computers.

Re: Computer and the Internet. Good or bad? *Reply #4 on Jan 13, 2023, 9:40 PM

The Internet has contributed greatly to learning, through the wealth of information it can provide, on a wide range of topics. In addition, it has made it possible for people to study through e-learning. In other words, the Internet has brought schools and universities to people, wherever they might be, provided that they are connected.



Re: Computer and the Internet. Good or bad? *Reply #5 on Jan 16, 2023, 5:12 PM

Our teacher says that the Internet prevents us from developing our memory, an important aspect of learning. He thinks that easy access to information prevents learning, simply because we do not have to make any effort to memorize. I don't agree. Memorizing facts is not an effective way of learning. There are a lot of people who are unable to do that, yet when you talk to them or let them present a viewpoint or solve a problem, you realize they are highly intelligent and articulate. I am getting confused. Can someone help?



- Have students quickly scan the text. Ask: What kind of text is this? (It's a blog.) How do you know? (There is a discussion thread.) What is the topic of the discussion? (whether computers and the Internet are good or bad)
- Read the first section of the text together as a class. Ask: Does the writer have a positive or negative view of computers and the Internet? (positive)
- Focus students' attention on the three questions in the first section of the text. Ask different students how they would answer these questions. Encourage them to explain the reasons for their answers.
- Give students time to read the 5 replies. Then have them work with a partner to decide which responses are positive or negative (or both) toward computers. Call on pairs to share their answers with the class.
- Ask students which of the texts most closely expresses their own point of view.

Answers

Answers will vary.





 Have students fill in the chart and compare answers in small groups.

Answers

Answers will vary. Sample answers:

Reply #1	adult/ teen	"since I started word processing" implies that this
		person writes texts on the computer for work or school
Reply #2	adult/ teen	the idea that learning is more important than being able to handwrite implies a mature person
Reply #3	adult	comments like "young people who are unable to calculate" suggest this is written by an adult
Reply #4	adult/ teen	the thoughts expressed about learning and education imply that this person is mature
Reply #5	child/ teen	"Our teacher says" implies that it's written by a young student



- Have students work in pairs to fill in the information for 1 and 2. Then, have them use their notes to write a brief reply.
- After several minutes, call on pairs to present their replies to the class. Ask them to support each answer by giving reasons.
- As a follow-up, have students consider which other technological advances have affected our daily lives in a positive or negative way.

Answers

Answers will vary.



- This exercise reviews future tenses. Referring back to the Unit 3 Grammar (page 36), remind students about the different types of future tenses (*will, be going to*, future progressive).
- Have students work in pairs. After several minutes have students compare their answers in small groups.

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65 Teacher's Guide

Workbook

Assign pages 259–261 for review of grammar presented in Units 1–4.

F.	Who do you think wrote the texts? Are they older adults, teenagers, or children? How do you know? Find
	clues in the texts that justify your answer. Fill in the chart.

	Adult/ teenager/ child	Clues in text
Reply #1		
Reply #2		
Reply #3		
Reply #4		
Reply #5		

G	Howwoulds	You roply 2 Work with	a nartnor and	Lwrite a brief reply	/ Comparo v	your roplies in class
G.	HOW WOULD Y	you reply? Work with	a partifier and	i wiile a bhei febi	v. Compare v	'Our replies in class.

1.	Students in my country have been using computers for	ſ

2. Write notes in the chart about yourself and your partner.

	You	Your partner
use computers		
write by hand		
use spell-check		
learn online		
Your own ideas:		

3.	Use '	your	notes	in 1	and	2 to	write	your	reply.

H. Which of the things mentioned in the text will people be doing in 100 years/in the future? Compare your ideas with a partner.

I think people will still be using spell-checks in 100 years.

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I don't think people will use spell-checks in the future.

2 Reading



Before Reading

- 1. Look at the photo of ancient Egyptians. What do you notice about their eyes?
- 2. What did they use for the heavy eye make-up that is so noticeable in the wall painting?
- 3. What was the purpose of the make-up?



EYE MAKE-UP IN ANCIENT EGYPT



Ancient Egypt's striking eye make-up protected wearers against eye disease, according to French scientists. The make-up was concocted with a mixture of lead and lead salts and it was used to adorn the eyes and ward off evil!

Philippe Walter, who co-headed a team of scientists from the Louvre museum and the CNRS (National Center for Scientific Research, France), pointed out that this observation had been made in the past by ancient Greeks and Romans who believed that the make-up had medicinal properties, but the team wanted to determine the exact composition and how it worked.

Contrary to widely held belief that lead is harmful, the team demonstrated that in very low doses lead does not damage cells. The research was carried out with a tiny electrode, to observe the effect of Egyptian lead chloride on a single cell. It proved that lead produces a molecule that activates the immune system which in turn attacks bacteria in case of an eye infection. So, make-up was used as a disinfectant and more importantly as preventive medication.



After Reading

- A. Answer the questions about the reading.
 - 1. What was Egyptian make-up concocted with?
 - 2 What was make up used for in Ancient Egypt?
 - 3. What did the Greeks and Romans believe?
 - 4. How was the research carried out?
- were the findings of the research?

Ministry of GuAccording to the text, how long have people been using make-up? 2023 - 1445

2 Reading

• Discuss the **Before Reading** guestions with the students. Ask students to look at the picture on page 66 and describe what they see. Ask them not to read the text.

After Reading

A

- Have students work alone to answer the questions. Have them identify specific lines in the reading that tell them the answer.
- Help students with new vocabulary. To review the reading strategy of scanning, have students scan the reading quickly and identify words and expressions that are new to them. Write the words on the board. Encourage students to use the context to understand the meanings before you explain them.
- As a follow-up, have students work in small groups to discuss and share any information they have about customs and practices of other ancient civilizations, such as: Sumerians Assyrians Thamud
- Draw a chart on the board and have students do the same to organize their information.

Civilizations	Customs and practices

• After several minutes, call volunteers to report to the class.

Answers

- 1. It was concocted with a mixture of lead and lead salts.
- 2. It was used to adorn the eyes and ward off evil
- 3. They believed that make-up had medical properties.
- 4. They observed the effect of lead chloride on a single cell.
- 5. Lead produces a molecule that activates the immune system to attack bacteria.
- 6. For thousands of years.



After Reading

- Play the audio and have students read along as they listen.
- Help students with new vocabulary. Have students read as they listen and identify words and expressions that are new to them. Have students work in pairs and encourage them to use the context to understand the meanings before you do Task B.



 Check as a class by calling on students to give the answers.

Answers

- **1.** h
- **2.** i
- **3.** C
- **4.** d
- **5.** e
- **6.** g
- **7.** i
- **8.** a
- **9.** b
- **10.** f

Discussion

- Read the questions aloud. Organize students into small groups to discuss the questions. Ask students to discuss any other reasons why people wear make-up.
- Circulate and monitor students as they talk, but do not make corrections at this point since the focus here is on fluency.
- Have one student from each group report back to the class. Ask students to listen carefully and ask questions or make comments.

Workbook

Assign pages 262–263 for additional writing practice at word and sentence level.



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3 Project

- Brainstorm a list of items students might research.
 Compile a list on the board. Tell students they can either choose from the list or choose a different item they would like to research.
- Discuss ways to do the research. For example, if they
 are going to do it online, ask them to consider what
 would be good key words to use to find the information
 they need.
- Students can work alone or in pairs to conduct their research, but have them prepare a written report to submit as a writing assignment.
- Have students report their findings to the class. Tell the class to listen carefully to each speaker, and to write down one question to ask him or her afterwards. This will encourage active listening and keep everyone involved throughout the activity.

B. Match each word or phrase in the text with the correct definition.

1. <u>h</u> in	nmune system
-----------------------	--------------

- 2. _____ disinfectant
- **3.** _____ point out
- **4.** _____ properties
- **5.** effect
- **6.** molecule
- **7.** _____ preventive
- **8.** _____ striking
- **9.** _____ concoct
- **10.** cell

- a. attractive in an unusual way that attracts attention
- **b.** to make something by mixing things in liquid or powder form, which are not normally combined
- **c.** draw attention to a new fact or one that someone had not thought of or noticed, tell someone something they didn't know or had not thought of
- **d.** the qualities or characteristics that something, e.g. a substance or object, has
- **e.** the way in which an event, action, or person changes/influences someone or something
- f. the smallest part of a living thing
- **g.** the smallest unit that a substance can be divided into while maintaining its chemical nature, usually consisting of two or more atoms
- **h.** the system that the body uses to protect itself against disease or infection
- i. a substance/chemical that destroys bacteria
- j. intended to stop something from happening, pre-emptive

Discussion

- **1.** Are there people in your country who use make-up for protection or medicinal purposes? What do you know about it?
- 2. What do people use in the desert to protect themselves during sandstorms or under the very hot sun?

3 Project

Research the history of an item that is used in the Kingdom of Saudi Arabia. Report your findings to the class. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.

	Name an item that is used in the Kingdom of Saudi Arabia:						
	When was it first used in the Kingdom of Saudi Arabia?						
	Who were the first people to use it?						
	Why did people need to use it or to have it?						
	How has it changed since it was first						
عــليص	usadajija						
Ministry 2023 - 1	ଅତିବୃତ୍ୟ think people will keep on ଏର୍ଲଗ୍ର it after 50 years?						

4 Chant Along

I Wonder What They'll Be

My children will be grown some day,
And I hope I'll still be here
To see what they will be.
But whatever they may do
They won't be needing me
To take them by the hand.
Hoping they'll be kind
And praying that they'll find
A castle made of stone and not of sand.

Chorus If I could pr

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me

My children will be grown some day,
But I might not be around
To hear what they will say.
I wonder if they'll understand
The things I've wished for them.
When they're on their own,
Will the path I've shown
Help them carry on,
And bring love and light
To their own home?

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me

Chorus

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4 Chant Along

• Tell students that they are going to hear a chant called I Wonder What They'll Be. Ask students to cover the chant lyrics and just look at the picture. Ask:

Who do you see? What is the relationship of the people? What are they doing?

What do you think the chant is about?

Elicit students' ideas and write them on the board.

- Have students read the lyrics to the chant silently. Ask them to share their first impressions of what the chant is about.
- Play the chant as students follow along in their books.
- Give students the opportunity to ask about any expressions that they don't understand. Point out that some of the language is metaphoric. Discuss the line bring love and light to their own home. Explain that to bring light means to bring happiness or joy.
- Ask students to say the lines that contain will and the contraction '//. Point out that these lines tell us that the chanter is talking about his children in the future.
- Play the chant a second time so that students can learn the tune. Then play it again, pausing after certain lines to have students supply the next line.
- Ask students to identify the verbs and the verb phrases. For example, ask: What is he hoping for? (that they'll be kind) What is he wondering? (if they'll understand her dreams for them)
- Play the complete chant one more time and encourage everyone to participate.
- Ask students how the chant makes them feel. Help with vocabulary as needed.
- Then ask students what the main message of the chant is. What does the father want to tell us in this chant? (He hopes that his children have a wonderful future, and that he has helped to show them how to have a happy life.)



Vocabulary



- Read aloud the first word and have students say which of the phrases best defines how it is used in the chant. Then have students work alone to match the words and the definitions. Make sure that they refer to the chant to find the meanings, and not a dictionary.
- Check answers by calling on students to say the answer and to read aloud the line of the chant in which the word or phrase appears.

Answers

1. d **2.** e 3 h **5**. c



- Have students work in pairs or small groups to discuss the meaning of the expressions. Then ask each student to write their own definitions.
- Call on students to share their definitions with the class Encourage them to use lines from the chant to support their ideas.

Answers

Answers will vary. Sample answers:

- 1. to show a person what to do or how to do something
- 2. something that is worthless and easily destroyed

Comprehension



- Have students work alone or in pairs to answer true or false for each statement about the chant.
- Go over the answers as a class. Ask students to read aloud the lines of the chant they used to decide their answers.

Answers

- **1.** true 4. false
- 2. false 5. true
- 3. true

Discussion

• Read the questions a four with the class. Have students work in pairs or small groups to discuss their answers. You might raise the question of whether they have the same dreams their parents have for them. (Remind

Ministrthemed the panker in Unit 2 who wanted to be a watch

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- repairer, but his parents didn't approve.) You might also ask them to discuss what they plan to do to accomplish their dreams.
- Have one person in each group report back to the class. Ask him or her to share the dreams of one student's parents in the group, and how the student feels about those dreams.

Writing

- Review with students that before they begin writing, it is important to think about what they want to say, and organize those ideas. The graphic organizer in their book is a good way to organize their ideas.
- Demonstrate ways to use the organizer for this topic.
- Have students work alone to write, either in class or for homework.
- In class, have students exchange their finished writing with a partner and read each other's work. Tell them to ask questions about anything that's unclear, or that they want more information about.
- Call on students to read their writing about personal dreams to the class.

Workbook

Assign page 264 for additional writing practice above word and sentence level.

Vocabulary

- A. Match the words with the meanings as found in the chant.
 - **1.** ____ grown
- a. a way of life
- **2.** ____ come true
- **b.** alone
- **3.** ____ on their own **c.** to continue
- **4.** ____ path
- d. adults
- **5.** ____ carry on
- e. to happen as predicted
- **B.** What do you think the following expressions mean?
 - 1. To take someone by the hand _____
 - 2. A castle made of sand _____

Comprehension

Answer **true** or **false** about the chant.

- 1. _____ The chanter hopes to be alive to see what his children will be.
- **2.** He fears that his children won't know what to do if he dies.
- **3.** _____ The chanter hopes that his dreams for his children will come true.
- **4.** ____ He has wished health, wealth, and happiness for his children.
- **5.** _____ The chanter hopes that his example will help his children through life.

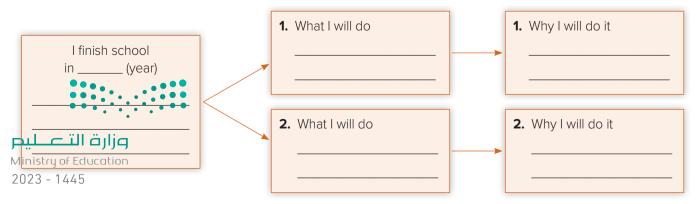
Discussion

- 1. What dreams do you think your parents have for you?
- 2. Do you think you'll accomplish them?

5 Writing 🛮



Write what you dream of doing after you finish school. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.



Reconnect

Listen and Discuss 🕗



Read and say what you think each text is about.



As you drive along a busy road, you notice a car without a driver! You blink to clear your eyes, and wonder whether you're losing your mind! It's the driverless car; a robotic vehicle that can travel to a predetermined destination without human intervention. All you would need to do is sit in the car and enjoy the ride! Would you do it? Would you travel in a driverless car? Is it science fiction or reality?

You are spending the night in the desert. Everyone else is sound asleep but you are still awake, enjoying the starlit sky. It's a cold but peaceful



night. None of the usual city sounds echo in the background. So you snuggle in your sleeping bag and close your eyes. All of a sudden you are startled by a high pitched sound! Someone or something is whistling! You sit up, look around but don't see anyone. Then you hear the sound again, along with a soft patter of something landing in the sand. What do you think it is? Is it a dream or reality?

They are very real and highly popular in entertainment, but they are also used in education. They are used by many colleges and institutions for educational purposes. Many businesses and industries use them to train their employees and executives. They are used



for military strategy and flight training. Astronauts train on them for a long time before they participate in real missions.

Can you guess what they are? What is your opiniquabout them?

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You walk into a food store to buy some yogurt and cheese. You notice that the packaging is different from what you are used to. It's very attractive with bright

wrapping. A customer has just bought some frozen yogurt in a biodegradable bag. He takes out one of the round, pearl-like shapes and bites into it as you're about to warn him not to eat the wrapping! He seems to be enjoying it. He then uses a small spoon to dip into the shell, eat the rest of the contents as well as the wrapper! Is the wrapping edible, or does the customer suffer from a condition that urges him to eat things that would normally be considered inedible? What do you think? Is it science fiction or reality?

Unit Goals

Vocabulary

Listening

Driverless/autonomous cars Strange animals/desert animals Simulators Food packaging

Listen for fact, opinion, and attitude

Functions

3D printing

Express, confirm opinion/ give reasons, agree/ disagree

Grammar

Recycle familiar verb forms: simple present, narrative, connectors and modifiers, passive forms, would, tag questions

1 Listen and Discuss

- Have students look at the pictures on pages 70 and 71 quickly and make guesses about the topics.
- Put students in pairs, give them a few minutes to read each text and say what they think it is about.
- Play the audio as students listen only. Pause at the end of each topic and let students comment and/or compare with their ideas.
- Play the audio again as students listen and read along silently.

Warm Up

Have a discussion about some of the subjects listed below. You can write the subjects on the board and let students choose the ones they prefer. Put the students in groups and have them choose a subject or discuss in class. Give them some points or questions to help them.

- 1. cars in the future (how cars are made, what they are made of, design, fuel)
- 2. computer games (popular games, purpose of games, benefits, disadvantages)
- 3. strange animals (habitat, appearance, special characteristics)
- 4. snacks (healthy and unhealthy snacks, popular snacks, taste)
- 5. how things are made (cars, appliances, furniture etc., manual work, robots, quality, materials)



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2 Pair Work

A

- Go over the directions.
- Have students work in pairs to match and write each heading in the right blank.
- Write these words on the board and encourage students to work out the meaning of new words and phrases from context. Provide explanations only if students are unable to deal with them.

blink: to close and open your eyes very quickly **intervention:** get involved in something, interfere **biodegradable;** capable of breaking down into small particles, by natural processes, e.g. bacteria

edible: eatable, fit to be eaten **modification:** a change

incorporate: to work into something so as to form an indistinguishable whole, to blend or combine thoroughly

rapid: fast, a fast rate of motion or activity

• Check answers in class.

Answers

The Autonomous Car The Whistling Rain Frog
Simulators Tasty Wrappers
3D Printing



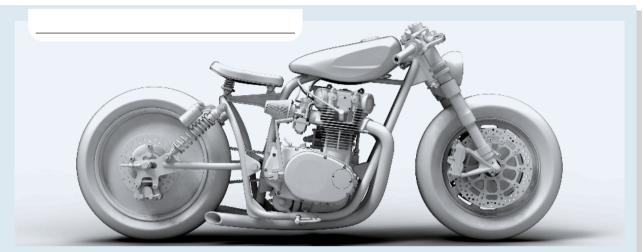
- Read the directions. Encourage students to express their real thoughts/opinions and discuss them in class.
- Go over the phrases in Expressing, Confirming Opinion/ Giving Reasons/Agreeing/Disagreeing with the students. Then have them read the phrases silently and put them into groups according to their function. Encourage them to think of examples.
- Explain to students that the function of each phrase is likely to overlap in conversation, so they could use a phrase to express their opinion, give reasons and at the same time agree or disagree with someone else's opinion.

A. Expressing, Confirming OpinionB. Giving ReasonsC. Agreeing, Disagreeing

It could be real, couldn't it? I mean, it would be	
possible to	(A)
I wouldn't feel comfortable/safe. Would you?	(A)
They claim that autonomous vehicles will be safer human error will no longer be an issue.	because (B)
So, according to this, you could print out any object on a 3D printer.	
Is this a fact?	(A)
I'm not sure how useful this type of thing would be.	(A/C)
I think it's a great idea. If wrappers were edible there would be less waste and litter.	(A/B)
They are certainly useful but they cannot replace the real thing, can they?	(A)
I think they can to some extent, or they wouldn't be used for pilot training.	(B/C)
It's a fact. Some countries have already decided to allow them on the road.	(B)
I can't see myself crunching on a wrapper. Can you?	(A/C)

 Direct students' attention to the questions at the end of each text. Have students express their opinion about the unusual things that are described in the texts, i.e. if they are real or science fiction. Remind them to justify their answers.





Before the days of the computer-aided design (CAD) and lasers, models and prototypes required days or even weeks of hard work to make and were very costly. Improvements and modifications could not be incorporated easily, often resulting in the loss of business. An 80s idea, called rapid prototyping led to the development of a type of machine, similar to an inkjet printer, that made it possible for designers to make their own rapid prototypes. The machine uses plastic, instead of ink or powder, and builds up a model one layer at a time from the bottom upward. Do you know what this type of machine is called? Is it science fiction or reality?

2 Pair Work 🔀



A. Match each text with a heading. Compare with your partner.

3D Printing The Whistling Rain Frog Simulators

Tasty Wrappers The Autonomous Car

B. Compare your ideas/quesses about each text with your partner. Decide if the unusual things that are described are science fiction or reality. Give reasons for your answers. Use some of these phrases.

Expressing, Confirming Opinion/ Giving Reasons/ Agreeing/ Disagreeing

It could be real, couldn't it? I mean, it would be possible to

I wouldn't feel comfortable/ safe. Would you?

They claim that autonomous vehicles will be safer because human error will no longer be an issue.

So, according to this, you could print out any object on a 3D printer. Is this a fact? I'm not sure how useful this type of thing would be.

I think it's a great idea. If wrappers were edible there would be less waste and litter.

They are certainly useful but they cannot replace the real thing, can they? I think they can to some extent, or they wouldn't be used for pilot training.

تا حتا قاالغ a fact. Some countries have already decided to allow them on the road.

Ministry of Educatlaan't see myself crunching on a wrapper. Can you?

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5 Did You Hurt Yourself?



O Unit Goals

Vocabulary

Accidents and personal injuries
Accident prevention campaigns

Functions

Talk about accidents Talk about cause and effect

O Grammar

Reflexive Pronouns
Because versus So
So and Neither

Continue of the continue of

Listen for specific information

Pronunciation

Consonant clusters /lf/, /lt/, /nt/, /st/, /nd/

Reading

Unusual Accidents and Deaths

Writing

Write a descriptive account of an accident

Form, Meaning and Function

Modal Auxiliaries Adverbs of Manner Prepositions of Place Imperatives for Directions

O Project

Accident prevention campaign

Warm Up

Tell students about a time you hurt yourself. For example: I hurt myself last week. I cut my finger when I was cooking. Or, I hurt myself when I was ten years old. I broke my arm playing football. Ask students to share stories about a time they hurt themselves. Encourage them to use myself in their sentences.

1 Listen and Discuss

- Have students look at the pictures on page 72 and describe what they see in each. Elicit that each picture shows someone who either has been injured or is participating in an activity which might cause injury. Ask:
 What do you think the topic is? (ways that people hurt themselves)
- Ask students which accidents in the pictures they think are the most common.
- Play the audio for the pictures on page 72, and have students point to the person who is speaking.

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 Write on the board: my + self and your + self. Explain that these are reflexive pronouns. We use them when the subject and the object are the same. For example, write on the board:

She hurt me.

She hurt herself.

Explain that in the first sentence, *she* is the subject and *me* is the object. There are two people. In the second sentence there is only one person. The subject and the object are the same person.

- To check understanding, write on the board:
 - ___ cut himself.
 - ___ told herself to stay calm.
 - ____ often stress themselves out over exams.

Ask students to fill in each blank with a subject pronoun (*I, you, he, she, it, we, they*).

- Play the audio again and have students underline the reflexive pronouns.
- Play the audio again and have students follow along in their books.
- Discuss how accidents can be prevented. For example, say: If you use a helmet, you won't hurt your head.
- Write the following examples on the board. Ask students to practice conversations like these in pairs.
 - A: I like to skateboard.
 - B: So do I.
 - A: I've never been in a car accident.
 - **B:** Neither have I.
 - A: He didn't get hurt.
 - **B:** Neither did she.

Language Builder

To express cause and effect, a speaker can choose to say either the cause first, or the effect first, depending on what he or she wants to emphasize. For example, write on the board:

He didn't get hurt because he wore a helmet. Because he wore a helmet, he didn't get hurt.

The first sentence emphasizes not getting hurt. The second sentence emphasizes that she wore a helmet.

The Most Common Causes of Automobile Crashes

- Ask students to quickly scan the reasons in boldface and tell you the six most common causes of car crashes.
- Play the audio for page 73.
- Play the audio again, and have students circle any words or expressions that are unfamiliar.
- Elicit unfamiliar words and write them on the board.
 These may include distracted, fatigue, and aggressive.
 Do not explain the words, but ask students to use context to guess their meanings.
- Go over each cause. Call on students to summarize the main ideas in their own words. Ask them for context clues for unfamiliar words. For example, "distracted drivers don't pay attention, and take their eyes off the road." Ask them to guess the meaning of take their eyes off (don't look at). There are several clues to help students understand fatigue (drowsy, tired, fall asleep). They can use the characteristics given for an aggressive driver to conclude what aggressive means.
- Other words and expressions that may be new for students include:

documents = important papers
misjudge = judge incorrectly
encounter = meet
severe = extreme or very bad
rude gestures = impolite hand signals
verbal abuse = very strong, unpleasant words spoken
to another person

Quick Check

A

 Have students work alone or in pairs to list the verbs that refer to injuries.

Answers

Answers will vary. Sample answers: hurt, got a shock, injured, cut yourself



- Have students work alone to complete the exercise.
- Then call on one student to read each statement and have the class say if it is true or false.



3. false **4.** true **5.** true

2 Pair Work

Play the audio and ask students to repeat. Model the examples with volunteers.



 Have students ask and answer questions about the people in the pictures.



- Have students share real accidents or injuries they have had. Make sure they switch roles.
- Monitor as pairs practice. Then call on several pairs to present for the class.

Language Builder

The expression take (one's) eyes off is also used to talk about something someone likes a lot. For example: I can't take my eyes off that coat. I have to buy it. It can also be used in a request to watch closely. For example: I need to leave my backpack here for a minute. Please don't take your eyes off it.

Workbook

Assign page 265 for practice with the vocabulary of the unit.



Teaching Tip

For some Pair Work activities, it works well for each student to work with a second partner. This way, students get practice telling a new partner about the first partner.



Additional Activity

Have students describe the man driving the car. This is an excellent opportunity to review the present progressive (He is walking along, He is peeling a banana, etc.) as well as words used to talk about a sequence of events (first, then, next, and finally).



Seatbelts save lives. They use the basic principle from physics, *inertia*, which states that something moving in a straight line will continue to move in that straight line unless something blocks its path. Sir Isaac Newton came up with this concept long ago. Seatbelts stop people from continuing to move when their car is in an accident. Basic physics!

The Most Common Causes of Automobile Crashes

An average of 20 Saudi Arabian residents die on the country's roads each day, according to a report by the Saudi General Directorate of Traffic. Approximately 1.35 million people die each year on the world's roads, or one person every 25 seconds!

- 1. Distracted Drivers: Many accidents occur when drivers don't pay attention and take their eyes off the road. Many occur when drivers are talking on their cell phones, adjusting the radio or CD player, or reading maps or even newspapers or other documents.
- 2. Driver Fatigue: Drowsy and tired drivers are a danger. They may misjudge traffic situations, fall asleep at the wheel, or go off the road. The most common time to encounter tired drivers is between 11 P.M. and 8 A.M.
- 3. Speeding: Speeding increases the risk of crashing, reduces the amount of time necessary to avoid a crash, and makes the crash more severe if it occurs.
- 4. Aggressive Driving: Here are some characteristics of aggressive drivers: They ignore the safety of others and take risks, such as by tailgating (driving too close to the driver in front), using rude gestures or verbal abuse, and not obeying traffic signs.
- 5. Bad Weather: Heavy rain, snowstorms, sandstorms, high winds, and fog make driving more difficult. Drivers may have trouble seeing the road clearly. Drivers should slow down, and if necessary, pull off the road until the conditions improve.

Quick Check V

- **A. Vocabulary.** List the verbs that refer to injuries.
 - 📍 hurt
- B. Comprehension. Answer true or false.
 - **1.** ____ The skateboarder didn't hurt himself because he had knee pads.
 - Neither of the people who were working on the electronic device got a shock.
 - The people in the car were hurt.
 - The woman cut herself trying to open a can.
 - Most road accidents are caused by the drivers

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2 Pair Work 🔀



- **A.** Find sentences that are facts about the accidents you read about. Make questions for those facts. In pairs, ask and answer the questions. See the example below.
 - How did the young man hurt himself?
 - He fell off his skateboard.
- **B.** Share experiences about accidents.
 - I once slipped on a wet floor and broke my arm.
 - So did I.

3 Grammar 腱



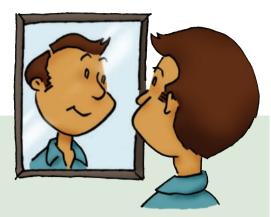
Read the Most Common Causes of Automobile Crashes again. Find examples of: self/selves; because/so; neither/so. Think of how each one is used.

Reflexive Pronouns

Use the reflexive pronoun when the subject and the object are the same person.

myself ourselves vourself yourselves himself/herself/itself themselves

Note: You can also use the reflexive pronoun to say that you did something without anyone's help: I fixed the hair dryer myself.



He likes to look at **himself** in the mirror.

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 turn off the electricity, so he got a shock.

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. A: I'm not an aggressive driver.

B: So am I. B: Neither am I.

A: I hurt myself all the time. A: I very seldom cut myself.

B: So do I. **B:** Neither do l.

A: I burned myself on the stove. A: I didn't slip on the wet floor.

B: So did I. **B:** Neither did I.

A: I've been in one car accident in my life. A: I've never broken an arm or leg.

B: So have I. **B:** Neither have I.

A. Complete the sentences with the correct reflexive pronouns.
1. Sarah cut while she was peeling potatoes.
The instructions on the box say: "Do it"burned when I was making fries.
My grandfather slipped on a rug and hurt
Ministry of Sulfhedpeople injured when they were escaping from the bull.

2023 - 144. We were interviewed for a TV show, and last night we saw _____ on Channel 9.

3 Grammar

Reflexive Pronouns

- Go over the material in the grammar chart for reflexive pronouns. Explain to students an easy way to remember reflexive pronouns is that each one is formed by adding -self to the singular pronouns my, your, him, her, and it, and -selves to the plural pronouns your, our, and them.
- Direct students' attention to the **Note**. Explain that when we use a reflexive pronoun with this meaning. it means the same as alone or independently and is added for emphasis. In other words, it's grammatically correct to say I fixed the hairdryer, but adding myself points out it was done without help.
- Write sentence frames such as the following on the board, and have students fill in each blank with the correct reflexive pronoun.

Everyone went home. We were all by ... Can you do it ____, or do you need help? She reminded ____ not to forget her dentist appointment. I can't see going to that restaurant.

Because versus So

It's too expensive.

- Go over the material in the grammar chart.
- Explain that one way to remember the difference between because and so is to remember that because refers to a cause and so refers to an effect.
- Write sentence frames such as the following on the board, and call on a volunteer to complete each sentence. More than one completion is possible.

He missed the bus, so . Because she didn't study hard, ____. He needed more money, so he ____.

• Do a class drill. Call on one student to say a sentence frame such as those on the board, and ask another student to complete it.

So and Neither

- Go over the material in the grammar chart. Call on students to read the example conversations aloud.
- Write the following conversation on the board:
 - A: He has never been to New York.
 - B: Neither have I.
- Then explain that one way they can check the correct verb form with *neither* is to first make an affirmative statement. For example: I have been to New York. From this they know the correct verb form is have.



- Have students work individually to complete the sentences.
- To check answers, call on students to read their completed sentences for the class.

Answers

- 1. herself
- 2. yourself
- 3. myself
- 4. himself
- 5. themselves
- 6. ourselves

Language Builder

Explain two more meanings of so. It can be used (with no comma) when expressing a desired result. For example: I studied hard so I could do well on the test.

It is also commonly used as an adverb for emphasis. For example: I was so tired I couldn't finish my homework.





- Go over the example with the class. Point out that their first sentence should begin with a clause indicating the cause, and end with a so-clause indicating the effect. Their second sentence should begin with a clause indicating the effect, and end with a becauseclause indicating the cause. Remind them that when the because-clause comes second, they don't use a comma.
- Have students work individually to write two sentences for each item as shown in the example.
- Have students compare answers in pairs, and then call on volunteers to read the answers for the class.

Answers

- The floor was wet, so Ahmed slipped and fell.
 Ahmed slipped and fell because the floor was wet.
- 2. Julian wasn't wearing a seat belt, so he hit his head on the windshield.
 - Julian hit his head on the windshield because he wasn't wearing a seat belt.
- 3. The child put his finger in the socket, so he got an electric shock.
 The child got an electric shock because he put his finger in the socket.
- There wasn't any water to put out the fire, so we had to use sand.
 - We had to use sand because there wasn't any water to put out the fire.
- **5.** Abdullah was riding too fast, so he fell off his bike.

 Abdullah fell off his bike because he was riding too fast.
- **6.** I didn't read the "Wet Paint" sign, so I got my hands all blue.
 I got my hands all blue because I didn't read the
 "Wet Paint" sign.
- For additional practice, have students restate the sentences they wrote with because, using the because-clause first in the sentence. Remind them to use a comma when the because-clause comes first.



- Have students work individually to complete the sentences.
- To check answers, call on students to read their completed sentences aloud.



0

Have students work alone to write their answers.
 Then have students work in pairs to take turns reading a statement and showing agreement.

Answers

- 1. Neither have I.
- 6. So am I.
- 2. So do I.
- **7.** So do I.
- **3.** So did I.
- 8. So did I.
- 4. Neither did I.
- 9. Neither am I.
- 5. Neither do I.

Workbook

Assign pages 266–268 for more practice with the grammar of the unit.



Teaching Tip

Encourage students to ask themselves how the grammar point will help them communicate their ideas effectively so that it's clear when they need to use it. For example, ask why they would choose to say *She cooked dinner herself* instead of simply *She cooked dinner.*



Additional Activity

Activity 1: Have students work in groups. One student starts a statement and the others complete it. For example:

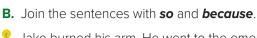
- A: He forgot to set his alarm, so _____.
- **B:** He forgot to set his alarm, so he was late for school.
- **C:** He forgot to set his alarm, so he overslept.

Students can also do this using because. For example:

- A: Because he forgot to set his alarm, _____.
- **B:** Because he forgot to set his alarm, he was late for school.

Activity 2: Have students work in pairs to talk about themselves, using so and *neither*. For example:

- A: I have never been to Chicago.
- B: Neither have I.
- B: I like action films.
- **A:** So do l.



I Jake burned his arm. He went to the emergency room. Jake burned his arm, so he went to the emergency room. Jake went to the emergency room because he burned his arm.

1. The floor was wet. Ahmed slipped and fell.

2. Julian wasn't wearing a seat belt. He hit his head on the windshield.

3. The child got an electric shock. The child put his finger in the socket.

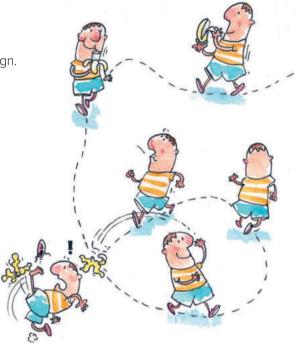
4. There wasn't any water to put out the fire. We had to use sand.

5. Abdullah fell off his bike. He was riding too fast.

6. I got my hands all blue. I didn't read the "Wet Paint" sign.



- 1. I didn't want to wake up late, _____ I used two alarm clocks.
- 2. Jerry called the emergency number 112 _____ there was an emergency.
- 3. I put my hand under cold running water _____ I burned myself.
- **4.** More people turned up than I expected, _____ I cooked more food.
- **5.** The mosquitoes didn't bite me _____ I had put on this repellent.
- **6.** There were a lot of accidents at the intersection, _____ they installed traffic lights.



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EMERGENCY

D. Show agreement with the following statements.

I always wear a seat belt in the car.

- 1. I've never had an accident.
- 2. I need a new pair of sneakers.
- 3. I spent the evening watching TV.
- **4.** I didn't know that Ibrahim was in the hospital.
- 5. I don't want to eat a lot of sugar.
- **6.** I'm sorry to hear that Ali is moving.
- **7.** I want to spend my vacation at the beach.
- 8. I once broke my arm.
- 9. I'm not tired even though it's midnight.



So do I.

Language in Context



Match the words with the pictures. Then make sentences to describe the pictures.

- 1. ____ sprain/ankle
- **3.** ____ fracture/arm
- 5. ___ cut/finger

- **2.** ____ poke/eye
- 4. ___ burn/hand
- 6. ____ break/nose















5 Listening



Listen to the child psychologist talk about household dangers for children. Mark the items he mentions.

pills	matches	sockets	refrigerator	hot liquids	bathroom	
knives	stove	doors	pots and pans	windows	superheroes	

6 Pronunciation



A. Listen. Note the common consonant clusters at the end of words. Then practice.

/lf/	/lt/	/nt/	/st/	/nd/
myse lf	resu lt	accide nt	wri st	and
she lf	belt	restaura nt	fir st	sa nd

B. Read the Most Common Causes of Automobile Crashes again. Find words that end with If, It, nt, st, பட்ட ப்ரி digractice reading the sentences that contain

Ministry of these words aloud.

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About You



In pairs, ask and answer the questions. Then switch roles.

- 1. Have you ever had an accident of any kind?
- 2. Have you ever broken a bone or had stitches for a cut or wound?
- 3. Have you ever burned yourself? How did you do it?
- **4.** Do you think some people have more accidents than others?
- 5. What are the most common kinds of accidents among people you know?

4 Language in Context

- Direct students' attention to the pictures. Discuss the situation in each picture.
- Have students work on their own to match the words. and pictures, and write sentences to describe them.
- Check answers as a class. Say a number and call on a volunteer to say the letter of the match and then read the sentence

Answers

- 1. b He sprained his ankle.
- **2.** c He poked himself in the eye.
- **3.** f She fractured her arm.
- 4. d He burned his hand.
- 5. a She cut her finger.
- 6. e He broke his nose.

Listening

- Tell students they will hear a child psychologist talk about household dangers for children. Ask volunteers to read aloud the items in the chart. Explain that only some of these items will be mentioned.
- Explain that when listening for specific information, it is also important to understand the general idea of the listening passage. The purpose of the listening activity is to enhance listening skills, not to allow students to listen for only some of the details and fail to absorb the main ideas.
- Play the audio and have students mark their answers. Point out that in some cases the word in the chart isn't mentioned but a synonym is.
- Play the audio again and have students check their answers. Ask which items they marked.

Answers

pills, stove, sockets, pots and pans, windows, superheroes

- Tell students you want them to listen for general ideas about the following topics and take notes: children's curiosity, the kitchen, the balcony, teaching children about dangers.
- 🛂 Play the audio again as students take notes.
- Hold a class discussion about the topics.
- Play the audio a final time for students to confirm their anidersanding of the main ideas.

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Audioscript

Most of the accidents involving young children happen in the home. Children are naturally curious. They explore and want to find out about things for themselves. If you leave a child out of your sight for a minute, the child will usually get into something. You should try to keep anything dangerous out of the reach of young children. It's very common for children to swallow their parents' pills because the children think the pills are candy. Any sparkling liquid might be confused with soda. The kitchen is a common place for children to have accidents. The stove seems to attract children most of the time. They want to check out what parents are cooking, so they knock over pots and pans and often burn themselves seriously. Electric sockets are another children's favorite. Make sure the sockets in your house are finger-proof.

If you live in an apartment building and your building doesn't have window bars, keep all the windows locked in case children want to climb on the windowsills and look out. It's even worse if you have a balcony. Some people actually build safety nets to prevent children from falling off balconies.

But I think parents' approach to dangerous situations is the most important thing, including things shown on TV. Don't let your child believe that he or she can fly or climb up the side of a 40-story building. Wearing a superhero costume doesn't make anyone a superhero who can fly.

If you teach your children how to deal with danger, you will help to keep them out of harm's way.

6 Pronunciation

- A. 📢 Have students listen to the audio and repeat the words.
- B. Have students work alone to find words. Go over the task as a class

About You

- Have students work in pairs to discuss the questions. Encourage them to use the questions as conversation starters, not just as questions to be answered.
- Call on students to report back to the class something interesting they heard from a group member.

8 Conversation

- Play the audio while students listen and follow along in their books.
- Ask students to underline the verbs and verb phrases in the conversation. Then tell them to pay attention to the sequence of events. Say: What happened to Samir first? Then what happened? How about Jasem?
- Play the audio again while students reread silently.

Real Talk

- Ask: Who says it was your lucky day? (Samir) Why does he say this? (because Jasem wasn't badly hurt)
 Ask: Who says stuck in a wheelchair? (Jasem) Why does he say this? (to show empathy; he must not like not being able to get around) Ask: Who says Look at it this way? (Samir) Why? (to show there is more than one way to think about the situation)
- Have students work in pairs to practice the conversation.

About the Conversation

- Tell students to work alone to answer the guestions.
- Have students check answers first in small groups, and then as a class.

Answers

Answers will vary. Sample answers:

- Samir's motorcycle skidded on a patch of oil, and it crashed into a car.
- 2. He was lucky because he was wearing a helmet, and it probably saved his life.
- **3.** Jasem was cycling in the park. A squirrel ran in front of him, so he swerved to avoid it and hit a tree.
- **4.** Jasem is sorry for Samir because he is going to be stuck in a wheelchair for a while.
- He says that with two casts, he has enough room for all his friends to write their names on his casts.

Your Turn

Have students work in pairs. Each student pretends to be either Jasem or Sanir describing the accident to a friend. Tell them to refer to the conversation only as needed to recall the details of the accident. Remind students to switch roles.

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Language Builder

Explain to students that the phrase *to get off lightly* can be used in many situations in which the outcome isn't as bad as it could have been. For example:

My flight was cancelled. I got off lightly, though. They put me on another flight right away.

My manager told me we all had to work overtime last weekend. But, I got off lightly. I only had to work a couple of extra hours.

Workbook

Assign page 269 for additional reading practice.

Teaching Tip

Pantomime can be a useful way to present verbs that are difficult to explain; for example, *swerve*, which appears in the conversation. Demonstrating an action saves time and enables students to use knowledge of their own life experiences to understand new vocabulary.

Additional Activity

Activity 1: Have students work in pairs to come up with two accident scenarios; for example: *broke a leg snowboarding*, and *sprained an ankle in a race*. Pairs write them down and exchange papers with another pair. Then they role-play the scenarios they were given.

Activity 2: Have students pantomime actions from the conversation; for example: *skid on a patch of oil.* The rest of the class guesses the verb.



Is it true that accidents just happen, and they can't be prevented?

- It was reported that a man was mowing his lawn when he went over a 60-meter (200-foot) cliff.
- Lightning struck a woman, Elizabeth Mena, while she
 was cooking dinner in her kitchen in Pennsylvania.
 She was standing near the back door, when the lightning
 came through the door and struck her. Luckily, she wasn't
 injured seriously.



Samir: So, how did you hurt yourself?

Jasem: I fell off my bike.

Samir: Really? So did I. My motorcycle skidded on a patch of oil on the road, and I crashed into a car. The last

thing I remember was flying through the air and hitting the windshield. I woke up in the hospital.

Jasem: Were you wearing a helmet?

Samir: Yes, luckily I was. That's what probably saved my life. How about you?

Jasem: I was cycling in the park, so I didn't think I'd need a helmet. I don't like wearing helmets—they're

uncomfortable and unattractive. This squirrel came out of nowhere. I swerved, lost my balance, and hit a

tree. I got off lightly—only a few bruises and a bump on my head.

Samir: It was your lucky day!

Jasem: Yeah. That's too bad you broke both legs. You're going to be stuck in that wheelchair for a while, I guess.

Samir: Look at it this way—if I broke only one leg, there might not be enough room for all my friends to write

their names on the cast. Hey, would you like to sign your name?

Real Talk

lucky day = a day of good fortune

stuck in = caught and unable to move out

I guess = expression to show that you're not totally sure about a statement Look at it this way = There's a different way to think about something

About the Conversation

1. How did Samir hurt himself?

he lucky?

Ministry 3. FABW BR Jasem hurt himself?

2023 - 14.4 Why is he sorry for Samir?

5. What does Samir say about the casts on his legs?

Your Turn

Read the conversation again. Imagine you are Samir or Jasem. Describe your accident to a friend.

9 Reading



Before Reading

Read the events. For each event, write one sentence that describes the happy or unhappy ending that the people had.



Jnusual Accidents and Deaths

Many people are interested in stories of unusual accidents—some of these stories have happy endings, but some, unfortunately, have unhappy ones.

Unhappy Endings

According to the legend, the ancient Greek playwright Aeschylus was killed when an eagle dropped a tortoise on his head. The bird was trying to break the tortoise's shell on a rock in order to eat it. Aeschylus was bald, and the eagle thought the unfortunate man's head was a good rock on which it could break the shell.

An eight-foot tall ostrich was seen weaving through heavy traffic on a Saudi Arabian highway, near Abha. One of the drivers filmed the scene and uploaded it on the internet. No one tried to stop and catch the 180-kg bird that was taller than humans and ran at almost 70 km per hour. It had probably escaped from a farm and ran into heavy traffic instead of the wild.

Some people worry about being hit from things falling from outer space. There is only one person in all recorded history who has been killed by a meteorite—Manfredo Settala. The tragedy happened in 1680.

Ahmad Ali lost his eight-year-old son in a drowning accident at a friend's house. His son had been invited to join other children at a friend's house to play and swim in the pool. According to the invitation a lifeguard was going to be present. The young boy was really excited and begged his father to let him go. So, Ahmad Ali picked him up from school and drove him to his friend's house before 1:00 p.m. That was the last time he saw him alive.

HAPPY ENDINGS

A German soldier was riding in the back seat of a World War I plane when the engine stalled as a result of an unusual gust of wind. He fell out of his seat while the plane was high above the ground. As he was falling, the plane's engine started again, and he landed back in his own seat. The pilot was then able to land the plane safely.

Bob Hail jumped out of an airplane in November 1972, but his main parachute failed to open. His backup parachute also failed. Bob dropped about 3,000 feet (900 meters) at 80 miles (128 km) per hour and hit the ground face first. After a moment, he got up and walked away with only minor injuries. It was an amazing escape.

In September 2007, Phil Lamattina escaped death when he was driving at over 300 miles (500 km) per hour in a drag race in Brisbane, Australia. Phil was racing down the track when his car became airborne, split in two, and burst into a fireball. He was knocked out, but he survived. Although he was in the midst of the ball of fire, Phil was burned only on the tip of his finger. When his brothers later showed him the video of the accident, Phil couldn't believe he was watching himself—and that he had such a lucky escape.

Railroad worker Phineas P. Gage was working with some dynamite when it exploded unexpectedly. A bar that was 3 feet (1 meter) long and that weighed 13 pounds (6 kg) went clear through his head. He remained conscious, but was unable to see out of his left eye. After a while, his sight returned, and he fully recovered.

Reading

READING STRATEGY Reading subheads

Explain to students that articles are often broken into sections with subheads. The subheads give information about different topics within the reading. Subheads can help students understand the focus of what they will be reading.

- Ask students to read the title and subheads of the reading. Have them predict what the reading is about and tell you how it is organized.
- Ask the **Before Reading** questions and have students work individually. Call on students to read their answers.
- Play the audio while students listen with their books
- Have students open their books and scan the reading to find any words and expressions that are new to them. Elicit and write them on the board. Do not explain them, but use them in sentences and have students guess the meanings. Words and expressions that might be new for students include:

meteorite = a mass of stone or metal from space that reaches Earth

They thought they saw a UFO in the sky, but it was a meteorite.

on the spot = immediately

He had a heart attack and died on the spot.

stall = when a motor stops working

The car suddenly stalled in the middle of the road.

weave through (traffic) = run in and out of the way of obstacles (cars), zigzag

airborne = in the air

The snowboarder flew off a jump and was airborne.

conscious = awake and able to understand what is going on

The man fell and hit his head hard, but he remained conscious.

- Play the audio again as students follow along in their books. Tell students to underline the sentences that express the unhappy or happy endings.
- Have students work in pairs to tell each other what happened in each situation.

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Language Builder

Point out how the phrase as a result of is used to express cause and effect. For example, the following two sentences have the same meaning:

The engine stalled as a result of a gust of wind. The engine stalled because of a gust of wind.

After Reading



- Have students work alone to choose the correct meaning of each word as it is used in the reading.
- Check answers as a class.

Answers

1. d **2.** e

3. f

. b

5. a

5. c



- Have students work alone to complete the sentences.
- Call on students to read their answers.

Answers

Answers will vary. Sample answers:

- 1. Aeschylus was killed
- 2. you will get hurt / should protect your head
- 3. many children were invited and a lifeguard was going to be present
- 4. it didn't open
- 5. couldn't believe he survived

Discussion

- Have students work in groups to discuss the questions.
- Call on each group to report to the class their answer to one of the discussion questions.

Workbook

Assign pages 270–271 for additional writing practice at word and sentence level.



Teaching Tip

Peer editing allows students an opportunity to find out how clearly they are expressing their ideas, and to reinforce their knowledge of English as they help one another. It also enables them to correct small grammar mistakes before they submit their writing.



Additional Activity

Have students choose one of the following topics to write about:.

A time when they ignored a warning and got hurt

A time when they helped someone who was injured

A time when they gave someone a warning and prevented the person from getting hurt



Project: Bicycle Safety

Have students research the types of accidents that occur with bicycles and prepare a list of safety tips.



- In May 2007, a German driver was trying to enter a parking garage, but mistook the subway entrance for the parking garage and got his car stuck in the stairs on the subway.
- true subway.

 That same year, a truck driver accidentally set his truck on fire while driving and cooking. He had put a small gas grill on the passenger seat and was cooking as he drove along.



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After Reading

- A. Match the words with the meanings.
 - **1.** bald
- a. to explode
- **2.** to challenge
- **b.** to throw with great force
- **3.** _____ to weave through **c.** to get better
- **4.** to hurl
- d. having no hair on the head
- **5.** _____ to burst
- e. to contest or fight against
- **6.** _____ to recover
- f. to move through something by turning and avoiding
- B. Complete the sentences about the reading.
 - 1. The eagle dropped the tortoise on Aeschylus's head, and so _____
 - 2. The ostrich in the traffic had probably escaped _
 - 3. Ahmad Ali agreed to take his son to his friend's house because _____
 - 4. Although Bob Hail had a backup parachute, ___
 - **5.** When Phil saw the pictures of himself on the video, he _

Discussion

In groups, ask and answer the questions below. Agree or disagree with your group.

- 1. Which incident in the article do you think is the strangest or the most interesting? Why?
- 2. Where do ostriches normally live? Why do you think this ostrich escaped? How did people react to the scene?
- 3. Do you know anyone who avoided a bad accident? What happened?
- 4. Why do you think people are so interested in stories about other people's disasters?
- **5.** Why do you think people risk their lives in dangerous sports like drag racing, Formula One racing, skydiving, and so on?



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10 Writing 🚺



- A. Consider the following questions and discuss with a partner.
 - 1. How many people drive in your family? How do you feel about driving?
 - 2. What kind of car would you like to drive? Why?
 - 3. Which age group causes more accidents: teenagers, people over 25, people over 60? Why?
- B. Read the text and highlight the words and/or phrases that give information about:

THE ACCIDENT

What happened:

Who caused it:

When it happened:

Who it happened to:

Where it happened:

Why it happened:

How it happened:

Write the words and/or phrases next to the headings.

Now cover the text and use your notes to summarize the accident in your own words.

Use so, because and although to connect your ideas. For example:

Although he was wearing his seatbelt, he still hit his head.

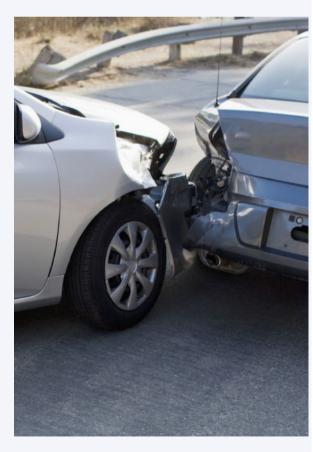
THE ACCIDENT

It was morning and my older brother was driving me to school. Suddenly, a speeding car crashed into us at an intersection and threw us into a telephone pole. I was, fortunately, wearing my seatbelt but I still managed to hit my face on the dashboard.

I was unconscious for some time and woke up as I was taken out of the car and put into an ambulance. The driver of the car that hit us was also in the ambulance. I heard him say he was 90 years old. I was 15, scared to death and likely to end up with a scarred face for life. I started yelling "Please stop driving! Stop driving!" I could not stop.

I don't know what happened to the man, I never saw him again.

I was released from hospital two weeks later. Since then I have always been a cautious driver and advised others to be careful.



10 Writing

A

- Ask students if they have ever witnessed an accident or been in one. Elicit answers from the class. Discuss why accidents happen and how they feel when they are driving or are being driven along a road with heavy traffic and speeding cars.
- Read the directions with the class. Have students answer individually and make notes of their answers.
 Ask them to compare with a partner.
- Call on students to report their answers for the class.
- Have students focus on 3 and discuss with a partner. Ask them to provide reasons for their answer. Have students move around the classroom and ask as many people as they can within the time set, for example 5 minutes. Call on volunteers to say what most students in class think. Hold a class discussion on the question. Write the three groups, teenagers, people over 25, and people over 60 on the board and list the ideas or arguments that students express in note-form.
- Have students check the information on the board and make a final decision as to which age causes more accidents.

B

- Direct students' attention to the picture and the title. Give them a few minutes to discuss what they see in pairs. Ask them to think about what happened before the time shown in the photo and afterwards. Call on pairs to present their ideas.
- Read the directions and have students look at the headings in B. Explain that they have to highlight the word/s or phrase/s that give the information. Call on a volunteer to demonstrate. For example: When it happened: morning.
- Have students read the text individually and make notes/ write key words or phrases next to each heading.
- Play the audio, have students follow in their books and mark stressed words. Have them compare stressed words in pair. Then check in class. Explain that this task trains them to 'hear' the stressed items and helps understanding. It can also help them when they read on their own.
- Ask them to compare notes in pairs. Check answers in class. Call on volunteers to read their answers.

Please role that the answers given are sample answers. Allow students to make notes using their own words and accept answers that make sense.

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Answers

What happened: car crashed into us/threw us into telephone pole/ hit my face on dashboard

When it happened: morning

Where it happened: on the way to school

How it happened: speeding car didn't stop at the intersection/

crashed into us

Who caused it: driver of the other car

Who it happened to: The writer and his brother
Why it happened: the other driver was 90 years old

- Have students cover the text and use their notes to summarize the accident. Ask them to work in pairs. Tell them that they don't need to use the same words as the text.
- Call on pairs to summarize. Have the rest of the class, the audience; decide if the summary was complete and accurate.
- Have a discussion on: Should people over 80 be allowed to drive? Why? Why not?
- Organize students in groups depending on their opinion, have 'yes' and 'no' groups. Have the groups exchange ideas and prepare their arguments to support their position.
- Call on the groups to present their view and their arguments. Give them 5 minutes for each presentation.
 Have the undecided students in class decide which group was more effective and more persuasive.

Additional Activity

Brainstorm words that are associated with the account of an accident. Include general vocabulary items. Have students work in groups to write five words or phrases on slips of paper. Ask them not to show what they have written to other groups. Fold the pieces of paper and place them on a desk. Call on individual students to pick a paper unfold it and use it in part of an account of an accident. Explain to the students that they are free to add as many sentences as they like in order to connect each item with the preceding developments of the story. Set a time limit for each student, for example 1 minute.

Remind students that they need to listen very carefully so they can continue with their own sentence as part of the same account. From time to time call on volunteers to go over the account and repeat what has already been said up to that point.



 Tell students that they are going to write about an accident. Direct students to the Writing Corner. Have them read the guidelines in order to answer a few questions. For example:

Is it a good idea to use long, complicated sentences when writing an account of an accident?

Do we need to mention all the details?

How can we connect events and reasons or causes?

What is important for the reader to do as he/she reads or listens to the account?

 Have students read the last question in the Writing Corner and work in pairs to identify features of the text.
 Text organization/answer:

Paragraph 1: the scene: time, setting/place, people Paragraph 2: events immediately after the accident/the other driver

Paragraph 3: Closing statement/Outcome/effects of the accident

- Go through directions with the class. Have students study the organizer. Give them a few minutes to ask questions if they need help with anything.
- Organize students in small groups and have them brainstorm accidents that they might have witnessed, had, read, and heard about. Give them time to discuss a few of the accidents. Tell them to help each other and make notes in the organizer especially in the boxes for words. Circulate and monitor participation.
- Have students decide on an accident to write about.
 Allow them to help each other. Explain that they can decide to write about their own experience or use ideas and language from the group discussion to write an account. Have them complete the organizer with notes about the accident they have chosen.
- Remind them to follow the guidelines in the Writing Corner and organize their information/notes along the lines of the text about the accident on page 80.
- Have students write their first drafts using their notes.
 Encourage students to share what they know and help each other.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their accounts. Call on volunteers to read their accounts in class?





Additional Activity

Ask students to roleplay in pairs and act out a conversation between friends or an interview between an insurance representative and a witness or the driver at the scene of the accident. Encourage them to use their notes. Remind them that in unrehearsed spoken communication, people repeat things, ask for clarification, start saying something, interrupt it and restart etc.



Teaching Tip

When students are asked to write an account of an event, they often focus on things like tenses, spelling etc. to the detriment of effect and impact. One of the areas that is underestimated in such cases is that of feelings. Have students brainstorm on feelings when something like an accident takes place from the different viewpoints, for example a witness or participant and list words and phrases that convey the state of the people involved. For example: in shock, dazed, frightened, panic.



Additional Activity

A slogan competition - Have students work in pairs creating slogans. Ask each pair to write three slogans to present for the class. Remind them that a slogan needs to be:

Catchy, memorable, clever and convey a message in a funny or striking manner to create an effect. Call on pairs to present their slogans and then post them on the wall or on the board. Have students decide on the best three slogans from different groups.



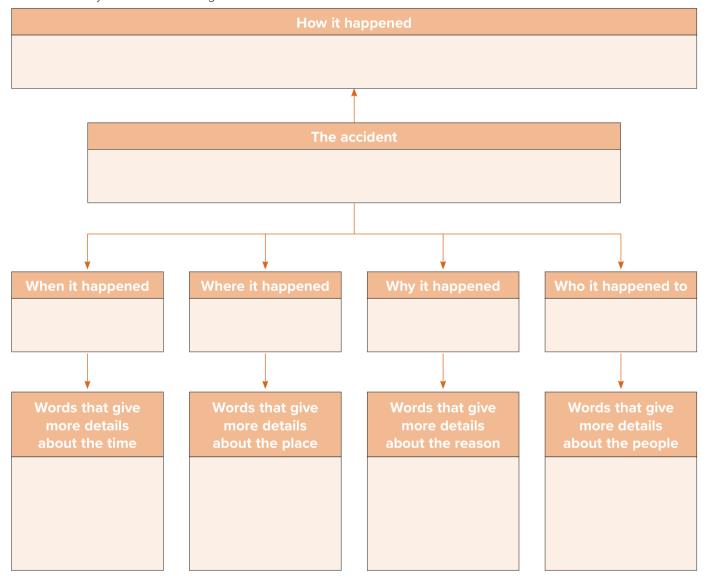
Teaching Tip

Monitor groups to make sure that they have appointed a chairperson and a secretary/note-taker. Go over the duties of the chairperson and explain that if a member of the group wants to speak they need to raise their hand to let the chairperson know. The chairperson makes a note of the people who want to speak and gives them the floor/the right to speak in the order they made their request.

Workbook

Assign page 272 for more writing practice above word and sentence level.

- **C.** Have you ever seen an accident? Have you recently heard or read about an accident? Write a short account of the event.
 - 1. Complete the organizer with as much information as possible in note-form.
 - 2. Write as many words and/or phrases as you can to describe the experience or the event.
 - 3. Use your notes in the organizer to write an account of the accident.



Writing Corner

When you write an account of an accident and refer to an incident as an eye witness or as a participant:

- Focus on important facts or details, not everything.
- Do not use very long, complicated sentences.
- Connect events and reasons or causes when necessary, using: so, because, although, etc.
- ு ்| சூடிும் your reader **visualize** a mental picture of the scene(s).

Ministry of Nowclook at the text about the accident on page 80. How is it organized? What did you think of 2023 - 144t? Why?

Form, Meaning and Function



Modal Auxiliaries

Use *must* to talk about laws and rules. Use *should* to give advice.

You **must** stop at the traffic lights. You **should** drive under the speed limit. You must not park on the sidewalk. You shouldn't eat when you're driving.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

Adverbs of Manner

Adverbs of manner are normally formed by adding -ly to an adjective. They express how something is done.

How did he drive? He drove slowly. How did she walk? She walked quickly.

Adjectives that end in l double the l: carefully

Note: Sometimes an adjective and an adverb have the same form:

He's a **fast** driver. He drives **fast**. He's a **hard** worker. He works **hard**.

The adverb form of *good* is *well*: He's a good player. He plays **well**.

1. A:	l'm afraid l'm running out of gas.
B:	You should
2. A:	The sign says 80 kilometers per hour, and I'm doing 90.
B:	Then you must
3. A:	l'm lost. I don't know which way to go.
B:	I think we should
4. A:	I need to make a phone call. Can you please hold the steering wheel?
B:	You must not
5. A:	The car won't start. There's plenty of gas. I wonder what the problem is.
B:	You should .

conversation with a partner.	
A: Well, my son Brian drives the speed limit. He's always in a hurry.	(reckless). He doesn't stop at stop signs, and he's usually over
B: My son Alexander drives	(good), but he sometimes drives too (fast). one of these days.
A: Well, Brian got a ticket because he was control for people who drive (da Ministry Next liffie in is going to lose his license. 2023 - 1445	driving too (fast). He had to go to a special class angerous). But he still doesn't drive (careful).

Form, Meaning and **Function**

Modal Auxiliaries

- Call on volunteers to read aloud the example sentences in the chart.
- Remind students that both *must* and *should* are modal auxiliaries. The form is the same for all persons (l. vou. he, she, it, we, they, etc.). After the modal we use the main verb in its base form (without to).

Language Builder

Must expresses obligation, or something that is necessary and very important to do. There is no choice. For example: I must get the brakes on the car fixed.

In American English, have to is used more often than must to express obligation or necessity.

Must not (or *mustn't*) means that something is prohibited. This means that there is no choice. For example: You must not jump a red light. It's illegal.

Should is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. For example: You should study hard when you are young.

Adverbs of Manner

- Have volunteers read aloud the guestions and answers. Tell students that adverbs of manner tell how something is done.
- Elicit that to form most adverbs of manner we add the suffix -ly to adjectives.
- Say the following adverbs and have students call out the adjectives: quickly (quick); slowly (slow); correctly (correct); safely (safe); quietly (quiet).
- Then say the following adjectives and have students call out the adverbs: dangerous (dangerously); careful (carefully); bad (badly); nice (nicely); beautiful (beautifully); reckless (recklessly).
- Point out that fast and hard can be used as both adjectives and adverbs. For example: This is a fast car./He is driving fast. This is a **hard** test./He worked **hard** to get a good grade.
- Explain that the adverbs hard and hardly have different fired ings and are unrelated. Hard means requiring a Ministriop 6 Ephysicial or mental effort. Hardly means almost 2023 -nb4,405 to a very small degree.

Language Builder

Explain that to form adverbs, we can often add -ly to adjectives. With adjectives that already end in -y, we change the v to i. For example, the adverb form of happy is happily. When the adjective ends in -e, we drop the e. For example, the adverb form of probable is probably. However, when -ly is added to adjectives that end in -l, double the *I*. For example, the adverb form of *cheerful* is cheerfully.

A

- Have students read the first sentence (A) in the activity: I'm afraid I'm running out of gas.
- Ask: What advice do you have for this person? Elicit various responses and write them on the board. For example: You should stop for gas.
- Students should complete the activity alone and then compare their answers with a partner.

Answers

Answers will vary. Sample answers.

- 1. stop at a gas station
- 2. slow down
- 3. ask someone
- 4. speak on the phone when driving
- 5. take it to a car mechanic

ß

- Have students look at the picture and describe what is happening. Write on the board: This is Brian. He is a driver.
- Ask: What kind of driver is Brian? Elicit possible adjectives from students to describe him and write them on the board: good, bad, reckless, fast, dangerous, careful.
- Ask students to call out the adverb for each adjective: well, badly, recklessly, fast, dangerously, carefully.
- Have students complete the task individually and then practice the conversation in pairs

Answers

recklessly, well, fast, fast, dangerously, carefully

Prepositions of Place

- Focus students' attention on the pictures. Ask volunteers to read the sentence under each picture.
- Give students more examples of the prepositions using classroom objects or the students' positions in the room. For example, say: Adel sits between Ali and Omar. Ahmed's desk is far from the board.
- Point out some of the following details, which students often forget. We say next to (with the word to) but near, (NOT near to). Two of the two-word prepositions use from: across from and far from.

Language Builder

Give more details about the use of prepositions of location.

in the airport = inside the building at the airport = in the vicinity of the airport, either in the buildings or just outside, for example in the parking lot on the corner = a location that is a permanent situation (For example: The bus stop is on the corner.) at the corner = a location that is a temporary situation (For example: The bus is at the corner now.)

Imperatives for Directions

- Have students look at the signs. Read the captions with the class. Ask if they ever see signs that look like this and where. Elicit examples. If students don't understand the sign next to activity C, explain that it is a sign we might see on an old-fashioned elevator.
- To check understanding of the imperatives, you might ask students to stand up and give them the commands.
 For example, say: *Turn right*. Check to make sure that students respond correctly by turning to their right.



- Read the directions to students and check they understand what kind of word needs to go in the gaps.
 Tell them to find words in the presentation above.
- Students should work alone to complete the gaps and compare their answers with a partner.
- Call on students to role-play their dialogs.



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Answers

- 1. straight
- 2. turn
- **3.** to
- **4.** from
- **5.** on

- **6.** on
- **7.** Go
- **8**. on
- take
 next

Workbook

Assign pages 273–274 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Students sometimes ask to have a class discussion. This can be a good idea, but all discussions should be focused. With students' participation, formulate what questions to ask on a topic. For example: What is your opinion on _____? Do you agree or disagree with _____?

Additional Activity



Write the names of places in your school, town or city on strips of paper. Put the strips of paper in a bag or small container. Call students up to the front one by one and ask each student to pull out one piece of paper. They should read the place name on their strip of paper and ask the class for directions on how to get there. Each student can draw a map on the board as they listen to their classmates' directions. Students should start from the classroom and ask: Excuse me, can you tell me how to get to ...?

Prepositions of Place



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.

Note: To describe where we live, we can use the following prepositions:

I live **in** Jeddah. (city)

I live **on** the third floor. (building)

I live **on** First Avenue. (street)

Imperatives for Directions



Take a left. / Turn left.



Take a right. / Turn right.



Go straight.

C. Complete the conversations with the correct prepositions and imperatives.

A: Excuse me, where is the post office?

B: Go (1) _____ and (2) ____ left at the end of this street into Main Street. The post office is next (3) ____ the bookstore across (4) ____ the park.

A: Thank you.

A: So, what's to see in your city?

B: Why don't you visit the National Museum? It's (5) _____ Second Street. You can take the bus. The bus stop is (6) _____ the corner.

A: That's a great idea! Thanks!



A: Excuse me, can you tell me where the accounts department is?

B: Sure. (7) _____ straight down this corridor and take the elevator to the third floor.

pப் பிந்தcounts department is (8) _____ the third floor. When you come out of the elevator Ministry of Edu(9)tion_____ a right. It's at the end of that corridor (10) _____ to the cafeteria.

2023 - 144 Thanks a lot.

12 Project



According to a report by the Kingdom's General Directorate of Traffic, an average of 20 Saudi Arabian residents die on the country's roads each day. A recent survey reports that there are more than 450,000 traffic accidents every year.

- 1. Read the information in the box and find out more about road accidents in Saudi Arabia. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.
- 2. Use the questions in the organizer to guide you. Make notes in the chart.
- 3. Prepare an accident prevention campaign. Think about what you are going to use such as:
 - a website
 - social networks
 - TV commercials
 - badges
 - Add your own ideas.

- · a blog
- advertisements
- posters
- lectures



		Questions	Your answers
	1	Where do the accidents happen the most?	
	2	What kind of accidents?	
	3	What causes the accidents?	
	4	How can these accidents be prevented?	
	5	What can you tell people so these accidents won't happen?	
•••	6	What changes should be made so that these accidents don't happen?	
<u>میاحتاا</u> خ	7 Jiji Jatic	What kind of a poster can you design to inform people about the information you collected above?	

12 Project

- Organize students in groups and have them brainstorm on accidents in their country. Suggest that they think about accidents on the news, in newspapers, on the internet or accidents that they have heard people talk about. Ask them questions such as these:
 - Are accidents common news items on television? Is there always reference to one or more accidents in every broadcast?

Which accidents are more common; accidents in the home, at the workplace or on the road?

- Give groups some time (approximately 6 to 10 minutes) to discuss. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Call on a student from each group to report the group's ideas for the class. Encourage the class to comment, respond or challenge what is said. Remind them to give reasons that support their ideas.
- Direct students to the picture and the blue box at the top of the Project page. Have them read the information in the box and comment. Ask them questions. For example:
 - Did you know that so many people died in road
 - Where do you think most accidents happen? Are they caused by younger or older drivers? Why do you think so many accidents happen in your country?

Discuss answers in class.

- Read the directions with the class. Explain that they can use different sources of information or talk to people they know.
- Have students study the charts and suggest examples. Such as these:

	Questions	Your answers
1	Where do the accidents happen the most?	On busy roads in the city, at intersections, on highways
2	What kind of accidents?	Car crashes, accidents that involve pedestrians, car breakdown
3	What caused the accidents?	Reckless driving, speeding, engine failure, brake failure, (let tire
		• •

4	How can these accidents be prevented?	Through more careful driving at reasonable speeds, obeying speed limits, watching out for pedestrians, stopping at intersections, servicing cars regularly
5	What can you tell people so these accidents won't happen?	That they are endangering their own and other people's lives, a small mistake can cause major damage, driving safely will ensure getting to their destination, driving fast won't
6	What changes should be made so that these accidents don't happen?	Speed should be monitored, speeding should be fined heavily, traffic police should run random checks of cars to make sure that they are in good working order
7	What kind of poster can you design to inform people about the information you collected above?	A split poster showing a bad crash in one part and children greeting their father as he gets out of his car at home in the other/A large poster that shows pedestrians about to run across a busy street with cars rushing past as someone stops them from crossing

- Organize students in groups and have them discuss their own answers to the questions and make notes in the organizer. Encourage them to be as creative as possible.
- Call on a student from each group to present some of their ideas for the class. Ask students to listen carefully and discuss or comment on the ideas that are presented.
- Direct students to the directions for task 3 and give them some time to decide on what they are going to use in their group campaign. Encourage them to add their own ideas or replace some of the ideas listed in their book. Remind groups to assign tasks and responsibilities to group members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions. Advise students to decide on a campaign theme, a slogan, style and color and target audience.

13 Self Reflection

- Write Did You Hurt Yourself? on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what they associate the question with? (accidents in the home, at work, on the road etc.)
- Have students scan pages 72 and 73. Ask them to think about things they liked and things they disliked about this part of the unit. Use guestions to help them remember. For example:

How do most common home accidents happen? What are they caused by? What are some of the most common causes of automobile crashes?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 74–75, ask them some questions. For example:

Complete these sentences:

Most home accidents happen because ...

The road was wet so ...

You should never use a very sharp knife, you might hurt ...

A: I'm a good student. B: So ... A: I don't like... B: Neither ...

Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult
- Direct students to pages 76–77. Call on volunteers to say what the context is in this lesson, for example: common accidents.
- Have students say what they remember from this section and make notes in the chart.
- Write Unusual Accidents and Deaths on the board and brainstorm on language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.
- Organize students in parts and ask them to answer questions like these.

How many people have been hit by things falling from outer | space?

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Describe an amazing escape.

- Have a class discussion about unusual events and coincidences.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult
- Before directing students to 10 Writing ask them to say what they remember about stories and writing accounts of accidents or other events. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 80 and 81 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.

Did they have difficulty making decisions in their group? Why? Why not?

Did they feel that they had the chance to present their ideas?

Was it difficult or easy to access different sources and collect information? Why? Why not? Where did they find information? Where did they find photos?

Did they enjoy preparing the campaign? Would they change anything if they had the chance to do it again? What?

Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



Things that I liked al	oout Unit 5:	Things that I didn't like very much:
Things that I found ϵ	easy in Unit 5:	Things that I found difficult in Unit 5:

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.	l can do this quite well.	I need to study/ practice more.
talk about accidents and accident prevention			
talk about cause and effect			
use reflexive pronouns			
use because versus so			
use so and neither			
use modal auxiliaries <i>must</i> and <i>should</i>			
use adverbs of manner			
use prepositions of place			
use imperatives for directions			

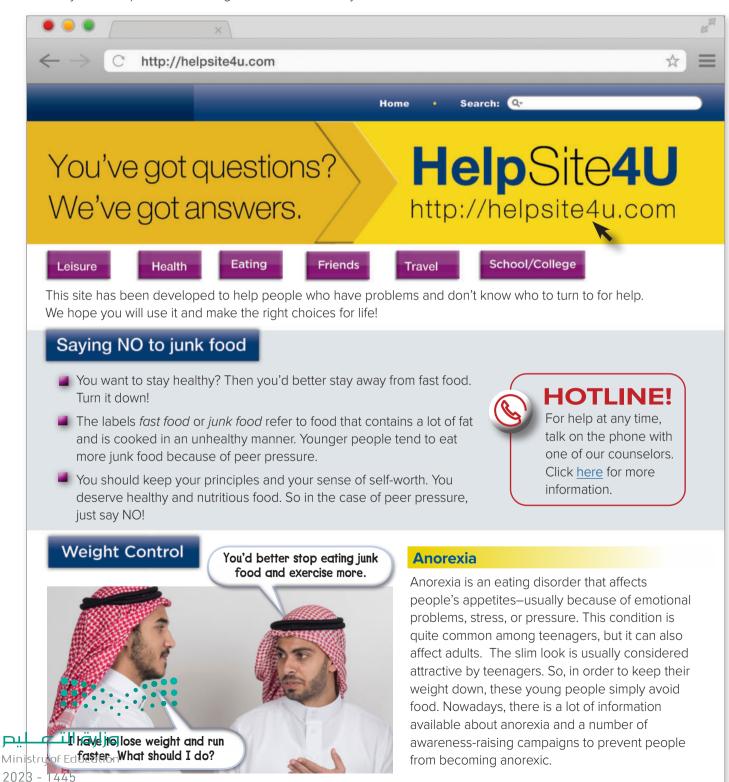
My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
مراد تا قران می این این این این این این این این این ای	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

6 Take My Advice

Listen and Discuss 🕢



Do you look up web sites that give advice? What do you search for?



O Unit Goals

- Vocabulary
 Advice
 Keeping fit
- Functions
 Discuss common problems
 Ask for and give advice
- Grammar
 Modal Auxiliaries:
 Should, Ought To,
 Might, Could—
 questions, affirmative,
 negative
 Had Better—questions,
 affirmative, negative
 Two- and ThreeWord Verbs
- Listening
 Listen for specific information

- Pronunciation Stress in two- and three-word verbs
- Reading
 Breaking the habit—
 Getting healthy
- Writing
 Write a letter of advice
- Form, Meaning and Function Quantity Medicine Clauses with when
- Project
 Community resources

Warm Up

Have a general discussion about problems among teenagers. Ask: What kinds of problems do people your age often have? What common problems do some of your friends have? Write their answers on the board. Students may suggest some of the following problems: getting along with parents, getting along with friends, doing well in school, having too much stress, losing or gaining weight.

Ask: What do you do when you have problems? Who do you go to? Do you go online to get advice? Ask students what websites they use for advice. Compile a list on the board. You might want to suggest that students copy the list into their notebooks.

1 Listen and Discuss

- Have students open their books to pages 86 and 87 and look at the web pages. Discuss how information on a website is usually given in small chunks: banners with headlines, lists with bullets, drawings and photos, paragraphs, and links to related websites. Discuss how web designers play with the format to make the content interesting and to hold the reader's attention. Ask students if any of them have designed websites.
 If so, ask them what they considered when designing.
- Have students scan the websites and identify the various sections: main title, address, subtitles, etc.
- Play the audio for page 86. Have students circle any words that are new for them.
- Play the audio again as students follow along in their books. Then go over any new words and expressions students ask about.
- Write the following phrasal verbs on the board: turn to, stay away from, turn down, and keep down. Ask students to find the sentences with these verbs. Elicit the meaning of these phrasal verbs in these sentences.

turn to = go to for help
stay away from = avoid
turn down = refuse
keep down = control

 Have students find the verbs used to give advice: had better and should. Also point out that imperative verbs are sometimes used to give advice. For example: Turn them down!

Language Builder

Remind students that the prefix il- means not. For example, illegal means not legal; illegible means difficult or impossible to read; illiterate means not able to read or write.



- Play the audio for page 87.
- Play the audio again, and have students read along silently. Go over any new vocabulary words that students mention.
- Write the following phrasal verbs on the board: put
 off, take up, and work out. Have students find the
 sentences with these verbs. Elicit the meaning of these
 phrasal verbs in the sentences.

put off = postpone

take up = start, learn how to play

work out = exercise

Quick Check



 Ask students to work individually to underline the expressions of advice.

Answers

Answers will vary. Sample answers: you'd better, you should, you ought to, you could, you might



 Have students work in pairs to ask and answer the questions. Call on pairs to present for the class.

Answers

Answers will vary. Sample answers:

- 1. You should call the counselors on the website.
- 2. They shouldn't avoid food.
- 3. Some young people avoid food to look attractive.
- 4. You might take up a sport or work out.
- They should wear their seat belt. They should slow down on intersections.

2 Pair Work

- Play the audio for the conversations.

 Ask students to listen and repeat.
- Model the examples with volunteers, changing roles.
 Encourage students to continue each conversation a few role lines. For example:
 - A: What kind of exercise should I do?
 - B: Running is great, or you could try swimming.

The Hold have my snacks.

Ministr**B**or You should eat less junk food. Try more fruit. 2023 - 1445

- Organize students into pairs. Tell them to take turns asking for and giving advice about the problems mentioned as well as other common problems.
- Monitor students as they practice. Then call on several pairs to present for the class.

Language Builder

The phrasal verb work out has several meanings.

I like to work out.

(work out = to exercise)

We need to work out how much we owe.

(work out = to calculate)

We need to work out where to go over break.

(work out = to decide)

Don't worry, everything will work out fine.

(work out = to turn out, to be)

Workbook

Assign page 275 for practice with the vocabulary of the unit.



Teaching Tip

In general, it benefits students to personalize activities and draw from their own experiences. However, when topics, such as weight, may be sensitive, students might prefer to focus on other people rather than themselves.

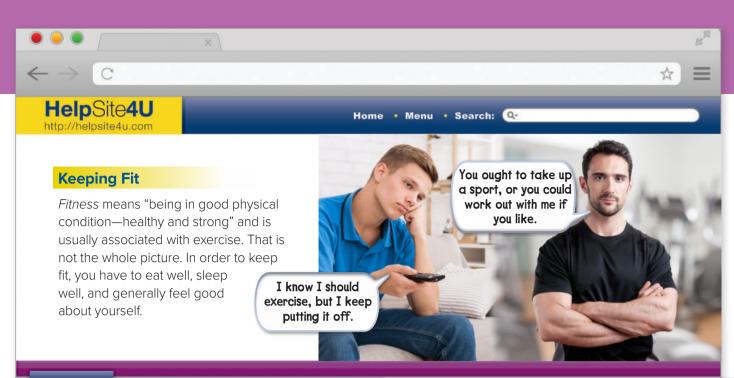


Additional Activity

Before class, explore websites that offer appropriate advice, and note the URLs. Make a list of problems and questions for students to answer based on information from those websites. Write the URLs on the board. Students can work in pairs or small groups to find the information.



There are many websites that provide daily personal advice. You simply go to the website, describe your problem, and submit it. Within a few hours or days, advice is sent back by email. The best part is you can get advice, and no one knows who you are.



Driving

Some tips on driving

- You should avoid:
 - driving too fast
 - driving through a red light
 - speaking on the phone while you are driving
 - overtaking other cars on a narrow road
 - racing
 - drifting on a busy road

Staying safe on the road

- You should always wear your seat belt, even for short distances.
- You ought to observe speed limits, especially when you drive through towns.
- Try to slow down at intersections even if you have right of way.
- You might check the route before you start, especially if you are going to a new place.

Quick Check V

- A. Vocabulary. Underline the expressions of advice on the site.
- **B.** Comprehension. Answer the questions about
 - **1.** Who should you call in case of a problem?
 - 2 What shouldn't young people do in order to keep slim?
- Why do some young people avoid food?

 4. What might you do in order to stay fit?

2023 - 1445. What should people do to stay safe on the road?

2 Pair Work 🔀



Find facts that give advice in the HelpSite4U and make guestions for them. In pairs, ask and answer the questions.

- What should I do to lose weight?
- You ought to exercise, and you shouldn't eat a lot of junk food.
- l'm feeling depressed, and I don't know what to do?
- You'd better see a psychologist or a psychiatrist.

3 Grammar 鷆



Modal Auxiliaries: Should, Ought To, Might, Could

Use should, ought to, might, and could to give advice. Ought to is stronger than should. Might and could are less strong.

Question (?) Affirmative (+) Negative(-)

You shouldn't go. You **should** stay. You **ought to** stay. You **ought not to** go. Should I stay, or should I go?

You **might** stay. You **could** stay.

Had Better

Had better is used to give advice. It's stronger than should and ought to.

Note: had can be contracted to 'd.

Question (?) Affirmative (+) Negative(-)

You'd better take it. **Should** I take this medicine? You'd better not take it.

Two-Word- and Three-Word Verbs

The meaning of two- and three-word verbs is often very different from the words taken separately.

1. Verb + adverb particle

to **put** something **off** (postpone) They **put off** the meeting until next week. to **give** something **up** (stop doing) He gave up smoking for health reasons.

to **take** something **up** (begin) I'm going to take up karate.

to **throw** something **away** (discard) Don't throw away your old clothes.

to **turn** something **down** (refuse) The committee turned down my proposal.

2. Verb + adverb particle + preposition

to **get along with** someone (be friendly) I get along well with Fatima. to **put up with** someone or something My boss is difficult to put up with.

(accept a bad situation)

Pronoun objects go between the verb and particle.

I can't find my old sneakers. Did you throw them away?

Nouns can go between the verb and particle or after the particle.

I threw the **sneakers** away. I threw away the **sneakers**.

A.	Complete the sentences using	ng the verbs in paren	theses with pronoun objects.
•	I took off my sneakers and _	put them away	_ in the locker. (put away)

When I received the form, I _______. (fill out)

•2. I finished reading the book and ______ to the library. (take back)

3. His hair was too long, so he ______ for his passport photo. (cut off)

Ministry of EsuWhiemyou finish using the computer, please ______. (turn off)

2023 - 1445

3 Grammar

Modal Auxiliaries: Should, Ought To, Might, Could

- Go over the material in the grammar chart. Remind students that shouldn't is the contracted form of should not, and that there is no contracted form for ought to.
- Explain that *might* and *could*, when used to give advice, express suggestions or possibilities. They are less strong than should and much less strong than ought to. They are usually used to express ideas rather than give advice.
- Explain that the negative form of *ought to* is considered formal and is usually only used in formal speech and writing.
- Ask guestions with *should* to request advice. Have one student give an affirmative response, and have another student give a negative response with shouldn't. For example:

You: Should I give you more homework?

A: Yes, you should. I want to study harder.

B: No, you shouldn't. I'm too busy already.

• Then have pairs of students ask for and give advice to each other.

Had Better

- Go over the material in the grammar chart.
- Remind students of the contracted forms of had with all the subject pronouns: I'd, you'd, he'd, she'd, it'd, we'd, and thev'd.
- Ask yes/no questions, and have students respond, giving advice with had/'d better or had/'d better not. For example:

You: Should we skip the school assembly?

- A: Yes, we'd better. We need to work on our projects.
- **B:** No, we'd better not. Everyone in the school should go.
- Then students work in pairs to ask for and give advice using had better.



Explainithat the put has the same meaning as throw away.

Ministry of Education

Two- and Three-Word Verbs

- Go over the material in the grammar chart. Write on the board: His book fell off the table. He put off the meeting until next week. Review that in the first sentence off is a preposition, whereas in the second sentence off is a particle, and it is part of the verb.
- Explain that all of the two-word verbs are separable. That is, the object can go after the particle or between the verb and the particle. For example, write on the board: They put off the meeting./They put the meeting off. With separable two-word verbs, we can replace the noun object with a pronoun. For example: They put it off.
- Explain that with three-word verbs the object always goes after the preposition. For example, write on the board: Ali gets along with Omar. He gets along with him.
- Write sentences on the board with an object. Have students restate the sentences, replacing the object with an object pronoun. For example: He's **going to take up karate.** (He's going to take it up.)
- Sav or write on the board sentences using synonyms of the three-word verbs in the chart. Have students restate the sentences using the correct three-word verb. For example:

You: He told him he exercises every day.

Class: He works out every day.

You: They are friendly with each other.

Class: They get along with each other.

You: He couldn't accept the bad working

conditions.

Class: He couldn't put up with the bad working conditions.



- Have students work alone to complete the sentences.
- To check answers, call on students to read their completed sentences for the class.

Answers

- 1. filled it out
- 2. took it back
- 3. cut it off
- 4. threw them away
- 5. turn it off

B

- Have students work individually to complete the sentences, substituting the words in parentheses with two- and three-word verbs. Alert students that they may need to add pronouns or prepositions.
- Have students work in pairs to compare answers. Then call on students to read the completed sentences for the class.

Answers

- 1. throw away
- 2. put up with
- put off
- 4. take up, give up
- 5. don't get along, put up with



- Have students work in pairs to read the situations and make suggestions using should, ought to, might, could, and had better.
- Call on students to share with the class one piece of advice their partner gave for any of the situations.

Answers

Answers will vary. Sample answers:

- 1. You could go to a sport's club.
- 2. You ought to get a nicotine patch.
- You'd better give up sweets. You ought to eat more vegetables.
- You should have more confidence in yourself.
- 5. You should go out and have fun. You might volunteer to help others.



- Have students work alone to write their sentences.
- To check answers, call on pairs. One student reads the situation and the other reads his or her response, using had better.

Answers

Answers will vary. Sample answers:

- 1. You'd better go home.
- 2. I'd bette take a vacation. 3. They'd better go to bed.
- 4. We'd better buy a new car.



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Workbook

Assign pages 276–278 for more practice with the grammar of the unit.

Language Builder

To give (something) up means to stop completely.

To cut down on or to cut back on means to reduce the amount of. For example:

He's trying to give up smoking. So far he has cut down on it. He only smokes a couple of cigarettes a day.

My brother used to play video games all night. He can't give it up, but he's cut back on it. He only plays for a few hours now.



Teaching Tip

Establish an atmosphere of trust in the classroom so that students feel relaxed practicing new language. This will enhance their confidence to use it outside the classroom. To this end, it's important to work on accuracy, and also give students opportunities for fluency practice without corrections.



Additional Activity

Activity 1: Have students work in groups. Students take turns saying a situation, and their group members offer advice. For example:

- A: It takes me so long to do my homework.
- B: You should try to do it right after school if you can.
- C: You ought to work with a classmate.
- **D:** You could talk to the teacher about it.

Activity 2: Write on the board the expression, Don't put off until tomorrow what you can do today. Discuss the meaning. Ask students if they know a similar expression in their language.

В.	Substitute	the	words	in	parentheses	with	two-word	and	three-word	verbs.

•	Thank you for your offer, but I'm going to have to <u>turn down</u> (refuse) your help.
	1. I need to clean my closet and (discard) a lot of old clothes.
	2. We have to (tolerate) our neighbors' loud voices every night.
	3. I have to finish my big report. Can we (postpone) our meeting for tonight?
	4. Samuel wants to lose weight. He ought to (begin) a sport like jogging.
	He should also (stop) eating sweets.
	5. I have a new person who shares my apartment. Unfortunately we (not have a good
	relationship). I have to (accept) his messy ways.

C. Give advice. What would you say in the following situations? Share advice with a partner.



A friend is going to travel by car in a foreign country.

You ought to take a good road map.

You'd better make sure to learn the meanings of signs.

- 1. A friend is looking for a hobby. Where can he go to find out more about hobbies?
- **2.** A friend is trying to give up smoking.
- 3. A friend wants to lose weight.
- 4. A friend has very low self-esteem.
- **5.** A friend is feeling down and depressed.

D.	Write	sente	nces	using	had	bett	er
----	-------	-------	------	-------	-----	------	----

Laura has been sick for a couple of days. It's time she saw a doctor.	She'd better see a doctor.
1. It's getting late. It's time you went home.	
2. I haven't had a vacation for a long time. It's time I took one.	
3. The kids have been playing all day. It's time they went to bed.	
4. Our car is really falling apart. المالة على المالة ال	

Ministry of Education 2023 - 1445

4 Language in Context



Read about Ali's lifestyle. Give advice to deal with his stress using should, ought to, or had better.

- Works 10 hours a day in the office
- Takes work to do at home on the weekend
- Drinks a lot of coffee
- Spends an hour and a half in traffic on his commute
- Doesn't have time to exercise
- Rarely goes out with friends
- Hasn't had a vacation in two years



Listening



Three teenagers are talking to Dr. Wise about their problems. Complete the chart.

	Problem	Doctor's Advice
Harvey		
Adel		
Saeed		

6 Pronunciation



A. Listen. Note that the main stress is on the second part of the two-word or three-word verb. Then practice.

put off I put off my new diet.

turn down I don't want to turn **down** a friend who asks for help.

put up with Ahmed has put **up** with the noise for a long time. Now he has had enough.

B. Read the advice website again. Find two-word and three-word verbs. Practice reading them aloud, putting the main stress on the second part.

7 About You 🔀



In pairs, ask and answer the questions. Then switch roles.

- 1. What are the most common problems for the people you know?
- 2. Do you know people that are either easy or difficult to get along with? Why is that so?
- **3.** Do you know anyone who eats too much junk food? How can you help? **4.** Do you know anyone who suffers from anorexia? How can you help?

Ministry of Education Are you weight conscious? Explain.

2023 - 6.445 Are you concerned about your health and fitness? Explain.

4 Language in Context

- This can be done in pairs. One student makes a sentence about Ali's lifestyle; for example: He works 10 hours a day. The other student offers advice for Ali, using should, ought to, or had better.
- Have students take turns making the statements and offering advice.

Answers

Answers will vary. Sample answers:

He ought to work less. He shouldn't work on weekends. He ought not to drink a lot of coffee. He should move closer to work. He'd better start to exercise. He should go out with friends more. He'd better take a vacation.

Listening

- Remind students that knowing what information they need to listen for will make the listening task easier. Ask: For each person, what are you going to hear? (a problem and the doctor's advice)
- Play the audio twice and have students write notes in the correct columns.
- Play the audio a third time for students to check their answers.

Audioscript

1. Doctor: Now, Harvey, what seems to be the problem?

Harvey: Well, doctor, whenever I look at myself in mirror, I feel terrible. I'm putting on so much weight.

Doctor: Do you ever work out? Do you exercise?

Harvey: Not really. I spend a lot of time sitting at my desk playing games on my computer.

Doctor: What kind of food do you eat?

Harvey: I have the usual pizza, beef burgers, fries, mostly fast food, but I don't eat all that much.

Doctor: It isn't just the quantity—it's the quality. You should change your diet and eat more salads, fruits, and vegetables. And you ought to take up a sport or do some other physical activity.

Harvey: Can't you just prescribe some of those diet pills, doctor?

2. Doctor: What can I do for you, Adel?

Adel: Doctor, I have a problem with my skin. Look at my arms and hands, they're really itchy and I scratch all the time.

Doctor Have you talked to your parents about this? Have you used a different soap or something lately?

Adel: Actually, it was my parents who suggested I come and see you. ... No, I haven't used a different soap and I know we haven't changed detergent, so I don't know what it is.

Ministry อิงเรียงเป็นผลเป็นสิ่น you been eating?

2023 - Adel: 5 Meat and vegetables and some fruit ... fries, but I've always had fries; they've never done this to me. Oh, yes, cashew nuts. I eat loads of nuts because I do a lot of training for the football team, you know...

Doctor: Well, Adel. I don't think you need to worry about anything, as long as you stop eating nuts...Yes, I know they're really nutritious but they don't seem to agree with you. And just to be on the safe side, I would advise you to stay away from all types of nuts and salty snacks...

3. Doctor: So, Saeed, what's the matter with you?

Saeed: I'm not sure. Every time I exercise or run I feel really weak. The other day I nearly fainted at school. And the strange thing is. I eat well and I watch what I eat. I try to avoid junk food. I don't eat any sugar. I don't use salt.

Doctor: I've known you since you were a kid and you never had a problem. What made you give up salt and sugar completely? Did anyone encourage you to avoid them?

Saeed: Well, actually, no but I read some articles on the web and they said that if you are a man it's a good idea to be careful with food and to get regular exercise, as prevention against high blood pressure.

Doctor: You're a young man. You've been strong and healthy since you were a baby. No, wonder you've been feeling faint. You use up a lot of energy and you need calories, fuel for your system. Start with salt in your food. By the way, a little sugar won't hurt you especially before or after practice. Your body needs it. The articles you read were probably addressed to older men, not teenagers like yourself. And don't believe everything you read, at least not yet...

Answers

Answers will vary. Sample answers:

1. Harvey

Problem: He's gaining weight.

Doctor's Advice: He should change his diet and take up a sport or do some other physical activity.

Problem: He has a problem with his skin. Doctor's Advice: He should stop eating nuts..

3. Saeed

Problem: He feels weak every time he exercises.

Doctor's Advice: He should start having salt in his food again.

6 Pronunciation

- A. 🕙 Have students listen to the audio twice and repeat the phrasal verbs and sentences.
- **B.** Have students work alone to find words. Go over the task as a class.

About You

 Have students work in small groups or pairs to discuss the questions.

8 Conversation

- Have students look at the photo and describe who they see. Ask: What do you think their relationship is? How do you know?
- Have students scan for two-word, three-word verbs, words, and expressions that are unfamiliar. Elicit and write them on the board. Encourage students to try to understand the words through context, or ask other students to explain the meanings if they know them. Some words that might be new include: give up (quit), well-being (feeling healthy and happy), open (relaxed and honest).
- Have students listen to the audio with books closed.
- Play the audio again, and have students read along silently.

Real Talk

- Explain that we can use feeling down to mean depressed, and can also use feeling up to mean happy.
- Explain that when someone says you should look out for yourself, they usually mean that you should care about yourself instead of being concerned about other people.

About the Conversation

- Have students work in pairs to ask and answer the questions. Encourage students to answer in their own words rather than reading from the Conversation.
- Call on pairs to present to the class.

Answers

Answers will vary. Sample answers:

- Mohammed's classmates keep calling him to ask questions or ask him to help them prepare for the exams.
- He says that Mohammed ought to talk to their classmates and explain that he has to work/study as well so they can't expect him to be free all the time.
- They think Mohammed knows everything and doesn't need time to study.
- 4. To find out what kind of mood Mohammed is in before they call
- **5.** He is fed up with people calling him and has run out of things to say. He wants Mohammed to talk to their classmates and explain that he needs time to prepare before the exams as well.

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Your Turn

Have students work in pairs to create their conversation.
 One student asks for advice about a relationship and the other offers advice. Explain that they can choose any type of relationship: parents, a brother or a sister, a co-worker, a friend, or a team member on a sports team. In any case, advice is needed because there is a problem in the relationship.

Workbook

Assign page 279 for additional reading practice.

T I

Teaching Tip

Modify activities to meet the needs of your students. For example, in some classes, students may need to concentrate more on accuracy and grammar practice than on fluency skills that they develop through discussions. It's important to gauge the needs of a class, and how those needs may change over time.



Additional Activity

Activity 1: Have students work in groups of 4 to 6 to role-play a TV advice show. One student is the moderator, one is the guest who has a problem, and the other students are experts there to offer advice. Encourage students to disagree about the advice they offer, and to give reasons for their point of view.

Activity 2: Have students work in small groups. Students take turns asking for advice about a problem. The other students give a range of advice, starting with suggestions using *might/could*, and working up to *should/had better*.



- Ann Landers was an advice columnist for 45 years. Her
 column was a regular feature in newspapers across the United
 States. People would write to her, and she would publish her
 responses in her column. After she died, her column became
 "Annie's Mailbox," written by others because they knew many
 people still wanted advice!
- Judith Martin, Miss Manners, is known as an authority on polite behavior. She offers advice in her newspaper column on the most polite way to deal with situations and social dilemmas people face each day, such as noisy neighbors, problems with friends, and co-workers who are hard to put up with.

8 Conversation <a>



Underline the two-word and three-word verbs. Practice reading the conversation with a partner stressing the second part of the two-word and three-word verbs.

Hussain: Hey, Mohammed. You look

upset. What's the matter?

Mohammed: I'm feeling down. It's all

these exams coming up. There's so much pressure and everyone's calling me

all the time, to ask about this or that. When I'm out they're constantly calling me on my cell phone to ask for help. If I say I can't speak, they want to know what time I will be available and where I will be so they can come over or call again.

Why don't they call someone else?

Hussain: You ought to talk to them and explain that they can't expect you to be free to

help everyone all the time. You have work to do as well.

Mohammed: I tried talking to them, but they say I'm being selfish, and looking out for myself

and nobody else. Oh, I give up!

Hussain: They probably think you don't need to study; you know it all anyway.

Mohammed: Seriously? Of course, I need to study. I don't remember everything we've done.

Do you get calls from classmates?

Hussain: Sure. They're pretty nervous about calling you, so they call me first to find out

what kind of mood you're in. To be honest, I would be really happy if you talked

to them. I don't know what to say to them anymore.

Real Talk

feeling down = feeling depressed

look out for myself = think only about yourself and not care about

other people

To be honest = an expression used to make a statement stronger

About the Conversation

- 1. What's Mohammed's problem with his classmates?
- 2. What advice does Hussain give him?
- 3. Why does Hussain think their classmates keep on calling Mohammed?
- **4.** Why do the other students call Hussain?
- 5. How does Hussain feel? What does he want Mohammed to do?

Your Turn

Two k ตัวเมื่อ partner. Prepare a conversation in which a friend asks for your advice about Ministry af Grobiem. Present the conversation to the class. 2023 - 1445





9 Reading



Before Reading

- **1.** Write down what you think are the main ingredients that attract people to junk food. Share your answers with the class.
- 2. List the factors that normally lead people to become addicted to junk food. Share your answers in groups.

Good eating habits contribute to health and fitness and make you feel strong. "What is so good about a diet of vegetables and fruit combined with lean meat, preferably chicken or fish?", you might ask. If you are very tired, hungry, and upset there is nothing better than a juicy beef burger with fries or a giant pizza, you think. That's probably true if your brain has gotten used to the pleasure felt when tasting junk food. But is it good for you? Does it help you stay fit and control your weight? How do you feel after you've had a meal? Are you sure it's not time to break the habit?

Breaking the habit—Getting healthy

The following is a checklist to help you decide if it's time for you or a friend to change eating habits. Just ONE "warning sign" should be enough reason to take action.

- You shouldn't think 'junk food' the minute you start feeling hungry. There never is an acceptable reason for this. It is a definite sign of a habit that is on the way to becoming an addiction.
- Comfort eating is usually associated with junk food and in general, high calorie food that is also high in carbohydrates [starch and sugar] and saturated fat. If you run to the nearest fast food chain every time you feel down, you know it is out of control.
- ✓ A healthy, nutritious meal does not have to be bland and boring. When pushed you can picture appetizing dishes that do not contain fries or fatty ingredients but you still prefer to get hold of a beef burger or a pizza. You know it's not the best food for you. You know that you are going to feel sleepy and tired after you have eaten.
- ✓ To be honest, healthy is a relative term. It all depends on what your alternatives are. There are 'healthier' choices you can make even at a fast food restaurant. You might, for example, order salad as a side dish instead of a second helping of fries. You could avoid condiments such as ketchup or mayonnaise, or eat a chicken burger. You know all this, you have promised yourself to do it next time you are there, but somehow it never happens. You keep on insisting that those dishes take longer to prepare.

But breaking a habit can leave you feeling down. Don't worry, this is quite common; and it shouldn't last very long if you stick to your decision to give up junk food.

- You ought to decide on your own if it's best to cut down on the amount of junk food you eat, gradually over a period of time, or whether it's best to stop altogether for some time.
- You should allow yourself some time to do it successfully
- You shouldn't give up simply because you were with friends and joined them for dinner at a fast food restaurant, or because you helped yourself to a few fries.
- Pick up some menus from different restaurants and read them carefully, paying attention to the ingredients of each dish. Then highlight the dishes that you find interesting.
- You might go to the supermarket and wander around making a list of all the food and ingredients that you find attractive.
- If a friend insists on offering you junk food, turn down
 the offer and treat yourself to something nice. The
 important thing is to regain control and only eat junk food
 when nothing else is available or very occasionally for a
 change.
- Make a list of all the things you enjoy doing but had
 to give up because you gained weight or do not feel
 energetic enough. Decide what you would like to do
 again and when. Set yourself goals that are achievable
 and enjoyable. Treat yourself right!

9 Reading

READING STRATEGY Listing ideas about a topic

Explain to students that listing ideas about a topic before reading can help them predict the language they will encounter. In addition, listing what they know about the topic can either reinforce what they already know or point out contradictions to what they thought was true.

- Ask the **Before Reading** guestion. Have students work alone and then share their ideas in groups.
- Have a general class discussion about healthy eating. Ask students to summarize their ideas and compile them on the hoard
- Have students read the title and look at the photos. Have a class discussion about the meaning of the title: Breaking the habit-Getting healthy.
- Point out the organization of the article. It's divided into three sections. Ask students to scan and tell you what each section is about. (1st section: Good eating habits; 2nd section: Reason to change eating habits; 3rd section: ways to stick to your decision)
- Have students read the article on their own. Tell them to pause after each point and ask themselves: What is the main idea? For example, for the first item, a student might decide the main idea is you have to break the habit that doesn't help you stay fit and control your weight. Have students work alone and tell themselves in their own words the main ideas of what they just read.
- Play the audio as students follow along in their books.
- Play the audio again as students underline words and expressions that are unfamiliar.
- Have students work in pairs to tell each other the main idea of each item in the checklists. Encourage them to use the context to help each other with new vocabulary.

 Help students with any vocabulary they still have questions about. Words that may be new to students include:

ingredients = the things that are used to make a particular food.

comfort eating = having unhealthy food often when we feel stressed, bored, or lonely.

addicted = liking to do something so much you don't want to stop it.



After Reading



- Have students work individually to write true or false for each statement.
- Check answers as a class. Have students read aloud the information in the reading that supports their answers.

Answers

- 1. true
- 3. false
- 2. true
- 4. false



 Have students work alone or in pairs to complete the sentences based on information in the reading. Call on more than one student to give an answer for each sentence. Tell the class to listen carefully and not repeat what's already been said.

Answers

Answers will vary. Sample answers:

- 1. worry
- 2. turn down the offer
- 3. cut down food gradually or altogether
- 4. change your eating habits
- 5. give up

Discussion

- Have students work in groups and use the questions to hold a discussion. Have one student in each group take notes.
- Have each group present a summary of their discussion. Choose students other than the note-takers to report back.

Workbook

Assign pages 280–281 for additional writing practice at word and sentence level.



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Teaching Tip

Encourage students to keep a vocabulary log of new vocabulary they encounter. Encourage them to review it, add to it, and try to use the new words in their conversations and writing.



Additional Activity

Activity 1: Have students create role plays about someone who eats mostly fast food. Use the advice in the reading. For example, one friend feels tired and drowsy every time he eats, and the other friend is trying to get him to change his eating habits and take up a sport.

Activity 2: Have students work in pairs to make a list of ten twoor three-word verbs that start with take, look, get, or turn. Allow them to use dictionaries. Have them write sentences using these words, and then form groups to share their words and sentences.



After Reading

- A. Answer true or false according to the information in the reading.
 - 1. ____ Eating habits can probably affect the way one's brain operates.
 - **2.** ____ Associating hunger with fast food is a sign of addiction.
 - **3.** ____ Comfort eating is associated with healthy food.
 - 4. ____ If you cannot stop eating junk food immediately, there is no hope of ever breaking the habit.
- B. Complete the following sentences based on the reading.
 - **1.** Breaking your own rules occasionally should not make you ______.
 - **2.** If a friend insists on treating you to fast food ______.
 - **3.** You should decide if it's better for you to _____
 - 4. If you feel tired and drowsy after you eat, then you'd better ______
 - **5.** Breaking a habit is difficult and makes you feel down; therefore you shouldn't _____

Discussion

- **1.** Do you think there are other reasons for giving up junk food?
- **2.** Do you agree with the advice in the reading?
- **3.** Have you ever tried to change your eating habits? Was it easy or difficult? Why?
- **4.** What advice can you give someone who wants to change their eating habits or daily routine in order to get fit?



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10 Writing 🚺



- **A.** Consider the following and discuss with a partner.
 - 1. Do you have friends who live in another city or country? Do you write to them? Do you know anyone who does?
 - 2. Would you like to move to another place? Why?
 - 3. What would you miss if you moved to another town, city or country?
 - **4.** Read the letter and identify the problem.

Dear Faisal,

I hope you have had a good school year. I am sorry I haven't written sooner but it has been very busy and difficult for all of us. Moving to a different city has not been easy. I miss you and all our friends.

I have made some friends at my new school but I am still considered 'the new student' so I never get invited anywhere. I tried to invite some of my classmates during the holiday but only one turned up. The rest didn't even call to let me know that they couldn't come.

I have tried to be nice to everyone and give them and myself time to get to know each other but nothing has come of it. I have been feeling down for some time and I can't concentrate. My grades have dropped and I have gained a lot of weight because I get no exercise. They won't let me play football with them.

I feel like giving up on everything. All I do is go to school, come back home, do my homework, and play video games on my own. I don't know what to do.





If you have any tips, please write and tell me what to do and what not to do. I can't think straight any longer.



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10 Writing

- Direct students' attention to the picture. Elicit ideas from students about who the person is, where he is and how he is feeling. Ask students to speculate on why he's feeling this way. Call on volunteers to report their answers in class
- Read the directions for 1 and 2 with the class. Have students work in pairs asking and answering the questions and comparing information and ideas.
- Call on pairs to report answers/ideas for the class. List the ideas on the board.
- Have students read directions for tasks 3 and discuss. in groups. Call on a students from each group to report their answers.
- Read the directions for 4. Have students read the letter individually and identify the problem. Ask them to make a note of the problem.
- Play the audio and have students listen to the letter. Tell them to add information and/or details to their notes about the problem.
- Call on volunteers to present the problem for the class. Ask them to mention what they used as clues in the
- Hold a class discussion on all the issues mentioned in the letter. For example:

He misses all his friends.

He is considered "the new student" and is excluded from the group.

He is not invited anywhere.

When he invited classmates over to his house, only one turned up the rest ignored him.

They won't let him participate on the football team.

- Have students summarize the problem. For example: He feels isolated. He is very unhappy and bored. He can't concentrate not think straight. He can't function well at school.
- Organize students in groups and have them discuss the situation that the boy is in. Ask them questions such as these:

How would you feel if you were in this position? What would you do to get people to accept you? Why do you think he has gained weight? What do you think he should do? What do you think he means when he says "I feel like giving up on everything."? وراره التع

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- Circulate and monitor groups to make sure that students are participating.
- Call on volunteers to report their groups suggestions/ ideas in class.

Additional Activity

Have students draft a brief email to their partner presenting a real or imaginary problem and asking for advice. Exchange emails and reply.

- Go through directions for task 5 and have students make notes in the organizer as they read alone. Encourage them to use their notes and ideas from the
- Have them compare with a partner.

discussion they had in their groups.

Call on volunteers to report their answers.

Sample answers

The problem			
He is very unhappy and bored. He misses his friends. He can't adjust to his new school.			
The cause of the problem	Your advice or solution to the problem		
He has not been accepted by his classmates in his new school.	(Students' own answers)		
He is the "new student".			
He is not invited anywhere.			
He is not allowed to participate in the football team/or play football at school.			
He is ignored and rejected by his classmates.			
Only one person turned up when he invited them.			

- Accept different answers from students if they make sense. Some students might list some of the causes as the problems and the move as the main cause of the problem/s.
- Direct students to the Writing Corner. Tell them that they are going to write a letter of advice. Have volunteers read each point in class. Discuss each point in class and encourage students to suggest examples from their own experience. For example, when repeating the problem, you show that you have been listening very carefully and thinking about what the person is saying. Everyone likes to be heard and when there is a problem most people need someone to talk to who will listen to them and pay attention to what they are saying.
- Have students think about each point in the box and use their own experience and feelings to comment. Elicit and discuss ideas in class.
- Have students read the section on appropriate words and expressions when giving advice. Then have them read and respond to the statements at the bottom of the Writing Corner box, using words and expressions from the list.
- Have students practice in pairs through speaking. Call on some pairs to act out for the class. Ministry of Education
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- Have pairs repeat the exchange in written form. Ask each person to take on one of the problems and write a brief email to their partner outlining the problem. Ask them to exchange emails and reply.
- Have pairs read their replies to each other and evaluate them. Ask them to give reasons for their answer.

Are they helpful? Are they patronizing? Is the writer judging the recipient?

- Organize students in pairs and have them write a reply to the writer of the letter. Ask them to organize their letter first and decide on how they are going to begin, what they are going to include first, second, third.
- Have them write the reply individually and then compare with their partner and edit. Remind them to use phrases from the Writing Corner.
- Call on pairs to read their letters aloud. Post the letters on the board and ask students to stand up and read them. Ask them to choose the best letter. Tell them to use the same criteria/questions as the ones above.

Additional Activity

Have students write an email to three people about a problem that they are having. You will need three copies of the text for this activity. The recipients need to reply without talking to each other. Organize students into writers and recipients for this activity. You might wish to ask them to write the reply at home.

Workbook

Assign page 282 for additional writing practice above word and sentence level.

5. Read the letter again and make notes in the organizer.

The problem:		
The course of the much laws	Various de la consequencia de de consequencia	
The cause of the problem	Your advice or solution to the problem	

6. Write your letter of advice to the person with the problem.

Writing Corner

When you write a letter of advice make sure you:

- **Repeat/echo** each problem in your own words to show the person that you have been "**listening**" and you **understand** what they are talking about.
- Put yourself in the person's place and acknowledge feelings.
- Do not judge the person, try to help.
- **Do not dictate** or patronize. Show empathy with the person. Make helpful suggestions about how they can improve their situation.
- Always close on a hopeful note, e.g. I am sure things will get better soon; they usually do.
 OR I believe you will deal with this in your own wonderful way; I've seen you do it before.

Make sure you use words and expressions such as:

I am really sorry to hear ... / I understand how you feel/ I would feel the same way/ I don't understand why people do this sort of thing...

I think, maybe, you should ... / How about ... ing/ Have you tried ... / I would ... but then again, you know best/ It's hard to imagine what it feels like .../ I wouldn't like to be in your place ...

Practice using some of this language by responding to these statements.

1. My computer crashed and all my emails were deleted. I don't know what to do.



2. My friend wants to borrow my camera. I've only had it for a month and it's a very expensive, sensitive camera that needs to be handled carefully. I don't know what to say.

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Form, Meaning and Function



Question Words: How many, How much ...?

To ask about the quantity of something we use How much/How many ...? We use How much ...? with noncount nouns, and we use *How many...*? with plural count nouns.

Q: How much exercise do you do? A: I go to the gym twice a week.

Q: How many sisters do you have? A: I have three sisters.

Quantity Expressions: much, many, a lot of, lots of, a few, a little

Q: How **much** fruit do you usually eat? A: I eat a lot of (lots of) fruit every day.

Q: How **many** vegetables do you eat? A: I eat a few green vegetables every day./I don't eat many vegetables.

Q: How **much** salt do you eat? **A:** I eat **little** salt. It's not good for you./I **don't** eat **much** salt. It's not good for you.

A. Read the conversation between the doctor and Ahmed. Complete the gaps with a quantity expression. Add your own ideas.

Doctor: So, Ahmed, what's the problem?

Ahmed: I'm not feeling very well. I have a stomachache and I feel tired and dizzy.

Doctor: I see. You don't have a temperature. What's your diet like?

Ahmed: Well, I love ice-cream! I eat ice cream every day. I don't eat (1)

vegetables. I eat a (3) carrots once or twice a week ...

Doctor: How much water do you drink?

Ahmed: I don't like water. I prefer fizzy drinks. I drink (4) lemonade. That's my favorite!

Doctor: Hmmm...I see. How (5) _____ hours do you exercise a week?

_ time at the gym. I prefer ... Ahmed: Oh... I don't spend (6)

B. Work with a partner. Role-play the conversation in exercise **A**.

Add some ideas of your own.

C. Work with a partner. Ask and answer.

- **1.** How much do you exercise?
- 2. How much water do you drink?
- **3.** Do you eat junk food?
- 4. How much fruit do you eat?
- 5. How often do you go the doctor?

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Form, Meaning and **Function**

Question Words: How many, How much ...?

- Explain that we use *How many* to ask about the number of people or things we can count. For example: friends, brothers, riyals and so on. We use How much to ask about the quantity of something we can't count. For example: family, money, exercise and so on.
- Have volunteers read aloud the questions and answers in the presentation. Students should then work with a partner and take it in turns to ask and answer the questions about themselves. For example: A: How much exercise do you do? B: I play a lot of football. How about you? A: I go to the gym three times a week.

Quantity Expressions: much, many, a lot of, lots of, a few, a little

- Before students read the presentation, write the following words on the board in two columns. Write vegetables, carrots, bananas, egg in the first column; and bread, salt, milk, fruit in the second column. Ask: How are the words in each column similar? Elicit that the words in the first column are count nouns and the words in the second column are noncount nouns.
- Explain that the words much and many mean a lot of (or lots of). If a noun is in singular, we use much. For example: much fruit. If a noun is in plural, we use many. For example: many vegetables.
- Call on volunteers to read the questions and answers in the presentation. Elicit the quantity expression a few for count nouns and the quantity expression a little for noncount nouns. Then elicit the quantity words for both count and noncount nouns.

Language Builder

Explain the importance of using the indefinite article a with the quantity expressions a few and a little. Point out that without the article, the meaning changes. For example, Aisha eats a few carrots every day. = Aisha eats two or three carrots every day.

Aisha octs few carrots. = Aisha doesn't usually eat carrots. • • • • • • •

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- Direct students' attention to the picture of 'Ahmed' sitting on the couch. Have students describe what they see in the picture and make guesses about Ahmed's lifestyle and diet. Ask: Does Ahmed do much exercise? Does Ahmed eat much fruit? Does Ahmed eat a lot of vegetables? and so on.
- Tell students to read the conversation between Ahmed and his doctor and see if their guesses were correct.
- Students complete the exercise alone and then compare their answers with a partner.
- Elicit or give students the correct answers.

Answers

- 1. much 5. manv
- 2. manv a lot of/lots of
- 6. much

- Have students work with a partner and continue the conversation.
- Call on volunteers to role-play the conversation for the class.

Answers

Students' own answers.

- Have students work with a different partner and take it in turns to ask and answer the questions.
- Tell students to use quantity expressions and any other useful language from the model in exercise A.
- Call on volunteers to role-play the conversation for the class.

Answers

Students' own answers.

Teaching Tip

Encourage students as much as possible to write personalized sentences using the grammar structures and functional language presented in the lesson. This gives them practice in the form and help them understand the meaning and use. By doing this, students are much more able to apply this language in their daily life outside of the classroom.

Words Connected with Medicine and Clauses with When

• Have individual students read the guestions and answers. Point out the question asks about what the person usually does in certain situations. Remind students not to forget to include a subject and verb after a clause with when.

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- Have two students read aloud the example conversation. Then have a student ask you the first question. Answer truthfully.
- Have students do the exercise in pairs, taking turns to ask and answer the questions. Alternatively, one student can ask about numbers 1–4 and the other student can ask about numbers 5-8.
- Tell the student who asks the question to respond with how he or she feels as well. For example: A: How do you feel when you exercise? B: I feel great. A: Me too. (OR Really? I feel tired!)

Answers

Answers will vary. Possible answers.

- 1. A: How do you feel when you exercise?
 - B: I feel strong / great / happy / tired.
- 2. A: How do you feel when you eat a lot?
 - B: I feel bad / great / sick / sleepy.
- 3. A: How do you feel when you need to go to the dentist?
 - **B:** I feel nervous / afraid / sick / terrible / fine / OK.
- 4. A: How do you feel when don't sleep well?
 - B: I feel tired / sleepy / terrible.
- **5. A:** How do you feel when you have a headache?
 - B: I feel bad / terrible.
- **6. A:** How do you feel when you need to make an excuse?
 - B: I feel bad / fine / OK.
- 7. A: How do you feel when you travel by plane?
 - B: I feel excited / happy / great / relaxed / wonderful / afraid.
- 8. A: How do you feel when you need to say goodbye to a friend?
 - B: I feel sad / fine / OK.

- Have students work in different pairs and tell them to take it in turns to ask and answer the questions with: What do you do when?
- Call on volunteers to role-play their short conversations in front of the class.

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Answers

Answers will vary. Possible answers.

- 1. A: What do you do when you have a backache?
 - B: I stay in bed.
- 2. A: What do you do when you have a rash?
 - B: I use a cream
- 3. A: What do you do when you have flu?
 - B: I take medicine and stay in bed.
- 4. A: What do you do when you feel stressed and anxious?
 - B: I try to relax.
- **5. A:** What do you do when you have a cough?
 - B: I take some a cough syrup.
- 6. A: What do you do when you feel tired?
 - B: I have an early night./ I go to bed.

Workbook

Assign pages 283–284 for more practice with the form, meaning and function of the structures in the unit.

Language Builder

Many of the adjectives in exercises D and E can be used with the verb be, as well as feel. It is common to use be or feel with: sick, hungry, thirsty, and sleepy.

Teaching Tip

A good way to reinforce vocabulary is to play a memory or concentration game. Use a set of index cards and a list of the target vocabulary. Write each vocabulary word on two cards. Then shuffle the cards and place them face down on the table. Each student turns over two cards and says each word. The student who makes a match takes another turn.

Before giving a test, it's a good idea to review the most important material and to give students an idea of what areas to focus on when they study. No student is able to remember everything learned during class. Reviewing for a test will allow them to prepare adequately and to really show how much they have learned.

Words Connected with Medicine and Clauses with When

Q: What do you do when you have a cold? Q: How do you feel when you exercise?

A: I usually take some aspirin. **A:** I feel great!

D. 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	bored	glad	nervous	sick	terrible
angry	excited	great	relaxed	sleepy	tired
bad	fine/OK	happy	sad	strong	wonderful

How do you feel when...

- 1. you exercise?
- 2. you eat a lot?
- **3.** you need to go to the dentist?
- 4. you don't sleep well?

- 5. you have a headache?
- 6. you need to make an excuse?
- 7. you travel by plane?
- **8.** you need to say goodbye to a friend?

E. Now tell your partner what you do in these situations. Ask and answer with *What do you do . . .*? Use the words in the box.

- **A:** What do you do when you have a headache?
 - B: I take a painkiller.

take a painkiller	take vitamins	stay in bed
take medicine	take a cough syrup	use a cream
drink warm tea or milk	relax	get some sleep

What do you do when ...

- **1.** you have toothache?
- 2. you have a rash?
- 3. you have flu?

- 4. you feel stressed and anxious?
- **5.** you have a cough?
- 6. you feel tired?





12 Project



1. Research and find Saudi organizations in your community that provide services. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.

2. Write the information in the chart.

3. Prepare a poster presentation on the organization/organizations that you have researched. Try to include photos.

4. Present your finding to the class.



ASTHMA

Name of the organization	Service the organization provides	Where it is located	When it was started	Why your community needs the organization's services

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12 Project

- Have students look at the photos and think about where the people are and what they are doing. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.
- Organize students in groups and have them brainstorm on organizations that offer community, health and other services in their country. Suggest that they think about areas such as, health, housing, energy, education, technology, childcare, career orientations etc.
- Read directions for tasks 1 and 2 and have students write as much information as they can in the organizer. Encourage them to research add information from the internet or other sources. If students know people who are involved in any of the organizations, advise them to interview them.
- Ask students to download and print information that they find on the internet as well as any promotional material or leaflets with information about the organizations. Tell them to include material in Arabic if they need to get more information.
- Go through directions for tasks 3 and 4. Elicit ideas and guidelines about poster presentations from volunteers. Have students work in groups to compile a list of DOs and DON'Ts for the preparation of poster presentations based on their experience this year. Ask students to write their list on a large sheet.
- Call on a student from each group to present the group's ideas for the class.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Tell them that sometimes people even attach small objects to the posters to make them three-dimensional. Remind them that they will need short texts and captions for their poster as well as the logos of the organizations.
- Allow students to decide if they want to research and present one or more organizations per group.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos وزارة التعـ

they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.

- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.
- Display the posters on the wall if you can. Have students choose the poster they like best.



Additional Activity

Have a class discussion on each organization. Consider the work it does and who benefits from it. Does the organization offer an indispensable service to the community? What other type of organizations do you think would be beneficial to your community? Give reasons for your choice.

Have students brainstorm and collect their thoughts in groups and then call on students to present their suggestions in class.

13 Self Reflection

- Write Take My Advice on the board and elicit as many ideas and words as possible from the class.
- Have students scan pages 86 and 87. Use questions to help them remember. For example:

Why should people say NO to junk food? What kind of problems can cause eating disorders?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Direct students to pages 88–89. Have some of the students describe a problem and ask the rest of the class to listen and give advice. Discuss the grammar of the unit with the class.
- Have students make notes in the Self Reflection chart.
 Ask them to focus on likes, dislikes and easy or difficult items
- Direct students to pages 90–91. Have them say what they remember from this section and make notes in the chart
- Write Breaking the habit—Getting healthy on the board and brainstorm on language and information that students remember from the Reading.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about letters of advice.
- Have students scan pages 94 and 95 and make notes as before.
- Direct students to the 12 Project page and hold a class discussion about project work. Allow time for students to make notes individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.



13 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	l can do this very well.	l can do this quite well.	I need to study/ practice more.
discuss common problems			
ask for and give advice			
use the modal auxiliaries should, ought to, might, and could in questions and in the affirmative and negative			
use <i>had better</i> in questions and in the affirmative and negative			
use two-word and three-word verbs			
use question words: How many, How much?			
use quantity expressions: much, many, a lot of, lots of, a few, a little			
form clauses with when			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
حزارة الت	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

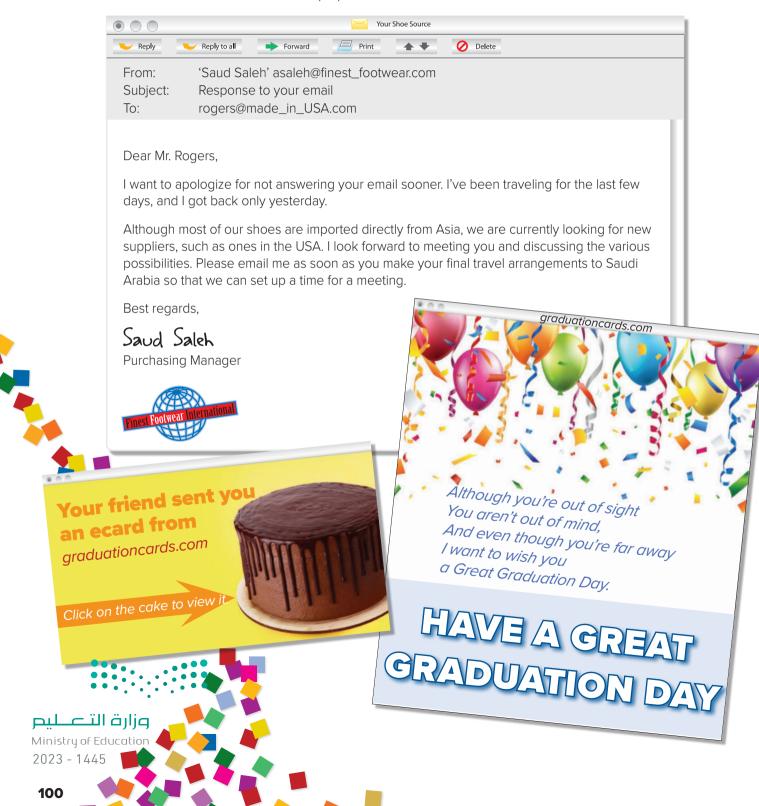
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7 You've Got Mail!

Listen and Discuss



Read the four emails and decide what the purpose of each one is.



O Unit Goals

Vocabulary Forms of communication Email, letters and

Email, letters and greeting cards

Functions
 Make and accept
 an apology
 Make arrangements
 Accept and refuse

invitations

O Grammar

Preposition + Gerund Although, Even Though, In Spite Of As Soon As, When So...(That) Listening

Listen for specific information

O Pronunciation
Short vowels /e/, /æ/, /ɪ/

Reading

From Smoke Signals to Email: Keeping in Touch

Writing

Write an email to a friend

Form, Meaning and Function

> Used to and Would There is/There are Plurals Definite article: the

O Project

Greeting cards

Warm Up

Have a general discussion about favors. Ask students if they have ever had to refuse a favor that was asked of them. Have each volunteer talk about the favor that was asked, the person who asked it, and why he or she refused to do the favor. Students should also talk about how they handled the situation. This may lead to a discussion about white lies. Explain to students that white lies are untrue statements which people say because it seems best socially. For example, when a friend asks a favor, and you don't want to do it, but don't want to say so directly, you might tell a white lie. When we make up excuses, these are white lies.

Have a general discussion about accepting and refusing invitations. Ask students how they typically invite someone to do something. For example, do they text them, call, email? In the discussion of refusing an invitation, mention that white lies are sometimes used here as well. Briefly discuss the reasons with

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1 Listen and Discuss

- Have students open their books to pages 100–101.
 Ask them to look at the emails. Ask: What kind of email do you receive? Do you get a lot of junk mail or spam? Have you ever received an e-card?
- Play the audio as students just listen.
- Explain that determining a common theme among the items in a presentation will help them understand the purpose of the presentation. Have students scan the emails and e-card on pages 100–101 to determine what is the purpose of each one. (Each of them is expressing a desire for an action to be taken.)
- Have students discuss which words in the text tell them what the purpose of each one is.

In the first email, the phrases *I want to apologize for* (requesting a pardon) and *Please email me* (requesting an action) express the purpose.

In the second e-card, I want to wish you a great graduation day (expressing a wish) shows the purpose.

In the third email, the phrases *I will be out of the office* and *please contact Shawn Taylor* (requesting an action) express the purpose.

In the fourth email, the phrase *I'm wondering if you could put me up* (requesting a favor) expresses the purpose.

- Have students scan the emails and the e-card for unfamiliar words. Elicit and write them on the board to discuss their meanings as a class.
- Play the audio again as students read along silently.

Language Builder

Explain that the phrase on the road means traveling, and is often used in a business context. The phrase is used regardless of the means of transportation.

- Have students circle the verb phrases without subjects in the emails. (Please email me; contact Shawn Taylor; Let me know) Explain that this structure is common in emails and informal correspondence. The subject of the sentence in the first person can be dropped even when it doesn't express an imperative.
- Explain that when apologizing for failing to do something, we use not between the preposition and the gerund: For example: **He apologized for getting to** the meeting late. He apologized for not getting to the meeting on time.
- Write sentence frames such as the following on the board. Have students use the correct form of the verb to complete each sentence frame.

I look forward to ____ from you. (hear) He apologized for me. (not call) She apologized for ____. (lose my pen) He apologized for ____. (not return the book he borrowed)

Quick Check

- Go over each email as a class. Ask students to read aloud the ways to start and end the emails.
- Ask students how they usually start and end theirs.

Answers

To start: Dear Mr. Rogers, Hi Olivia To end: Best regards, Your friend

(3)

- Have students work individually to complete this activity.
- To check answers, call on students to give the answers, and to read the line from the email that supports each answer.

Answers

1. true true 5. false 2. false false true



organize students into pairs. Prior to playing the audio, Ministrumenty discuss things to apologize for and reasons to 2023 - 1445

- wish someone congratulations. Compile lists on the board for students to refer to.
- Play the audio as students listen and repeat.
- Model the examples with volunteers, changing roles.
- Organize students into pairs to practice the conversations. Encourage them to use other expressions they may know to express don't worry. For example: No problem. / It's cool. / It's OK. Tell them to use the situation ideas listed on the
 - board as well as others they can think of, and practice each conversation multiple times.
- Monitor students as they practice. Then call on several pairs to present for the class.

Language Builder

You aren't out of my mind means I'm constantly thinking about you.

Contrast this with I am out of my mind—an expression used to mean I'm crazy. For example: I'm out of my mind for buying this jacket. It's way too expensive, but I love it.

Workbook

Assign page 285 for practice with the vocabulary of the unit



Teaching Tip

Try to get students to go beyond the book and use real information. This keeps students interested and helps them use what they learn when they are in real situations beyond the classroom.

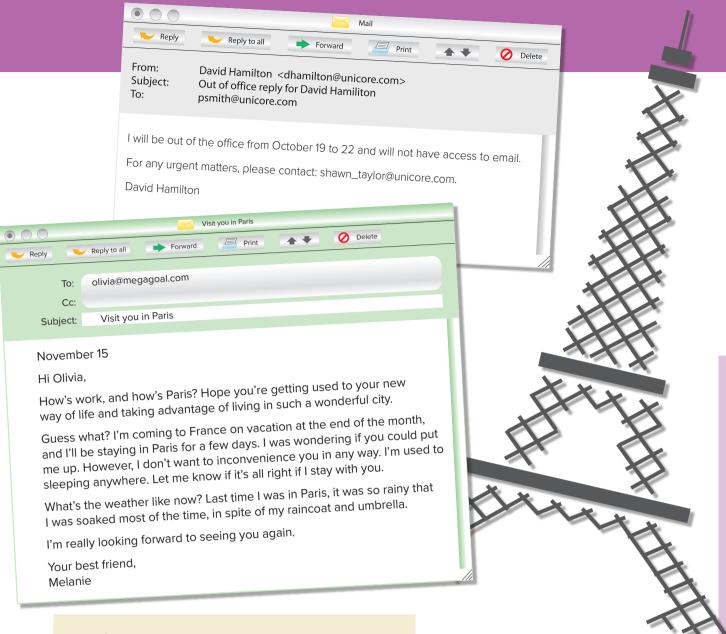


Additional Activity

Have students work in pairs to write emails inviting their partner to an activity. The partner responds, and either accepts or refuses.



Every day billions of junk emails (also called spam) are sent to people who don't want to receive them. A common type is UBE, or unsolicited bulk email. All of this spam is sent by only a couple hundred "spammers," who are skilled at sending the same message to many people at the same time.



Quick Check ✓

- A. Vocabulary. Mark the ways to start or end letters or emails.
- **B.** Comprehension. Answer *true* or *false*.
 - 1. ____ Mr. Saleh answered the email as soon as he returned.
 - 2. ____ Mr. Saleh's company is not interested in doing business with Mr. Rogers.
 - **3.** _____ Although your friend is far away, they haven't forgotten your graduation day.
- David Will answer all emails even though he's out of the office.
- ___ Melanie is hoping to stay with Olivia even مارت التالية ا

Ministry of Education Even though Melanie was wearing a raincoat, she got wet in Paris. 2023 - 1445

2 Pair Work 🔀



- **A.** Apologize for something.
 - I want to apologize for not coming to your graduation ceremony.
 - Don't worry. That's quite all right.
- B. Wish someone the best on a special occasion.
 - Congratulations. I wish you lots of success.
 - Thanks a lot. I'm looking forward to the new job.

3 Grammar 👊



Preposition + Gerund

Prepositions can be followed by nouns, pronouns, or gerunds.

I apologized to **Allison**. (noun) I apologized for **forgetting** her graduation day. (gerund)

I apologized to her. (pronoun)

Some verbs are usually followed by certain prepositions.

I apologize for arriving late. I decided against wearing a uniform.

I **look forward to** meeting you personally. I insist on paying for our lunch. I succeeded in getting into college. I'm thinking of moving to a new house soon.

I'm dreaming of going on vacation. I asked about applying for a job.

Some adjectives are followed by certain prepositions.

I'm **tired of** waiting for an answer. I'm **used to** having coffee at breakfast.

Although, Even Though, In Spite Of

Although, even though, and in spite of have similar meanings.

Although and even though introduce a clause that has a subject and a verb.

In spite of is followed by a noun or gerund.

Although it rained, we enjoyed the vacation. In spite of the traffic, I arrived on time. **Even though** I was tired, I couldn't sleep. He went to school in spite of being sick.

As Soon As, When

These conjunctions of time are not followed by future forms of verbs even though the verbs tell us about future time. The present is used instead.

I'll tell you as soon as I know. I'll call you when I arrive.

So ... (That)

Use **so** with an adjective or with *many, much, few,* or *little* to express result or degree.

The noise was **so loud** (that) we could hardly hear ourselves talk.

There were **so many** cars (that) we couldn't find a place to park.

Read each example in the grammar section. Find sentences in the emails that are similar and underline them.

A. Complete the sentences with **although** or **in spite of**.

••• her busy schedule, Maya always remembers her friends' events. 2. Steve had all the right qualifications, he wasn't chosen for the job.

we played much better than the other team.

Ministry of Au Weibad a really good time at the beach _____ the cloudy weather.

2023 - 1445. _____ she has a Russian last name, she was actually born in Canada.

3 Grammar

Preposition + Gerund

- Go over the material in the grammar chart. Make sure students understand that these are examples of the preposition + gerund structure, and that not all prepositions are followed by a gerund.
- Explain that some verbs are frequently followed by certain prepositions. If they are aware of this, they can often predict which preposition is likely to follow those verbs. For example: apologize for / thinking of.
- Point out that although think is usually not used in the present progressive form to express an opinion or a belief, thinking of or thinking about can be used to express that someone is considering doing something. For example: I'm thinking of going to see a movie tonight. We can also use thinking of or thinking about to mean something is on our minds. For example: I'm thinking about what to buy my friend for her birthday.
- Explain that used to can be followed by a verb, or by a noun + verb to refer to someone else's actions.
 Write the following sentences on the board:
 - I'm not used to getting up early in the morning. I have to wake up at 5:00 in the morning for my new job. I'm not used to waking up early in the morning.
- Ask students to say things they are *used to* or *not used to*.

Although, Even Though, In Spite Of

- Go over the material in the grammar chart.
- Explain that these have similar meanings. They are used to talk about the contrast between two ideas.
 For example: Although it rained, we enjoyed our vacation expresses that we didn't expect to have fun since it was raining, but in fact we did. Even though I was tired, I couldn't sleep expresses that I expected to be able to sleep because I was so tired, but in fact, I couldn't.
- Write a few sentence pairs on the board, and call on volunteers to combine them. For example:

He went to work. He had a cold.

The bus was late. She got to school on time.

He passed his exam. He didn't study hard.

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As Soon As, When

- Point out that the present tense is used here even though the verbs tell about something that will happen in the future. These structures convey the idea of right away, or immediately after.
 - Write a few more examples on the board, such as:
 - I'll text you as soon as I hear from him.
 I'll stop by when I finish work.
- Explain that as soon as and when can also be used at the beginning of a sentence. In this case, a comma is needed. For example: As soon as we get to Hawaii, we're heading to the beach. When we get home, we'll give you a call.

So...(That)

- Explain that so + adjective...(that) is used to express result. For example: The box was so heavy (that) he dropped it. Point out the word that is optional. It is also correct to say The box was so heavy, he dropped it.
 Point out that a comma is used to separate the clauses.
- Explain that so + many, much, few, or little...(that) is used to express degree. For example: There was so much food left after the party (that) we threw it away.
- Elicit examples of sentences using so...(that) from students that are true about them. For example: I am so hungry right now that I can't wait for lunch.



Have students work alone to complete the sentences.
 Call on students to read their sentences for the class.

Answers

- 1. In spite of
- 3. although
- **5.** Although
- 2. Although
- 4. in spite of

Language Builder

Explain the difference between *used to* followed by the simple form of a verb and *be used to* followed by a gerund. For example:

I used to live in L.A. (I don't live there now.)

I'm used to living in L.A. (I moved here a year ago, and now I feel at home.)



 Direct students' attention to the picture. Tell students that the telegraph system was firstly demonstrated in 1830. Ask students if they know what the telegraph system is. For example, ask:

What was a telegraph?

Who do you think sent them?

On what occasions do you think telegraphs were sent?

- Point out that because is used to state a reason. For example: Because he was late, he missed the quiz.
 Although is used to state that even with a reason to the contrary, an action still occurred. For example: Although he was late, he didn't miss the quiz.
- Have students work individually or in pairs to complete the paragraph.
- To check answers, call on students to read completed sentences from the paragraph aloud.

Answers

- **1.** But
- 3. in spite of
- 5. as soon as

- 2. During
- 4. Although
- 6. Because



- Explain that an outing is a short activity, often outdoors, for fun; for example, a picnic, or a trip to a zoo.
 Have students work alone to match the parts of the sentences.
- Call on students to read the sentences aloud.

Answers

- **1.** b
- **3.** a
- **5.** d

- **2.** e
- **4.** f
- **6.** c



- Give students time to work alone to write sentences about themselves.
- Have students form pairs and take turns reading their sentences. Alternatively, students can check their work by asking and answering questions.
 For example:
 - A: What are you interested in?
 - B: I'm interested in reading books.
- If time permits, have students ask one follow-up

question, such as:

A: What kind of books?

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B: All kinds.

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Answers

Answers will vary. Sample answers:

- 1. studying abroad
- 2. going away on vacation
- 3. studying engineering
- 4. going to your graduation ceremony
- 5. speaking in public
- 6. doing homework every night
- 7. arriving late
- 8. waking up early in the morning
- 9. going to bed late at night
- 10. going to the beach today

Language Builder

Tired of means to be annoyed with someone or something. For example: *I'm tired of his bad attitude*.

In contrast, tired from and tired after refer to being physically tired and needing to rest. For example: She was tired from working all day. He was tired after staying up all night to finish his homework.

Workbook

Assign pages 286–288 for more practice with the grammar of the unit.



Teaching Tip

Students like variety in their activities. Consider creative ways to check answers to keep students active and engaged in their learning.

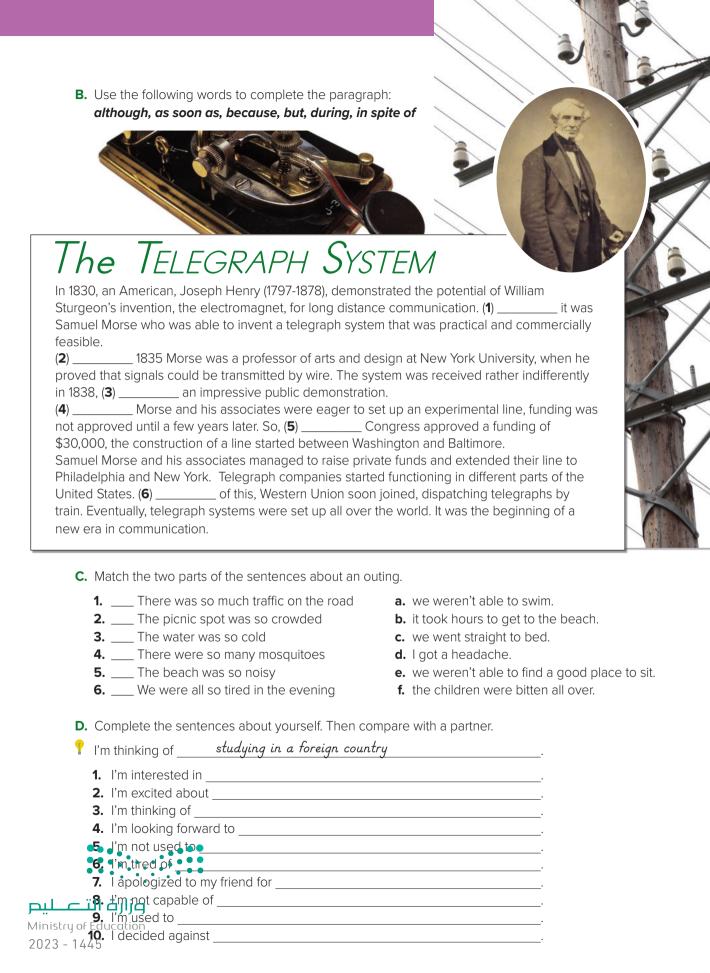


Additional Activity

Activity 1: In pairs, have students talk about their future plans, using *thinking of*. Call on students to report to the class on their partner's plans.

Activity 2: With the whole class, compile a list on the board of common adjectives, such as: *tired, hungry, tall, lazy,* and *thirsty.* In pairs, have students write sentences in which the adjective is omitted, but the context makes it clear which adjective is needed. For example: *He was so _____ that he ate his lunch in two*

minutes! Next have pairs exchange sentences and complete them. Then have the pairs form a group and read the completed sentences aloud.



Language in Context



Make a list of things you're *used to doing* and *not used to doing* and compare with a partner.



I'm not used to getting up early.

Listening



Listen to the messages or conversations. Complete the sentences.

- 1. a. Mr. Kramer's assistant is apologizing
 - **b.** Mr. Kramer wants to ______ .
- **2. a.** Nawal is thinking of ______.
 - **b.** Sabah is looking forward to _____

- **3. a.** Omar is apologizing for not _____
 - **b.** At the end, Omar is thinking of _____
- 4. a. Raymond is making excuses for
 - **b.** He wants to ______ .

6 Pronunciation



A. Listen to the following vowel sounds. They are sometimes called short vowels. Then practice.

/e/	/æ/	/1/
s e nd	happy	w i sh
g e t	sp a m	c i ty
letters	congr a tulations	i nterested

B. Read the emails again and underline only the words that have short **e**, **a**, and **i**. Practice reading •the sentences aloud without stressing the short \boldsymbol{e} , \boldsymbol{a} , and \boldsymbol{i} in the words you underlined.

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About You



In pairs, ask the questions and have your friend answer. Then switch roles.

- **1.** Are people in your country used to sending email, letters, or cards on special occasions?
- 2. When did you last apologize for doing something wrong? What did you do?
- **3.** Are you the kind of person who forgives easily?
- **4.** When you are/were absent from school, do/did your parents write notes to your teachers explaining your absence?
- 5. Are you used to doing favors or asking other people for favors? Explain.
- 6. Do you put people up when they travel? Do you ask others to put you up when you travel?

4 Language in Context

- Look at the photos and read the speech bubbles together. Remind students that used to means accustomed to, or in the habit of.
- After students compile their personal lists, have students share them with a partner.

5 Listening

- Remind students that knowing what information they
 need to listen for will make the listening task easier. Tell
 them you will play the audio twice. The first time they
 will listen for general information. The second time they
 will listen for specific information.
- Play the audio through and have students listen only.
- Then have them read the conversations in the activity.
 Tell them to look for the specific information they need to listen for.
- Play the audio a second time for students to complete the sentences.
- Play the audio a third time for students to check their answers. Then check answers as a class.

Audioscript

1. Message on a voice mail system

This is Michael Johnson. I'm calling on behalf of Mr. Kramer. I'm his assistant. Mr. Kramer is sorry, but he's not able to see you at the arranged time on Thursday. He asks if you could meet at the same time on Monday instead. Mr. Osman, would you call me at your earliest convenience so that we can confirm the new day for the meeting? My number is 972-555-9797. That's 972-555-9797.

2. Sabah's answer to Nawal's email on answering machine

Nawal. It's Sabah. It was great to hear from you. I've been so busy these few months that I'm losing touch with most of my friends. I'm glad to hear that you're thinking of visiting New York. I guess you will be staying with your aunt. Please give her my regards when you see her and tell her I still remember that wonderful meal that she cooked for us during your last visit. By the way, a wonderful exhibition is on at the Museum and your favorite gallery has a new show on with very interesting work. But they are both very popular, so we need to make sure we get there in time to beat the crowds. Email me and let me know your plans, or you can call me. My new number is 212-555-0999. I'm looking forward to seeing you soon.

3. Omar, about an invitation to a friend's house

Ted: Hello
Omar: Hr, Ted. This is Onlar Is your brother in?

Ted: Sorry, Omar. Ron isn't home right now. He'll probably be back in

Mini**gmar** คือกุฎณูน give him a message please? I was really looking 2023 - 1445

forward to coming over, but I'm afraid I won't be able to make it. We have some relatives from Bahrain who are arriving tonight, and my parents asked me to keep my cousin company.

Ted: Why don't you bring your cousin along? I'm sure Ron won't mind

Omar: That's really nice of you, Ted. I'll have to talk to my cousin first. I'll call you back to let you know. And maybe Ron will be home then; I just want to check if he needs my game console. I'd be happy to bring it over for him.

4. Raymond is giving an excuse for not doing homework.

Mr. Jenkins, please excuse me for not handing in my history project today. I was so sick that I spent all day Saturday and Sunday in bed. Although I wasn't feeling well, I tried to finish the project. The trouble was, as soon as I sat at the computer, my head start to spin, so I went back to bed. Is it OK if I hand in the project in a couple of days?

Answers

Answers will vary. Sample answers:

- **1. a.** changing the time of an appointment
 - b. change the meeting to Monday at the same time
- 2. a. visiting New York
 - b. seeing Brenda
- 3. a. coming to Ron's house
 - **b.** bringing his cousin to Ron's house
- 4. a. handing in his history project
 - b. hand the project in a couple of days late

6 Pronunciation

- A. Have students listen to the audio twice and repeat the words. Tell them to pay attention to the sounds of the bolded vowels.
- B. Have students work individually. After several minutes as a class have students practice reading the sentences aloud.

7 About You

 Have students work in pairs to discuss and answer the questions. Have one person from each pair report back to the class. If students often work in the same pairs, make sure pairs vary who reports back.

8 Conversation

 Have students look at the pictures and predict what the phone conversation is about. Ask:

Where is he?
Who is he talking to?
How does he feel?

What is he saying?

- Play the audio for students to just listen.
- Have students scan the conversation for two- and threeword verbs and figure out the meanings from context if they are not familiar with them.

make it = achieve a specific goal

let down = disappoint

looking forward to = excited about

insist on = demand

Play the audio again, and have students read along silently.

Your Ending

Go over the three possible endings. Ask students which ending they think is the most likely. Find out which ending most students would choose.

Real Talk

- Ask: Who says No way! (Abdullah) Ask students to find the two verb phrases Abdullah uses to support this: I refuse to accept that and I insist on...
- Point out the word order in the phrasal verb *let (them) down.*
- Explain that in this context, a synonym for Of course you can is Sure you can.
- Explain that synonyms for frank are open and direct.

About the Conversation

Answer these questions as a whole class activity.
 Call on a student to start. That student asks the
first question of another student. That student answers
and then calls on another student to ask
the next question.



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Answers

Answers will vary. Sample answers:

- Ahmed was looking forward to going to Abdullah's graduation event
- Ahmed has to go to a family dinner for his parents' wedding anniversary.
- 3. He wants Ahmed to leave the dinner early.

Your Turn

 Have students work in pairs to role-play the two situations. Call on pairs to perform for the class.

Workbook

Assign page 289 for additional reading practice.



Teaching Tip

Encourage students to pay attention outside the classroom to the language they are taught. For example, tell them to notice how their peers apologize or make excuses. They will become more aware of how language is used in general.



Additional Activity

Activity 1: Arrange students in groups. Have each group plan an event, such as a class reunion. Tell them to work out all the details, such as the time and place, and then write an invitation to invite their other classmates.

Activity 2: Have students work in small groups to play a game. Students take turns. Each student says *I'm looking forward to* _____ (an activity). Each activity begins with the next letter in the alphabet. For example: *I'm looking forward to apple juice with lunch. I'm looking forward to basketball. I'm looking forward to calling my friend after school.*



Wedding anniversaries are celebrated every year, but every 5th year is considered to be an important milestone. Traditionally, gifts for these occasions are made of the following materials:

 $\begin{array}{lll} 1^{st} = paper & 25^{th} = silver \\ 5^{th} = wood & 30^{th} = pearl \\ 10^{th} = tin & 40^{th} = ruby \\ 15^{th} = crystal & 50^{th} = gold \\ 20^{th} = china & 60^{th} = diamond \end{array}$

8 Conversation @



Underline the words that have short **e**, **a**, and **i**. In pairs, read the conversation aloud without stressing the short **e**, **a**, and **i** in the words you underlined.

Ahmed: Abdullah, thanks for inviting me to your graduation

event. I was really looking forward to next Thursday

night, ...

Abdullah: I've been planning this event for ages! You're

coming, aren't you?

Ahmed: Well, Abdullah, I'm calling you up to explain.

Unfortunately I'm not going to be able to make it.

Abdullah: No way! I refuse to accept that. I insist on your coming.

Ahmed: I'm sorry, I really am. You see, it's my uncle's wedding,

and they're having the whole family over for dinner.

They expect me to be there, and I can't let

them down.

Abdullah: So, sneak out as soon as the dinner's over.

Ahmed: I can't just walk out like that.

Abdullah: Of course you can.

Your Ending

What does Abdullah go on to suggest?

- (1) No one's going to notice.
- (2) Tell your uncle you're not feeling well, and you're going to lie down.
- (3) Be straight with your uncle, and tell him you have plans after dinner.
- **4**) Your idea:



Real Talk

No way! = used to say you won't allow something *let someone down = disappoint*

Of course = used to give someone permission or encouragement Be straight = be honest and frank

About the Conversation

In pairs, ask and answer the questions. Then switch roles

A:: What was Ahmed looking forward to? Ministry **2**r EWhy can't he come to the graduation? 2023 - 344What does Abdullah want Ahmed to do?

Your Turn

Role-play these situations with a partner.

- 1. You can't come to a friend's graduation ceremony. Make up a reason and apologize for not coming.
- 2. Call a friend and accept an invitation to a dinner, an event, or an outing.

9 Reading



Before Reading

Read the passage and find all the sentences that talk about the different means of communication. Compare what you found with a partner.



From Smoke Signals

Email: Keeping in Touch

From the Stone Age to the present, people have shown a desire to send messages to one another over long distances.

In ancient times, according to one story, a chain of fires on mountaintops was used to relate the news of the fall of Troy to people in Greece. In the past, native people in the Americas used smoke from fires to transmit messages. They developed a code—in which certain combinations of smoke rising had special meanings. For example, two parallel columns of smoke indicated the successful return of a war party.

The ancient Greeks established lines of signal towers at mountain-tops. At each one, a large fire was lit to transmit a signal to the next tower, and in this way, information was passed on through the land. Also, almost anything that makes a noise has been used for signaling. A kind of drum talk is still used in Central Africa today, although few who are not natives have been able to understand it. The sender uses a drum that can produce a high or low tone. Because the local dialect alternates in these tones, the sender is able to simulate speech with the drums.

In modern times, people have communicated by letter, telegraph, and telephone. But no one method has become as widespread as quickly as the use of email. The first email message took place in 1971, and according to its sender, Ray Tomlinson, it was probably the following: "QWERTYUIOP." What was significant about that? Nothing, really. This is just the top row of keys on an English-language keyboard. Tomlinson was just testing out the system and using a nonsense message. He had no concept that he was going to start a revolution in communication.

Tomlinson was one of a group of scientists who were working on developing better computers. The scientists at his site were able to send a message to a "mailbox" on the computer on their site. Other scientists could view the messages in the mailbox. But there were other computers at other sites where scientists were working on the same project. Tomlinson's idea was to figure out a way to deliver messages to mailboxes on those remote computers. He used the @ sign to identify messages that were headed out of the local machine to the more distant ones. That was the start of the emailing systems that we still use today.

At first, the number of people on email was small, but by the end of the 20th century, there were 263 million email boxes. In the 21st century, that figure has grown to over 4 billion, and the functions of email services in the future will become more and more diversified. And text messaging on cell phones is also increasing, so people can, in effect, be in constant touch with people who are long distances away.

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9 Reading

READING STRATEGY Listing ideas about a topic

Explain to students that an article typically has a central theme. Examples are provided to support that central theme. They provide important information that contributes to a general understanding.

- Have students read the title. Have a class discussion about the meaning of the title: From Smoke Signals to Email: Keeping in Touch.
- Play the audio as students just listen.
- Read aloud the Before Reading activity. Have students scan the reading for forms of communication. As they find them, add any to the list on the board that are not already there. From the reading, the list should include: a chain of fires on mountaintops; smoke from fires to transmit messages; signal towers that people shouted from; drum talk; by letter, telegraph, telephone, email.
- Have students scan the reading for unfamiliar words.
 Elicit and write the words on the board as students say them, and have them try to figure out the meanings from context. Some words that might be unfamiliar include:

parallel = extending in the same direction

dialect = variety of a language spoken by people in a geographical area

simulate = assume the likeness of

widespread = over a large area

revolution = big change

nonsense = without meaning

sites = locations

Play the audio as students follow along silently in their books.

• Ask a few comprehension questions. For example:

What does the reading say about fire and signaling? (fire was used in ancient Greece to pass information through the land)

How does the drummer simulate speech? (by changing the tone)

Why did Tomlinson want to develop email? (to communicate with other scientists working with him)

Why did Tomlinson use @? (to signal that messages were for the distant computers)

Does the author of the article think email will become even more popular? (ves)

Language Builder

Explain that to *transmit messages* means to send them from one place to another. Write on the board: *trans-= across, through*. Give examples of words with this prefix. For example:

transport = to carry across

transatlantic = across the Atlantic Ocean

transcend = to climb across

Have students use their dictionaries to find more words with the prefix *trans*-.



After Reading

- Have students work individually to complete the sentences.
- Call on several students to say their answer for each sentence.

Answers

Answers will vary. Sample answers:

- 1. the Stone Age
- 2. they knew that a war party was returning and that it was successful
- 3. can understand the drum language
- 4. starting a revolution in communication
- 5. there were 263 million email boxes
- **6.** being in constant touch with people who are long distances away

Discussion

- Have students work in groups to discuss and answer the questions. Have students discuss the advantages and disadvantages of the various ways of communicating and the most common and most effective ways of communication. Suggest to students to copy the chart in their notebook.
- Have each group present a summary of their discussion.
 Choose students other than the note-takers to report back.

Workbook

Assign pages 290–291 for additional writing practice at word and sentence level.



Encourage students to share examples from their culture if it differs from what is presented in the book. This is a good opportunity to build knowledge of, compare, and celebrate cultural differences.

Additional Activity

Activity 1: Have students work in small groups to devise codes for communicating. Brainstorm ideas with them first. For example, they can use numbers to represent letters of the alphabet, they can use icons to represent words, or they can design their own symbols to represent words or ideas. Have groups explain their codes and present messages for the class to decode.

Activity 2: Have students play a "telephone game" in which students in groups whisper a message from one to another until the message circles back to the person who started it. Students compare the message at the beginning and the end. This can be done as a competition in which a group receives a point for each message that is correctly relayed.

Project: Wireless Works

Wireless technology is a big part of daily communication nowadays. Have students research how cell phones or other electronic wireless devices work. Encourage them to make drawings or diagrams and present their findings to the class.



- Morse code sends messages using rhythm. Letters, numbers, and punctuation are represented by combinations of sounds and pulses referred to as "dots" and "dashes." It was created by Samuel Morse in the 1840s and was widely used for radio communication in the 19th and 20th centuries. It is still used sometimes, but now there are faster electronic ways to communicate.
- Alexander Graham Bell invented the telephone. He was awarded the first U.S. patent for the telephone in 1876.
 Ironically, it is said he refused to have a telephone in his study because it disturbed him and disrupted his research.



COI	Edit Mail Mess Message Edit Sam To "Jon Sam CC "Michael Pain Subject This week sam Hely! This week	
COI		10 March 10
	After Reading	
	Complete the following sentences about the reading.	
	1. People have shown a need to communicate with one another since	

- 2. When Native Americans saw two columns of smoke, _____
- 3. Although drums are used in Central Africa to communicate messages, only a few non-natives _____
- **4.** When Tomlinson sent his first message, he wasn't thinking of ______.
- **5.** Although email only began in the 1970s, by the end of the 20th century, ______.
- **6.** Nowadays, billions of people are used to ______.

Discussion

- 1. Think about how you communicate with different people.
- 2. Work in groups. Make notes in the chart below.
- **3.** Use your notes to talk about communication in class.
- **4.** Which are the most common and most effective ways? Why?

	Ways I communicate	Advantages	Disadvantages
With friends			
With relatives	•		
With other people who live far away Ministry of Education	•		

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10 Writing **//**



- A. 1. Work in pairs. Compare the emails from Mr. Saleh and Melanie on pages 100 and 101. Make notes in the chart below.
 - 2. Use your notes to report in class. Discuss differences and similarities.
 - 3. Why do you think there are differences?

Email	Page 100	Page 101
From		
То		
Greeting		
Opening lines		
Topic/information content		
Closing lines		
Signed		
Purpose of email		

B. 1. Read the email from Adel to his friend in the USA and answer the questions.

• Where did Adel spend the summer?

• What time of year is it?

 How does Adel feel about starting school again?

Why is no excited about the weekend?

2. What does P.S. stand for? Why do we use it? مرابع المرابع المرابع

Ministry of Educatito? How do you know?

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10 Writing



 Have students discuss what they know about email as form of communication. Pose one or more of the following questions:

What kind of communication are emails used for? Are they suitable for personal and/or professional communication?

You are writing an email to a close friend. How would you begin and end?

If you wanted to apologize for something that happened between you and a friend would you choose to send an email or would you write a letter and post it? Why?

- Read the directions. Give the students a few minutes to look at the chart and make some notes on what they remember/think is relevant for each email.
- Have students work in pairs comparing the emails on pages 100 and 101 of the unit and make notes in the chart. Tell them to have one of their books open on pages 100 and 101 with the emails and one open on page 108 with the chart.
- After several minutes, call on different pairs to report their comments for the class. Tell students to listen carefully as each pair presents, and then ask them to compare their answers and agree or disagree.

Answers

Accept student answers in different words.

	Email	Page 100	Page 101
	From	Saud Saleh,	Melanie
		Purchasing Manager	
	То	Mr. Rogers	Olivia
	Greeting	Dear Mr. Rogers,	Hi Olivia,
	Opening lines	I want to apologize for not answering your email sooner.	How's work, and how's Paris?
	Topic/ information content	new suppliers/new business	pending visit/ stay with friend/ weather in Paris
	Closing lines	Please email me as soon as you make your final travel arrangements	I'm really looking forward to seeing you again.
	Signe	Best regards, Saud Saleh	Your best friend, Melanie
ير Mini	Purpose of lemail ill ill ill ill ill ill ill ill ill	To reply to a business proposition	To inform and ask for information

Additional Activity

Have each pair write an email that has all kinds of mistakes, mainly regarding greeting, opening and closing lines, overall style and possibly content. For example, a problematic email to a friend:

Dear Mrs. Olivia.

This is to inform you that I will be in Paris next month and I would like to stay with you.

How's work? How's everything? I've missed you. I wish you were closer.

Anyway, I hope you will be in Paris when I come over. I also hope that you won't be too busy with work. so we can spend some time together.

I would very much like to update you on developments at home. Best regards,

Melanie

Please note that the highlighted sections are not appropriate for an email to a friend.

Have pairs exchange emails, spot the problems, edit them and return to the authors to check.

B

• Direct students to the picture at the bottom of page 108. Give them a couple of minutes to look at the photo and elicit answers about what they see. Ask questions such as these to help them:

Who is in the picture? How old do you think they are? What are they wearing? What are they holding? Where do you think they are? What are they about

Read the directions for 1. Have students turn to page 109 to read and listen to the email.

- Play the audio and have students listen and follow in their books. Give them a few minutes to discuss their answers in groups.
- After a few minutes call on students to present their answers for the class. Ask the rest of the students to listen and challenge or accept the answers.
- Read the directions for 2 and 3. Have students read the email again and discuss answers with their partner.
- Call on students to report their answers in class.

Answers

1.

- Adel spent the summer in the USA.
- · It's early autumn.
- He doesn't feel very happy because he has to get up early, spend the whole day at school and do homework.
- He is excited about the weekend because his father has promised to let him drive the jeep in the desert.
- P.S. stands for postscript. Postscript is writing added after the main letter.
- This email is similar to the email on page 101 from Melanie to Olivia because:

The greeting is: Hi Brian

Opening line: How are you doing? Did you have a good summer? The content has to do with what the two friends share and what is special in their lives.

Closing: Give my best to your family

Signed: Adel (first name)

- Tell the students they are going to write an email to a friend.
- Organize students in groups and ask them to think about ways to:
 - 1. greet a friend
 - 2. close and sign a letter
- Call on a student from each group to report the group suggestions.
- Have students think about a letter between business people who don't know each other and think about ways to:
 - 1. greet
 - 2. close and sign a letter
- Call on a student from each group to report the group answers.
- Direct students to the Writing Corner and ask them to read the guidelines/tips and compare with their answers. Supplement and/or modify their answers.

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- Read the directions. Give students a few minutes to study the chart and decide who they are going to write to, in class, and what they are going to write about.
 Remind them to use the chart to make notes.
- Have students write their email. Have each student read and make changes to his/her own emails and "send it" to the person it is addressed to in class.

Additional Activity

Allow 5-10 minutes for students to communicate in class by "email" in part of the lesson for a number of lessons. In the time set, have them write an email, pass it on to the person it is addressed to and have them reply. Reduce the time allowed for writing and replying gradually to simulate real email writing conditions.

Workbook

Assign page 292 for additional writing practice above word and sentence level.

	Back to school		
Reply	Reply to all Forward Print • Delete		
To:	brian@megagoal.com		
Cc:			
Subject:	Back to school		
Attachment:	200.jpg		
Hi Brian,			
•	u doing? Did you have a good summer? How's school? I guess you've just started 'Well, that's life. I am attaching a photo of us at the game. How do you like it? We nuh?		
This is our first week back and everyone is trying to get used to getting up early, spending most of the day at school then home, homework, etc. But we have some great plans for the weekend. We'll drive to the desert with my cousins and spend the night there. I wish you could come along. It would be so much fun.			
Guess what? My father promised to let me drive the jeep in the desert. Isn't that cool? What about you? Any special plans for the weekend?			
Don't forget. It's your turn next summer. You are going to come to Saudi Arabia and stay with us. I'd better not talk about the summer now. Time to get organized and get down to homework!			
Give my best to your family.			
Adel			
P.S. My teac with my frier	her complimented me on my English! I told him I had spent two months practicing nd!		

- 1. You want to write an email to a friend.
- 2. Decide who you are going to write to and what you are going to write about.
- **3.** Complete the chart with your notes. Then use your notes to write the email.

Email	My notes
My greetings:	
My opening words:	
My reasons for writing this email:	
My closing words:	
Attached documents:	

Writing Corner

When you write an email to a friend:

- Greet and sign your letter in an informal manner, e.g. Hi/Hello/Dear + first name and Best/Best wishes/See you soon/Take care + your first name.
- Write as it you were speaking to him/her, i.e. use contracted forms, emoticons, or abbreviations.

When you write to a business/professional contact:

Ministry of Education Kind regards/Best regards/Sincerely.

2023 - 1445 • Do not use contracted or abbreviated forms.

Form, Meaning and Function



Simple Past with Used to

Use used to for past states, habits and situations that are no longer true.

Morse, the inventor of the telegraph system, used to be a professor at New York University. He used to teach arts and design.

People used to communicate by telegraph. Telegraph companies used to dispatch telegraphs by train across the United States.

Yes/No Questions (?) **Answer**

Did you use to have a blue car? Yes, I did. I sold it three years ago. Did they use to play football every week? No, they didn't. The used to play tennis.

Used to and Would

We can also use would in place of used to for past habits but we cannot use would for past states.

In ancient times, people would shout messages to the next tower in order to pass on information through the area. People used to have very powerful voices in those days!

INCORRECT: People would have very powerful voices.

Information Questions (?) Answer

How did people in the Americas **use to transmit** messages? They used smoke signals.

Why did people use to shout from signal towers? They wanted to pass on messages. I used to ride my bike in the park. What did you use to do when you were young?

A. Complete the paragraph with the correct form of the verbs in parentheses. Use used to, would and didn't use to.

, ,	fe before the Internet was very different to how it is (1. have) a computer, laptop, tablet or ev	,
He told me that in those days, people		
wall of the house. People	(3. use) their phones to take digital image	es.
They (4. take) p	hotos with a camera that needed a special roll of fil	lm. They
(5. print) the pho	otos on a special kind of paper and put them in a ph	noto album.
Moreover, people	(6. find) information in books, and they	(7. use) actua
paper maps to get to places! They a	lso (8. read) paper ,	
newspapers which a paper boy	/	(?;)
house. My grandfather said it was ju	st like getting a printed Internet on	Till on
their doorstep every morning!		
These days it is much quicker to find	d information and stay in touch, but	
life before the Internet sure sounds	amazing!	

Work Williamer. Talk about what your grandparents used to and Mini**didn't Used to do**. 2023 - 1445

11 Form, Meaning and Function

Simple Past with Used to

- Read out the example sentences in the presentation and have students follow in their books.
- Elicit or say that used to be describes a past state (or situation) which is no longer true. The auxiliary didn't (followed by use) is used in negative sentences. Point out that in questions the auxiliary did is used for all persons, singular or plural. The auxiliary did is also used in short answers to yes/no questions.

Used to and Would

- Point out that we can substitute used to for would when we talk about past habits but not when we talk about past states.
- Call on a volunteer to read out the example sentence and elicit which is a past habit ('shout messages') and which is a past state ('have powerful voices').
- Recall the question words we use for asking openended questions: How, Why, What, When. Ask: How did people use to transmit messages? (They would shout messages to the next tower. OR They used to use smoke. OR They used smoke.)
- Have volunteers read the information questions and answers in the last part of the presentation.

A

- Ask students to first read the paragraph and get the general idea (the gist) by ignoring the gaps. Ask: What is the paragraph about?
- Students should work alone to complete the gaps and then compare their answer with a partner.
- Ask for a volunteer to read the completed paragraph aloud for the class.

Answers

- 1. didn't use to have
- 2. used to (would) speak
- 3. didn't use to use
- 4. used to (would) take
- 5. used to (would) print
- 6. used to (would) find
- 7. used to (would) use
- 8. used to (would) read
- 9. used to (would) deliver

B

- Ask students to work with a partner and take it in turns to ask and answer about their own families.
- Ask for volunteers to share their stories (or their partner's stories) with the class. Ask students to listen to the stories and write down one question they would like to ask to learn more information.
- Students then ask and answer questions using the structure *used to/would*.
- As students ask and answer, make a note of any errors with form or meaning of the target language. Write the errors on the board and correct them as a class.

Answers

Students' own answers.

Language Builder

Explain that we often use the idiom *stay in touch* when someone leaves on a trip which will either take them far away geographically or for a long period of time. If you ask someone to 'stay in touch,' it means that you want the other person to remain in contact through letters, emails, telephone calls and so on. Another way of saying 'stay in touch' is *keep in touch*. 'Keep in touch' is used in exactly the same way as 'stay in touch.'



Language Builder

Explain that *there*'s is a contraction for there is. There is no contraction for *there are*.

There is/There are

- Ask volunteers to read aloud the example sentences in the presentation.
- Point out that singular nouns follow the structure *There is*; and plural nouns follow the structure *There are*.

Plurals

 Direct students' attention to the list of nouns and ask students to form three of four sentences of their own using *There is/There are* + a regular noun (singular or plural) from the list in the presentation.

Definite Article: The

- Explain that the definite article the comes before singular and plural nouns: the student, the students.
- Have students read the first example sentence in this part of the presentation. Explain that we use the for specific objects or people that have already been introduced or are known. However, point out that we do not use the with plural nouns when talking in general: Teachers work at schools.
- Have students read the next examples and explain that we use the for objects that are one of a kind and for oceans, seas, rivers, mountain ranges, deserts, and groups of states: the Earth, the moon, the Red Sea, the Arabian desert, the Amazon, the Alps, the Gulf States.

9

- Read the directions with the class. Remind students to pay particular attention to the use of: There is/are and how to form plurals.
- Have students work alone to make the sentences and then check their answers in pairs. Ask them to take turns to read aloud their sentences.
- Call on volunteers to read their sentences for the class.
- Ask students if the picture is a typical scene of places around their school, town or city.
- Ask volunteers to describe similar scenes to the class and ask the class to lister and guess which place in their school, town or city is being described.

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Answers

Answers will vary. Possible answers:

- 1. There is a man watching the news on TV.
- 2. There's a man speaking on a cell phone.
- There are two men catching up on personal news. They are eating lunch.
- **4.** There are two men reading some magazines.



- Read the directions with students and ask them to focus on the plural nouns presented in the lesson. They should talk about the different ways we communicate using as many plural nouns as possible.
- Call on volunteers to share their ideas with the class.

Answers

Students' own answers.

Workbook

Assign pages 293–294 for more practice with the form, meaning and function of the structures in the unit.

1

Teaching Tip

Activities which allow students to identify with the language presented in the unit on a personal level facilitate language earning. Exercises B and D ask students to talk about their personal experiences using the target language. In this way students are more likely to retain the new structures and understand the use and meaning more deeply. Sharing a little personal information also allows the class to build trust and encourages students to contribute to class discussion, which facilitates learning. This is an especially important task type in the first unit as building confidence early on in the language course will allow for a more productive start.

There is/There are

Singular nouns

Plural nouns

There is a phone message for you.

There are lots of unanswered emails in my inbox.

Plurals

Regular nouns

For most regular nouns we add **-s** to form the plural. If the noun ends in **-s, -ch, -sh, -o,** or **-x**, we add **-es.** For regular nouns that end in **-y**, we usually drop the 'y' and add **-ies** for the plural. For regular nouns that end in **-f** or **-fe**, we change the ending to **-ves**.

letter—lettersinbox—inboxescity—citiesleaf—leavescard—cardsbusiness—businessescompany—companieswife—wivesemail—emailswatch—watchesstory—storieslife—lives

Note: If the noun has a vowel before the final -y then we add an -s: boy—boys; day—days; donkey—donkeys, etc.

Irregular nouns

man—men child—children foot—feet deer—deer woman—women tooth—teeth mouse—mice fish—fish

Definite Article: The

Use the definite article *the* before singular and plural nouns when we know what or who we are referring to. **The** children at the local school got some new computers.

Use the definite article *the* for objects that are one of a kind: **the** Internet, **the** sun, **the** Masmak Fortress, **the** Holy Qur'an.

- **C.** Look at the picture. Write sentences to describe the different ways people communicate. Compare with a partner.
- There is a man writing an email on a computer,
- D. With a partner, talk about how you stay in touch with family and friends. Is this the same or different to when you were younger? Why?



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12 Project



- 1. Design a greeting card for Saudi Arabia National Day.
- 2. Think about events and emotions on that day and complete the chart with your



	Occasion
My notes	Saudi Arabia National Day
Actions on that day (verbs)	
Naming words on that day (nouns)	
Describing words for that day (adjectives)	
Emotion words on that day	

- 3. Write 2 to 3 sentences/messages about Saudi Arabia National Day using some of the ideas/words you listed above.
- 4. Design your card. Search and find suitable photos/pictures or draw your own. Make sure that your photo/drawing is related to your sentences.

pul _ is.ighipase the sentence or sentences that you are going to include and write them on your card.

Ministry of E**6**.498 ecide who you are going to send your card to. 2023 - 1445

12 Project

- Organize the students into groups. Have them brainstorm on things they do to celebrate the Saudi Arabia National Day.
- Call on groups to report and compare ideas.
- Read the directions with the class. Have groups study the chart and suggest examples in class. Make sure students are clear about what they need to do. Explain that they are supposed to talk about what they do on that day or what they see other people do and make notes in the first column of the chart; things that they see, buy or give to people and make notes in the second column of the chart; what things and people are like on that day and make notes in the third column and how they feel or what feelings are associated with the day and make notes in the last column.
- Give them some time to reflect, discuss and complete
 the chart. Monitor participation and help when
 necessary. Allow groups to help each other with words
 if they want. Encourage students to use dictionaries in
 class in order to check, confirm, find words they need.
- Call on groups to present their ideas for the class. Ask a student from each group to come to the board and list words that are mentioned.
- Read the directions for 3. Have students think about messages that can be used as greetings or messages that can be used on posters or banners. For example, a message that they would write on a banner to use in class
- Allow time for the groups to write their messages.
 Circulate and monitor participation and help when necessary.
- Call on a student from each group to write the group message on the board.
- Read the rest of the directions with the class. Allow time for the groups to design their cards. Remind them to assign tasks to different members of each group depending on abilities and skills.
- Have them choose the sentence or sentences that they are going to include and decide who they are going to send the card to.

- If there is access to the Internet and materials needed to make the cards, have the groups create and complete the cards in the lesson. If not, allow them to make decisions and coordinate tasks in preparation for the next lesson. Allow students to complete their cards in the beginning of the lesson.
- Post all the cards on the wall or the board and have students read them and decide which one they like best.

•

Teaching Tip

When students are working on a culture-specific topic, they will inevitably want to translate things they say in their mother tongue and attempt to transfer emotions and wishes as closely as possible. You will therefore, need to be prepared to answer questions on how to express sentiments and wish people well in English. Point out to students that it is not always possible to transfer feelings, wishes and other culture-specific messages and meanings into another language as closely as they might wish. The best that can be expected in such cases is a reasonable approximation of the original/source text.



13 Self Reflection

- Brainstorm on the meaning of Self Reflection with the class. Have students work in pairs to remember and describe what is involved in self reflection. Encourage them to think of optional phrases or words to refer to it, for example, thinking back on something.
- Divide students into groups and have them brainstorm on Unit 7. Tell them not to open their books. Explain that this is not a test and they should not feel that they have to remember everything. Write some questions on the board to help them, for example: What was the unit about? Which texts/topics/ information do you remember best? Which words and phrases do you remember? Which part of the unit did you dislike? Why? Did you like any part of the unit? Which? Why?
- Call upon a student from each group and have them tell the class what the group decisions were. Ask students if they found the activity helpful; if it helped them remember things.
- Read the Self Reflection table with the class and have volunteers suggest answers as examples.
- Direct students to the Unit Checklist and tell them to complete each item as they work through the unit.
- Have students check through the unit and complete the table. Circulate and monitor; help when necessary.
- Ask students to try and remember examples for each item as they complete the chart.
- Have students compare their answers with their partner.
 Encourage them to give reasons for their answers.
- Divide the class into small groups and have students compare areas in each category to find out if some things were class favorites or non-favorites. Have students who did not experience difficulty with things that others found difficult, form smaller groups and help their classmates.

Additional Activity

Collect data from the last part of each unit, i.e. Self Reflection to identify favorite things. Tell students to collect pictures and other material on favorite things to add to a cumulative, group or class poster. Use a large sheet of paper or cardboard for the class or each group. Have students divide the space available into 6 sections, one for each unit. Use the space allotted for the unit at the end of Self Reflection to write and/or stick pictures and/or draw

Teaching Tip

When you complete lessons in each unit, ask students to reflect on the lesson and identify things they liked or didn't like as well as things they found easy or difficult. This way the final Self Reflection is going to be more realistic and more effective.



13 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:

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:		
	Loop do this Loop do this Loop do to study //		
	I can do this I can do this I need to s		

Unit 7 Checklist	l can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss email and letter format and etiquette			
make and accept an apology			
wish someone success			
make arrangements, accept and refuse invitations			
use the construction preposition + gerund			
use although, even though, and in spite of			
use as soon as and when;			
use so(that)			
use used to and would			
use there is/are + singular and plural nouns			
use the definite article: the			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
	 read through the unit again listen to the audio material study the grammar and functions from the unit again
Ministry of Education	ask your teacher for help

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8 Wishful Thinking

Listen and Discuss



Read the texts below. Find the sentences that say exactly what each person wishes for.

WHAT PEOPLE ARE SAYING

Wishes vary from person to person. Find out how some of our readers answered the following questions.

If you could only take one thing with you to a desert island, what would you take?

A: I would take my cell phone. I'd be able to keep in touch with my family and friends around the world, and I wouldn't get lonely.



Saeed, 23



Q: If you could be a historical figure, who would you be?

A: I'd like to be Omar bin Abdul Aziz, a Muslim Caliph. I would create one of the greatest empires with no poverty the world has ever known.

Ahmed, 17

! If you had a close encounter with an extraterrestrial, what question would vou ask?

A: I'd ask if I could travel with the ET.* I would like to find out about life in the universe.



Bob, 16



Q: If you could choose a place to live, which city or country would vou choose?

A: If I could choose a place to live, I'd go to Hawaii. The weather's great the whole year round, and the surfing is fabulous.

Steve. 15

If you could change your looks, what changes would you make?

A: Actually, I'm quite happy the way I am. I wouldn't make any changes.



Hameed, 20



If you could travel through time, would you go to the past or to the future?

A: I would go to the future to see what new technologies people will be using.

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Vocabulary

Personal dreams and wishes Winning money as a prize

Functions

Make wishes
Talk about
imaginary situations
Talk about probability
and improbability
Talk about predicaments
Give advice to
solve problems

Grammar

Conditional Sentences with If-Clause: Imaginary Situations Conditionals with Might and Could Verb: Wish Listening

Listen for specific information

Pronunciation

Reductions

Reading

Money: A Blessing or a Problem?

Writing

Write a description of a day in the life of a quiz show winner

Form, Meaning and Function

> Count/Noncount nouns Expressions of quantity: some, any, no Words connected with shopping habits

Project

TV quiz shows

Warm Up

Use sentences in the present perfect with ever to ask students about things they've wished for. For example:

Have you ever wanted to be taller or shorter? Have you ever wanted to have more money? Have you ever wanted to be very talented at something? Have students answer with Yes, I have or No, I haven't. Encourage students to give additional information. For example: Yes, I have. I wish I could speak Italian.

Language Builder

Explain that when the verb in the *if*-clause is in the past tense, we use *would* or *could* in the other clause. For example:

If we leave now, we'll be on time for class.

If we took the bus instead of walking, we would be took the bus instead of walking, we would be took the bus instead of walking, we would be

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1 Listen and Discuss

• Discuss the meaning of the verb *wish*, and have a class discussion about the differences between the verb *wish* and the verb *hope*. Discuss that although some wishes come true, *wish* often refers to something that is not expected to happen. On the other hand, *hope* expresses a desire that something is possible or likely to happen. For example, write on the board:

I wish I had a better job.
I hope I get the job I applied for last week.

- Explain to students that looking at the verb tenses in the questions and answers on this page can help them understand the meaning better. Although some of the situations described are plausible, most of them are highly unlikely or impossible. To help students understand this, have them scan page 114 to find the word in each question that indicates an action that has not yet happened: if. Lead students to understand that if the if-clause in each question refers to a situation that is unlikely to happen, or impossible, then the response for each question is also unlikely or impossible.
- Play the audio for page 114 as students read along silently. Have students find sentences that tell what each person wishes for. Call on volunteers to share their answers with the class.
- Play the audio again as students follow along in their books. Have students circle any words that are new for them. Then go over any new words and expressions students ask about.
- Write on the board sentences with if-clauses, such as the following.

If I had a sailboat, I _____ sail around the world. If my brother won the competition, he _____ be extremely happy.

Have students fill in the blanks with could or would. Point out that for some sentences, both would and could are logical answers. Have students discuss the difference in meaning. (would shows intent; could shows ability)

 Explain that the if-clause can come at either the beginning or the end of a sentence. The meaning is the same. For example:

What would you do if you had a lot of money? If you had a lot of money, what would you do?

The Most Common Wish

• Direct students' attention to the text. Ask:

How much is the cash prize Prof. Richard Berkowitz and James Bruce Bussel have won? (SAR 750,000 [\$200,000])

How many prizes are given? (5)

- Play the audio for page 115, and have students read along silently.
- Ask a few comprehension questions. For example:

Which prize did Shaikh Sulaiman Al-Rajhi win? (the 2012 Prize for Service to Islam)

Who won the Arabic Language and Literature Prize? (Prof. Ali Hilmi Ahmad Moussa and Dr. Nabil Ali Muhammad)

Which prize did Prof. Alexander Varshavsky win? (the Science Prize)

What kInd of achievements are required for one to qualify? (achievements that benefit mankind across the globe)

What do you think winners will do after the awards ceremony? (answers will vary)

Quick Check



 Ask students to match the words from each column to form expressions from page 114.

Answers

1. d 2. c 3. e 4. a 5. b



 Have students work in pairs to ask and answer the questions. Call on pairs to present for the class.

Answers

1. true **3.** true **5.** false

2. false **4.** true **6.** true

2 Pair Work

A

 Organize students into pairs. Tell them to take turns asking and answering all of the questions on page 114.
 Tell them to take notes on their partner's answers so they can report back about their partner.

Play the audio for the quote and ask students to repeat.

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 Monitor students as they practice. Then have students form groups to share what they found out about their partners.



- Play the audio for the conversation and ask students to repeat.
- Have students work with new partners. Tell them to take turns asking and answering about their wishes.
 Encourage them to use their own ideas as well as the ideas on pages 114–115. Point out that they should use yes/no questions rather than questions with if-clauses.
 However, their yes/no answers should include would as in the example.
- Call on students to tell the class one of their wishes.



- Have students work alone to make their list, and then compare with a partner.
- Call on volunteers to compile a list on the board. As a class, decide the top three most common wishes.

Language Builder

Keep in touch means to stay in communication. For example: I keep in touch with my school friends.

To lose touch or be out of touch with someone means to no longer be communicating. To change this, someone will try to get in touch again.

Workbook

Assign page 295 for practice with the vocabulary of the unit

Teaching Tip

Rather than asking comprehension questions, tell students you want them to ask questions of the class. Asking their own questions reinforces for them how much they understood and also shifts the classroom to being more student-centered.

Additional Activity

Tell students they are going to live on a desert island and can take five things. Each student decides on five things. Students then form groups, share their lists, and negotiate which five things they would take as a group.

THE MOST COMMON WISH

"I wish I could win a big prize."

The King Faisal International Prize is awarded to individuals, whose achievements benefit mankind across the globe. Shaikh Sulaiman Al-Rajhi, a world leading philanthropist, was awarded the 2012 Prize for Service to Islam, while Prof. Adnan Bin Muhammad Al-Wazzan won the Prize for Islamic Studies.

Prof. Richard Berkowitz and James Bruce Bussel won the Prize for Medicine. The cash prize of SAR 750,000 (\$200,000) was split between them. Prof. Ali Hilmi Ahmad Moussa and Dr. Nabil Ali Muhammad, from Egypt, shared the Arabic Language and Literature Prize and Prof. Alexander Varshavsky won the Science Prize. Laureates also receive a gold medallion, and a handwritten certificate.



Quick Check V

- A. Vocabulary. Match to form new words or expressions.
 - **1.** desert **a.** round
 - 2. keep ____3. close ____b. the prizec. in touch
- **4.** whole year ____ **d.** island
- **5.** split ____
- e. encounter
- B. Comprehension. Answer true or false.
 - 1. ____ Saeed would take his cell phone to a desert island.
 - 2. ____ Steve would like to be a Roman emperor.
 - 3. _____ Bob would ask an extraterrestrial about life on other planets.
 - ___ If Ahmed could live in any place in the world,
 - ••• he'd live me awaii. 5. ____ If Hameed could, he would change the way he looks.

6. I i lieonard would like to find out about Ministry of Educatiuture technologies.

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2 Pair Work 🛂



A. Give your answers to the questions in the article.

If I could take only one thing with me to a desert island, I'd take my smartphone.

- B. Find sentences that are wishes in the texts you read. Make questions for those wishes. In pairs, ask and answer the questions. See the example below.
 - Do you wish you had a lot of money?
 - Yes. I do. Then I would be able to travel.
- C. List some common wishes, and compare your list with a partner.

3 Grammar 👊



Conditional Sentences with *If*-Clause: Imaginary Situations

Use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the *if*-clause. Would is often used in the main clause.

If I found a million dollars, I would keep it. I wouldn't take it to the police.

The contraction of would is 'd and is used with all subjects: I'd, you'd, he'd, she'd, we'd, they'd.

They'd be happy if they had time to take a vacation.

Conditional Sentences with Might and Could

Might can replace would in conditional sentences to express possibility.

If I had extra money, I might take a vacation to Hawaii.

Could can be used in the if-clause. It means "if someone were able to."

If I could travel anywhere, I'd go to Tahiti.

Could can also be used in the main clause. It means "would be able to."

If we had more time, we **could play** another game of tennis.

Verb: Wish

Use wish for things you want to happen but probably won't.

wish

in the present I don't have much time. I wish I had more time.

> I have to study today. I wish I didn't have to study today.

I'm not rich. I wish I was/were rich.

I can't go to the mall. I wish I could go to the mall.

in the future He won't lend me his car. I wish he would lend me his car.

Note: Was is usually used in informal spoken English with I.

I wish I was a millionaire.

Read each example in the grammar section. Find sentences in the texts you read on the previous pages that are similar and underline them.

A. Match the sentence parts.

1. If I were a very rich person, __

2. If I saw someone who was stealing in a store, ____ b. I might live with my aunt.

3 If I had more experience, ____

4. If I could say something to the president, ____

5. If I had to leave my home, ____

- a. I'd tell him to cut taxes.
- c. I'd travel to New Zealand.
- **d.** I wouldn't have to work.
- **e.** I'd apply for the job.
 - **f.** I'd call the police.

Ministry of Education Work with a partner. Make sentences that start with the *if-*clauses in exercise **A** 2023 - 1445 and end with your own ideas.

3 Grammar

Conditional Sentences with *If-*Clause: Imaginary Situations

Go over the material in the grammar chart. Explain that
we use this form to talk about hypothetical situations in
the present. Point out that we use the simple past in the
if-clause, and would in the main clause. Write sentences
on the board and have students identify the verbs. For
example:

If I bought a sports car, I would drive it on weekends. If he had some extra money, he would buy a new jacket.

If he had more time to relax, he'd be happier.

- Go over the contractions for would. Tell students that the contraction for it would is it'd. However, this contraction is usually only used in speaking, not writing. For example, say: It'd be better if you arrived earlier.
- Review that the if-clause can come at either the beginning or the end of the sentence. If it comes at the end, a comma isn't used. For example:

If I went to bed earlier, I wouldn't be so tired.
I wouldn't be so tired if I went to bed earlier.

Conditional with Might and Could

 Explain that might can replace would to express possibility. For example:

If I had more time, I might take up painting.
If I were taller, I might be a pro basketball player.

 Explain that could in the if-clause means if someone were able to. Write examples on the board. For example:

If we could buy anything, we'd get a sailboat.

If I could visit any city, I would go to Paris.

If I could meet someone famous, I'd meet ____.

Ask students for additional examples.

Explain that could in the main clause means be able to.
 Write examples on the board and call on volunteers to complete the blank. For example:

If I had more energy, I could run farther.

If we had more food, we could invite them for dinner.

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If I had more money, I could ____.

Verb: Wish

- Go over the material in the grammar chart. Call on one student to read from the left column, and another from the right. For example:
 - A: I don't have much time.
 - **B:** I wish I had more time.
- Write a few sentences on the board for students to restate using wish. For example:

I'm not good at math. (I wish I was/were better at math.)

I can't go to the football game this weekend. (I wish I could go to the football game this weekend.)

My friend won't lend me any money. (I wish my friend would lend me some money.)

 Call on students to make statements such as those above. For each statement, call on another student to restate it using wish.



Have students work alone to match the sentence parts.
 Call on students to read their sentences for the class.

Answers

1. d **2.** f **3.** e **4.** a **5.** b **6.** c



Have students work alone to write their sentences.
 Then call on several students to read aloud how they completed each sentence.

Answers

Answers will vary.

Language Builder

Explain other meanings of wish. As a verb followed by would, it usually indicates a request. For example: I wish you would be quieter. Followed by an infinitive, wish is used to express what the speaker wants to do. For example: I wish to speak to him. Explain that this is more formal than I would like to speak to him.



- Have students work in small groups to discuss what they would do in each situation. Point out that while some of the situations are unlikely, others are possible.
- Call on groups to share their answers with the class.
 Make sure several students from each group present so that there is full participation.
- Have a class discussion about some of the situations.

Answers

Answers will vary. Sample answers:

- If someone took my shopping cart by mistake, I'd just say, "Sorry. That's my cart."
- If I were in a hotel and I saw a famous writer at a nearby table, I wouldn't bother the celebrity and ask for an autograph.
- 3. If I lent a friend some money, I'd politely ask for the money back.
- If I lent a friend a dress for a special occasion and the friend returned it with a spot, I wouldn't say anything. I'd just take the item to the dry cleaners.
- **5.** If I saw someone cheating on a test, I might tell the teacher.



Problem Solving

- Have students work in groups to discuss how they
 might resolve each of the problems in the city. Go
 over the example first and ask students to say which
 verb forms are used (were / would build). Encourage
 students to agree and disagree with one another, and
 work together to come up with a possible solution that
 satisfies all of them.
- For each problem, call on groups one at a time to share their ideas with the class. Encourage groups to discuss each other's ideas. Provide on the board a few structures for politely agreeing and disagreeing.
 For example:

That's a good idea, but... That might work, but another idea is... That sounds like a good idea. That's a great solution!

Language Builder

A dream profession is a profession someone would have if they could do anything. The expression Follow your dreams! Is used to encourage someone to do what they want to do. When someone presents an unrealistic goal, a friend in plating pond, You're dreaming! or Dream on!

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Answers

Answers will vary. Sample answers:

If I were mayor,

- ...I'd put more buses on the road.
- ...I'd have more recycling bins on the streets.
- ...I'd pass laws against pollution by factories.
- ...I'd have more police officers on the street.
- ...I'd limit access to the downtown area to buses and taxis.
- ...I'd have built new schools.
- ...I'd build a new city hospital.
- ...l'd improve the telephone service.
- ...I'd have the garbage picked up more often.
- ...I'd build a sports complex.
- ...I'd have a library in every neighborhood.
- ...l'd encourage builders to build more houses and apartment buildings.



 Have students work alone to complete the sentences, and then compare answers in pairs. Point out that more than one form may be correct in some cases.

Answers

Answers may vary.

- 1. didn't/wouldn't eat too much junk food
- 2. knew how to surf
- 3. would let me go out tomorrow night
- 4. weren't raining
- 5. had enough money to buy a present
- 6. didn't have to wear a uniform to school

Workbook

Assign pages 296–298 for more practice with the grammar of the unit.



Teaching Tip

Encourage students to write personalized sentences using the grammar points to help them understand the functional meaning and apply these structures in their daily life outside of the classroom.



Additional Activity

Have students work in groups to discuss one problem they know of in your school or community. You might first brainstorm a list of problems for students to choose from. Ask them to consider various solutions, and then report to the class.



- C. Discuss the following situations in a group. What would you do?
 - **1.** Someone took your shopping cart by mistake in the supermarket.
 - 2. You're in a hotel and you see a famous writer.
 - **3.** You lent a friend some money, but the person didn't return it.
 - **4.** You lent a friend a dress or a suit for a special occasion. When he/she returned it, it had a big stain on it.
 - **5.** You saw someone cheating on a test.



D. Problem Solving

Work in groups. Pretend your city has the following problems, and you are the government official in charge of solving them. What would you do?

If I were mayor, I would build a rail system to connect various parts of the city.

poor public transportation crime poor health services few sport facilities no recycling facilities traffic poor telephone service few libraries old schools pollution too much garbage expensive housing

- **E.** Use the verb *wish* to complete the sentences. In some cases, more than one verb form can be correct.
- Your best friend is a wonderful person, but he/she talks too much.

 I wish that my best friend didn't talk so much/wouldn't talk so much
 - **1.** Your friend eats too much junk food and you think it's unhealthy. I wish my friend
 - 2. A friend asked you to go surfing, but you don't know how to surf. I wish I
 - **3.** Your parents won't let you go out tomorrow night. I wish my parents ____
 - **4.** It's raining again.
 - (Wish it
 - 5. You want to buy someone a present, but you don't have enough money.

	 wish	.
Д		

Ministry & Edouchaye to wear a uniform to school, and you don't want to.

4 Language in Context

- **1.** A businessman offers to pay for three things you want because you received the highest grades in the school district. What would you ask for?
- 2. Compare your wants with members of the class and select the funniest one.



5 Listening N



A. Listen to the conversation and make notes in the chart below.

	Wish	Why?
Gina		
Lyn		
Sahar		

B. Listen again. Try to figure out the reasons for the people's wishes, and complete the second column of the chart. Share your ideas in small groups. Then report in class.

6 Pronunciation



A. Listen. Note how **would** + **you** and **could** + **you** are reduced in questions. Then practice.

What **could you** do? What would you do? Where would you go? Where could you go?

B. Read the people's wants and wishes again. Underline the would you and could you word groups. Practice reading the sentences aloud.

About You



In pairs, ask the questions and have your friend answer. Then switch roles.

- 1. Do you ever wish you were someone else? Who? Why?
- 2. If your house were on fire, what would be the first **ட** பிர்வுர்வு'd try to save?

Ministry 3/ Hoyoutlived on a desert island, what would you miss 2023 - 14475 ost from civilization?

- 4. If you lived away from your country, what would you miss the most?
- **5.** Have you ever had a wish come true? (Or, do you know anyone who has?) What was the wish?
- 6. What advice would you give someone in order to become rich?

4 Language in Context

 Have students work alone to write down their three wishes. Then discuss them as a class.

5 Listening

- Tell students they will hear a long listening passage. Knowing what information they need to listen for will make the listening task easier. Have them look at the chart. Explain that they will listen twice. The first time they will listen to find out what the people wish. The second time they will listen to find out why.
- Play the audio twice and have students write notes. Instead of writing in the chart, students can take notes on a piece of paper as they listen, and then use their notes to fill in the chart.
- Play the audio a third time for students to check their answers. Play a final time, as needed.

Audioscript

- **Gina:** Look at all those children. Look at us! We're so lucky. We've always had what we needed; a home, food, clothes, school, presents, friends. And to think that we find something to complain about all the time.
- **Lyn:** Well, Gina. It's the way of the world, I'm afraid. But you're right. We shouldn't complain. I wish we could do something to help as well.
- **Sahar:** How about starting a campaign? I've always wanted to do that. We could start a campaign at school and we could also ask our families to help.
- **Gina:** I think that's the coolest thing I've heard you say. Way to go, Sahar! Let's do it. I wish I could be as clever.
- **Sahar:** Oh, come on Gina. It's not clever; so many people do it all the time. But thanks anyway.
- **Lyn:** OK. So, let's think about what we need to do. If I could paint, I'd make a poster, but I can't draw a straight line. Right, Gina?
- **Gina:** You're not so bad Lyn. I can try but I wish I had the right kind of materials. You know, poster paints and glossy sheets of paper...and ...
- **Lyn:** I know, I'll ask my father. They keep a stock of material at the company. Maybe they'll want to contribute.
- Sahar: So, are we going to ask for sponsors? We should make a list of people that are worth contacting; and we need to write a letter or some informational material to give them. I wouldn't just band out money to people just because they asked me for it. I wish we had some money ourselves; then we wouldn't have to ask anyone.

Gina: Yes, well, so do I and I am sure Lyn feels the same. Sahar, would you like to draft something and then we can all Ministry of ভারিংগ্রেড জিম্মা finalize it. Please don't say no. I would do it if I 2023 - 1445

could but I can't write; I wish I could. You're such a talented writer. You know how to present things to people.

Sahar: Thanks, but I am not so sure. Can we do it together, Lyn? I would feel so much better if we did this together.

Lyn: Yes, sure, no problem. When? Now?

Sahar: Why not? The sooner the better...

Gina: I wish we could change the world, this minute...



Answers

	Wish
Sahar	She wishes they had money so they wouldn't have to ask anymore.
Gina	She wishes she were so clever.
Lyn	She wishes she could do something to help.
Gina	She wishes she were a talented writer.
Gina	She wishes she had the right kind of materials.

6 Pronunciation

- A. Have students listen to the audio twice and repeat the questions. Then practice in pairs.
- **B.** Have students work individually. After several minutes, as a class have students practice reading the sentences.

7 About You

 Have students work in pairs to discuss the questions about hypothetical situations. Monitor students as they talk, but do not make corrections.

8 Conversation

- Ask students what they know about game shows. They should know that game shows are programs on TV or radio in which players answer questions or play games of skill or chance to try to win money or prizes. Game shows are popular in many countries. Ask students to share with the class game shows they like.
- With books closed, have students listen to the audio twice
- Have students scan the conversation to underline the would you and could you, and expressions that are unfamiliar. Write on the board: Some people really have all the luck. Have students use the context to tell you what this expression means.
- Play the audio again, and have students read along silently.

Real Talk

- Ask who this guy is in the conversation. (Explain that Yousef doesn't really know, or it isn't important.)
- Ask: Who says to me? (Michael) Explain that for me would have the same meaning.
- Ask: Who says You wouldn't know...? (Yousef) Explain that it's common to make this type of question to show disbelief.
- Ask: Who says I'd have a ball. (Yousef) Ask students what other expressions they use or have heard that mean have a good time.

Your Ending

 Discuss the possible endings. Call on students to tell you what they think Yousef would say next. Ask them to give reasons.

About the Conversation

- Have students work in pairs to ask and answer the questions. Tell students to answer in their own words rather than reading from the conversation.
- Call on pairs to present their answers to the class.



Answers

Answers will vary. Sample answers:

- A guy won a million-dollar prize on a TV game show. A family won \$100 million as a prize.
- Michael says that he wouldn't know what to do with so much money.
- **3.** Yousef would give one third of the money to his family on the condition that they wouldn't ask for money ever again. He would spend one third on traveling to places he's always dreamed of visiting.

Your Turn

- Have students work in pairs to role-play the conversation. Each pair decides which ending to use.
- Then have pairs create their own conversation about what they would do if they won a lot of money.
- Call on pairs to present for the class.

Workbook

Assign page 299 for additional reading practice.



Teaching Tip

Managing a multi-level class can be challenging. You want to move quickly enough to keep the interest of the faster learners, but you don't want to move too quickly for the slower learners. Look for clues to help you assess the most beneficial way to organize students for group activities. In some cases, mixing proficiency levels may work best, while at other times students might benefit more from working with classmates at a similar proficiency level.



Additional Activity

Present the following situation for students to discuss in groups: They won a lot of money on a TV game show; for example, 100 million dollars. They decide to use one third of it to help their community. Have them use ideas from the chart on page 98 to decide which community organizations they want to support and how much money they will contribute. Have groups present their ideas to the class.



The *Price is Right* is a TV game show that has been around for over 50 years. On it, the contestants try to guess the correct price of everyday items like cars and appliances. The person who is the closest, without going over, wins. The rules have changed over the years, but to win you have always had to be a good shopper!

8 Conversation 4



Underline the **would you** and **could you** word groups. In pairs, read the conversation aloud making sure to reduce the pronunciation of would you and could you.

Yousef: Some people are really interested in participating in a TV

game show. I read about this guy who won a million-dollar

prize on a TV game show.

Michael: Well, I read about a family that won 100 million dollars as a

prize. Now to me, that would be a real problem. I wouldn't

know what to do with so much money.

You wouldn't know what to do with so much money? Yousef:

You have to be crazy to say that. If I won that kind of

cash, I'd know exactly what to do. I have it all planned out.

Michael: What would you do then?

Yousef: I'd divide the amount into three. I'd give one third to

my family. Another third I'd spend on traveling to places I've always dreamed of visiting; I'd buy a house

for myself, and a new car, and I'd have a ball.

Michael: And what would you do with the rest?



Your Ending

What do you think Yousef's answer would be?

- (1) I'd probably give it to charity.
- (2) I'd invest the money in the stock market and try and make more money.
- (3) I'd give it to you, of course.
- **4**) Your idea: ___

Real Talk

this guy = informal way to say "this person"

to me = in my opinion

You wouldn't know...? = echo question, to confirm what was said (here, to show disbelief)

have a ball = have a good time

About the Conversation

- 1. Who won some money? How did the people win it?
- 2. What would Michael do with 100 million dollars?
- 3. What we things would Yousef do with

Ministry of Endocatilion dollars?

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Your Turn

Role-play the conversation with a partner. Use your endings. Use the answers in About the Conversation for ideas.

9 Reading



Before Reading

Winning money as a prize could bring the winner problems. Do you agree or disagree? Give reasons. Make a list of problems you think might be mentioned in the article below. Then scan the article and see if it mentions the same problems.

MONEY: A Blessing or a Problem?

There's a great deal of truth in the saying "A fool and his money are soon parted." For some people, winning millions is the answer to their problems, but the reality is more like a nightmare for others. The money can strain relationships with family, friends, and neighbors, and can even eventually end in bankruptcy. It's often very hard for a winner to handle the pressure and all those millions.

Most prize winners are not used to having money and making financial decisions. They are vulnerable and become easy prey to people who want to take advantage of them. Winners may lose large sums on investments they know nothing about, or they might go in with a partner who may not know how to run a business.

William "Bud" Post won \$16.2 million. "I wish it never happened. It was totally a nightmare," says Post. He tried to help his family, but things didn't work out. A brother was arrested for trying to kill him, hoping to inherit part of the money. Post went into a car business and a restaurant with his children, but the two ventures were failures. He eventually went broke, and now he lives on \$450 a month and food stamps.

For many people, sudden money can cause more than financial disaster. The most notorious case of poor use of prize money in recent times is that of Michael Carroll, who won £9.7 million (\$17.1 million) at the age of 20. Michael spent almost his entire fortune in 18 months on four homes, a holiday villa in Spain, two convertible BMWs and two Mercedes Benz cars, several quad orkes, and a stake in a football team. Sometimes money can make people insane, but that isn't the case with Michael Carroll. He was a nuisance before, and decided to continue being a

nuisance. Michael has been in constant trouble with the law, and has paid thousands of dollars in fines for vandalism. Reports say that he is nearly broke.

But not everyone is like Michael and Bud. Bob Bradley, an 83-year-old great-grandfather, won \$6.17 million in May 2006. Besides giving a huge amount to children's charities, Mr. Bradley has spent his fortune helping to make the dreams of his family and friends come true. He has rejected flashy cars, expensive vacations, and a move to a luxury mansion in favor of handing out his jackpot to others. He said: "I haven't kept any money for myself. I can just give my family all they ever wanted. I've had my life more or less, so this win is for their benefit."

So if you ever win a big prize, seek an advisory team to help you make important financial decisions—and a good psychiatrist to help you keep your sanity.



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9 Reading

READING STRATEGY Finding the main idea

Explain to students that the main idea of a reading is often presented in the first paragraph. It is helpful to read the introduction and then pause and predict what the whole reading is about.

- Have students read the title and look at the photos.
 Have a class discussion about the meaning of the title:
 Money: A Blessing or a Problem?
- Have students read the introduction (the first paragraph) only. Ask what the main idea of the paragraph is. (Winning a money prize can be very stressful.)
- Discuss the **Before Reading** question about the kinds of problems they think money would bring. List their ideas on the board. Now ask students to predict what the reading is about.
- Explain that the reading mentions what happened to several people who won a prize. Ask students to read the article and compare their list with the problems mentioned in the article.
- Play the audio as students follow along in their books silently. Ask students to tell you the names of the winners.
- Write these questions on the board:

Who won? How much did he or she win? What did he or she buy? What happened to him or her?

- Have students work in pairs. Tell them to read the
 article on their own. Have them pause after they read
 about each winner and answer the questions on the
 board. Encourage them to use the context to help each
 other with new vocabulary.
- Play the audio again as students follow along in their books silently.

 Help students with any vocabulary they still have questions about. Words that may be new to students include:

bankruptcy = legal status of having no money **vulnerable** = easily harmed

sums = amounts

inherit = receive property from someone who has died

advisory team = group that gives advice **sanity** = ability to think in a normal way

 Ask students to draw some conclusions about the reading. Have them support their answer. Ask:

Does the author think winning a big prize is, in general, a good thing or a bad thing?
Based on this reading, would you want to win a big prize?

Language Builder

Compare the two meanings of *used to* in the following sentences:

He used to have a lot of money. (in the past)

He spent it foolishly because he wasn't used to having a lot of money. (accustomed to)

Now he is poor.



After Reading



 Have students work alone or in pairs to underline the words and expressions that refer to money. Elicit and compile a list on the board.

Answers

winning millions, bankruptcy, financial decisions, investments, went broke, spent his fortune, fine



- Have students work alone to complete the exercise.
 Remind them to use their own words.
- Have students work in pairs to compare answers.
 Then call on volunteers to read their answers aloud.

Answers

Answers will vary. Sample answers:

- 1. Post tried to help his family, but his brother tried to kill him. He invested money in businesses but they failed.
- Carroll spent his fortune in 18 months. He bought things like a Mercedes and a villa in Spain. He was in trouble with the law and paid fines.
- **3.** Bradley gave huge amounts of money to charity. He didn't buy things for himself. He gives money to make the dreams of his family and friends come true.



 Have students work alone to list the most common problems experienced by winning money as a prize.
 Then have students compare answers in groups.

Answers

Answers will vary.

Discussion

- Have students work in groups to answer and discuss the question. Have them refer to examples of what people did in the reading, and how they would help them protect their money.
- Have students copy the chart in the notebook. Ask one person from each group to summarize their discussion for the class.



Assign pages 300-301 for additional writing practice at Miniworp articles entence level.

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1

Teaching Tip

In the language classroom, having students make presentations to the class as often as possible builds language skills as well as confidence.



Additional Activity

Activity 1: Have students work in pairs to create role plays about the winners in the reading. One student is one of the winners and the other student is a friend or family member of the winner.

Activity 2: Have students work in small groups to create a game show. They write the rules and decide on the prizes, and then present the game to the class.



Project: Survey

Have students work in groups to write a survey about what people wish for. Have each student interview at least three people outside of class, and then report their findings to the group.



- Statistics show that seventy percent of all big prize winners squander away their winnings within a few years.
- One New York woman was lucky enough to win one million dollars, twice. The first time she won, the odds of winning were 1 in 5.2 million. Four years later, when she won again, the odds were 1 in 705.600.



- **A.** Underline words and expressions in the reading that refer to money.
- **B.** In your own words, write how the different prize winners handled their fortunes.

1.	Bud Post	
2.	Michael Carroll	

3. Bob Bradley

C. Make a list of the most common problems experienced by the prize winners. Compare your answers with a partner.

Discussion

- 1 Read the article again and make notes about how each person spent and lost his money.
- 2 Work in pairs/groups. Think about how you might have helped them protect their money. Make notes in the chart.
- **3** Discuss your ideas in class. Decide on the best idea.
- 4 Do you think Bob Bradley used his money well? Why? Why not?

Prize winner	How he lost his prize money	How you would help him protect his money
Bud Post		
Michael Carroll		
• • • • • • • • • • • • • • • • • • •		
Bob Bradley		
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10 Writing



- A. 1. Have you ever watched a quiz show on television? What did you think of it?
 - 2. Would you ever participate in a quiz show? Why? Why not?
 - 3. Read the answers given by the winner of a popular quiz show, Top Quiz, and match them with the right questions. Write the number of the question in the blank. Listen and check.



Simon: Interviewer: Simon: Interviewer:	You know, I've been too busy to think about it. So I guess, no, it hasn't. But I'm sure it will.	from To away as your mi would i	ould pick of p Quiz to to s special, but llion dollars t be?	ake esides 1
Simon:	I'm only a guy who was on a quiz show. No more, no less. I don't like a celebrity. I'm just a regular person.	feel	How does a celebrit	s it feel to be 2
Interviewer: Simon:	Well, my friends and family kept pushing me to join. I wasn't so su I didn't think I was all that good at anything. But in the end, I thou not? What have I got to lose?		Did yo	ou have any moments 3
Interviewer: Simon:	Yes, you could say I was. But I didn't watch it all the time. If I had a better to do and had to be away, I was away. I guess I'm a big fan			g the show?
Interviewer: Simon:	I don't think anything can prepare you for something like this. I was bit of a shock at first but it didn't take that long to get used to thin really good.			did you decide 5
Interviewer: Simon:	Yes, I did actually. If you remember, there was this young man, We was a real whiz kid. I thought that was it, for a moment. I didn't thi make it. But as it turned out he's got a way to go. He's quite youn wouldn't want to compete with him in ten years' time.	nk I coulc	be of Was	did it feel to the show? it what you expected?
Interviewer: Simon:	The whole experience. It was something I'll remember for the res Even if I hadn't won, I would still feel that way, because it's all so working with all these wonderful people, knowing that thousands watch you on every show.	unique,	e. Were	you a fan of now before oined?
Interviewer: Simon:	Right now, I need some time to settle down and think. I know one for sure, though; I will not be watching any shows for a while. I'd li somewhere and rest and then probably decide if I'm going to go college or start my own business.	ke to go		your plans for
Interviewer: Simon:	Any last woods? I would like to thank everybody for giving me this opportunity—m my friends, the people on the show	ny family,		

Ministry of Education Would you feel if you won in a quiz show? Why?

5. Would you want the reporter to ask you different questions? Which ones? 2023 - 1445

6. Role-play the interview in pairs. Give your own answers.

10 Writing

- Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: Who do you think the person in the picture is? Where do you think he is? Why?
 - What does he do? How do you know? Are there any clues in the picture that helped you guess?
- Have volunteers report answers/ideas for the class.

A

- Read the directions for 1 and elicit answers from students. Have students decide on a quiz show that they are familiar with and comment on it.
- Have students work in pairs discussing question 2.
- Call on pairs to report their answers. Ask the rest of the class to listen to the answers of each pair and make notes, to find out how many people like, dislike or are indifferent to guiz shows.
- Read the directions for task 3. Point to the questions along the right side of the interview. Have students read through the questions and then read the interview and match questions and answers individually. Ask students to compare their answers with their partners.
- Play the audio and have students listen and check their answers. Discuss difficulties and options regarding questions and answers.

Answers

Questions: 4, 2, 5, 7, 6, 3, 1, 8

- Read the directions for 4. Have students discuss their views in pairs. Ask pairs to team up with other pairs and find out how other people feel.
- Have students go through the interview in pairs and think about the answers. Ask them to say which questions they would answer differently if they were in the position of the winner.
- Call on pairs to report their ideas in class.
- Read the directions for 5. Have pairs think about all the questions and decide which ones they wouldn't like if they were winners. Ask them to replace them with their own questions. Circulate and monitor participation; help
- when necessary.

- Have pairs rehearse their version of the interview. Tell them to change as many as of the questions as they like and give their own answers.
- Call on pairs to act out their version of the interview for the class.

Additional Activity

- 1 Have pairs change partners and repeat the interview with different partners. Ask them to mingle and have interviews with more students.
- 2 Have pairs prepare questions for an interview with participants who had to leave/who lost. Combine pairs and allow them to interview each other.



- Read the directions and organize students in pairs.
- Have them think about celebrities they know and imagine some things about their lives. Tell them to put themselves in that celebrity's place and answer the questions in 1.
- Read directions 2 and 3. Give students time to study the chart before they make notes.
- Direct students to the Writing Corner and read through the points. Brainstorm descriptive vocabulary relevant to a celebrity lifestyle and write it on the board.
- Using their notes and the vocabulary on the board, tell students to write their descriptions. Circulate and monitor. Encourage students to help each other with grammar and vocabulary.
- Combine pairs and have them exchange descriptions.
 Have students read each other's descriptions and make suggestions for improvement.
- Students then review and correct their descriptions based on their classmates' comments.
- Call on volunteers to read out their descriptions to the class.

Workbook

Assign page 302 for additional writing practice above word and sentence level.



Teaching Tip

Whenever possible, take the time to elicit students' personal reactions to things like conversations, readings, and listening activities, in addition to focusing on the language.

When working in groups encourage students to help one another with accuracy and fluency. Tell students to help each other with vocabulary and grammar by supplying missing words or structures or correcting any mistakes they hear.

Give students some tips for giving effective feedback to their classmates. For example,

- Feedback should be positive as well as negative. Start by pointing out the good things.
- Make constructive suggestions, not negative comments.
- Avoid saying things like "This is bad." or "I don't like this."
- Ask questions about things you don't understand.
- Don't be too picky. Just focus on a few important items.

- **B.** Write a description of a day in your life as a famous quiz show winner. Imagine your new celebrity lifestyle and answer the questions:
 - **1.** Where do you live? What do you wear?
 - 2. What do you do? Where do you go? How do you get there?
 - **3.** Who are your friends? Are they new friends or old friends?
 - **4.** What is your relationship like with your family?
- **5.** Has your success changed your life for the better or the worse?
- 6. Make notes in the chart.
- **7.** Use your notes to write your description.
- **8.** Exchange and read each other's descriptions in class.

	Description of your celebrity lifestyle	Positive and negative aspects of your celebrity lifestyle
the place where you live		
your possessions e.g., house, clothes, car, etc		
your daily routine		
your relationships with family and friends		

A Day in My Life As a Quiz Show Winner

Wearing the latest designer sunglasses, I call my driver to come and collect

me from my huge house where I have lived since winning 'Top Quiz.' ...

My house is beautiful. It has seven bedrooms and three bathrooms. The only

disadvantage is that there are always tabloid newspaper reporters waiting at the

end of the driveway ...

I ask my driver to take me downtown in my luxurious car, I make my way to

a 5-star restaurant to meet friends ...

Writing Corner

When you write a description of a person or someone's lifestyle:

- Use a lot of descriptive vocabulary to get your reader interested in the person and their lifestyle. Paint a picture with words to illustrate what kind of person you are describing, such as: huge, luxurious and so on.
 - Use present tenses to describe the person, their friends and family and their activities.
 - Use paragraphs to describe different aspects of someone's lifestyle. You could organize your description into different parts of the day, the places the person visits, their feelings

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Ministry of Education Mention the negative aspects of the person's lifestyle as well as the positive aspects.

2023 - 1445 • Conclude your description by summing up how the person generally feels about their life.

Form, Meaning and Function



Count/Noncount Nouns

Count nouns name things that you can count; one Saudi riyal, two Saudi riyals, etc. They have singular and plural forms.

Singular Count Nouns

a coin a wish a prize

Plural Count Nouns

two coins three wishes four prizes



Noncount nouns name things that you can't count: money, news, information, advice, rice, tea. They don't use a/an. They don't have plural forms.

Expressions of Quantity: Some, Any, No

Use some in affirmative statements. Use any in negative statements and in questions. Use some/any with noncount nouns and with plural nouns.

Questions (?)

Is there **any** pollution? Are there **any** sport facilities?

Affirmative (+)

There is **some** pollution. There are **some** sport facilities.

Negative (-)

There isn't any pollution. There aren't **any** sport facilities.

Use no with noncount and plural nouns in affirmative sentences to give a negative meaning.

There is **no** crime. = There isn't any crime.

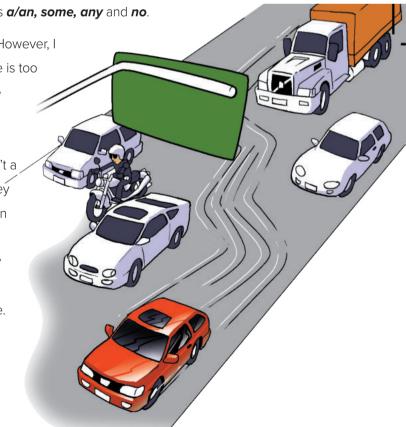
There are **no** recycling facilities. = There aren't any recycling facilities.

A. Read the description of a city and circle the quantifiers a/an, some, any and no. My family moved to this city when I was 10 years old. However, I don't like living here and I wish we would move. There is too much traffic and air pollution. There is a lot of garbage on the streets. There are no recycling facilities and there isn't anywhere to play sport either. I suppose there is some good public transportation but there isn't a subway system. There are some good schools but they are very old. There are no libraries and there isn't even a book store downtown. There is a big supermarket near my house but my mother complains that it is very expensive. The roads are not very good and there is nowhere to ride my bike. I wish we hadn't moved here.

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I wish I lived somewhere else!

Mitha partner talk about what is good and bad about 202 your city. Use there is/are and quantifiers.



11 Form, Meaning and Function

Count/Noncount Nouns

- Go over the material on the page and point out when we add -s and -es to the singular count noun to form a plural count noun.
- Ask students to look around the classroom and add some more examples of singular nouns. Write them on the board and ask students to find the equivalent plural form
- Ask volunteers to write the plural form on the board and correct any spelling errors as a class.
- Ask a volunteer to read out the list of noncount nouns and write them on the board: money, news, information, advice, tea.
- Ask students to work together in pairs and add more noncount nouns to the list. For example, furniture, pollution, sugar, coffee, meat and so on.

Expressions of Quantity: Some, Any, No

- Explain that we use the quantifier some in affirmative statements and any in negative statements and in questions.
- Ask for three volunteers: One volunteer should read the first example question. The second volunteer should read the affirmative response; and the third volunteer should read the negative response.
- Follow this procedure for all three examples on the page.
- Write on the board: *Is there any furniture in this classroom?* Ask students to respond with an affirmative and negative response. For example: *There are some chairs. There aren't any beds*
- Point out that we can substitute *no* for *any* in the following sentence structure: *There are no beds.*

A

- Ask students to first read the paragraph once to understand the general topic. Ask: What is the paragraph about?
- Students should complete the activity alone and then compare their answers with a partner.





Answers

My family moved to this city when I was 10 years old. But, I don't like living here and I wish we would move. There is too much traffic and air pollution. There is a lot of garbage on the streets. There are **no** recycling facilities and there isn't anywhere to play sport either. I suppose there is **some** good public transportation but there isn't **a** subway system. There are **some** good schools but they are very old. There are **no** libraries and there isn't even **a** book store downtown. There is **a** big supermarket near my house but my mother complains that it is very expensive. The roads are not very good and there is nowhere to ride my bike. I wish we hadn't moved here. I wish I lived somewhere else!



- Ask students to make some notes about what is good and bad about their city. Students should then compare their notes with a partner using full sentences with There is/are and the quantifiers, a/an, some, any, and no.
- Ask volunteers to share their opinions with the class.

Answers

Students' own answers.

Language Builder

Brainstorm a list of words around cities and write them on the board. For example: traffic, pollution, subway, libraries, road, drive, ride, and so on. Ask students to create a word building chart with the headings: noun, verb, adjective, adverb. Students should then put the words in the correct column. Students complete the chart with the equivalent part of speech for each new word. Tell students to put a dash (-) if there is no adjective, verb or noun for a particular word. For example: traffic, (-), (-), (-); pollution, pollute, polluted, (-) etc. If done regularly, this kind of word building activity helps expand students' vocabulary very quickly as well as promote good study skills.

Words Connected with Money, Shopping Habits and Prices

- Tell students to read through the vocabulary items in the box and circle any words with which are they are unfamiliar.
- Ask volunteers to read out the words they have circled and write them on the board. Have another student in the class volunteer the meaning by putting the word in a sentence of his/her own.
- Direct students to the questions and responses below the vocabulary chart. Have volunteers choose a question to read aloud to the class. Another volunteer should give the appropriate response for each question asked.



- Tells students to read the conversation and then complete the gaps with a bold vocabulary word taken from the presentation above.
- Have students compare their answers. Have volunteers read the conversation aloud to the class.

Answers

- 1. help
- 2. looking
- 3. size
- 4. small/medium/large
- 5. much
- 6. wool
- 7. discount
- 8. Saudi Arabian Riyals (SAR)
- 9. cash
- 10. credit card

D

- Read aloud the situation and brainstorm ideas as a class. Write the ideas on the board.
- Direct students' attention back to the bold vocabulary in the presentation and ask them which vocabulary they think will be useful to complete this activity. Students should highlight the vocabulary they think will be useful.
- Tell students to compare their highlighted vocabulary items with a partner and then write the conversation together.
- Ask for colunteers to rote-play their conversations for the whole class.

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Answers

Students' own answers.

Workbook

Assign pages 303–304 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Role-playing different scenarios is a good opportunity to build knowledge of, compare, and celebrate cultural differences. Encourage students to share examples from their culture if it differs from what is presented in the book. Role-play raises energy levels in the classroom and it is also a very good learning strategy: Students have the opportunity to practice the new language in a real-life simulation, which helps them to retain the new language and facilitate the learning process.

Words Connected with Money, Shopping Habits and Prices

Some words that we commonly use when we talk about shopping habits and prices are:

Item	Material	Size	Price
sweater pants thobe sandals bracelet dress shoes	wool 50% cotton and 50% polyester cotton leather gold silver	small medium large	\$30 SAR 209 SAR 150 \$125 SAR 720 a 20% discount

Can I help you, sir?

What **size** are you?

Are these **pants cotton**?

Excuse me. **how much** is this **sweater**?

How much are these leather sandals?

Can I see the **gold** bracelet?

How would you like to pay?

Yes, please. I'm looking for a thobe.

I'd like to try on a medium.

They are made from **wool**.

It's **\$95**. sir.

We have a 15% discount on those.

They are **SAR 110**.

Yes, of course. Here you are.

I'd rather pay in cash / by credit card



C. Read the conversation in a shop. Complete with a **bold** vocabulary word from the chart above.

Shop assistant: Can I (1.) you, sir?

Yes, please. I'm (2.) for a sweater for my nephew. Man:

Shop assistant: What (3.) is he?

He's a (4.) _____ Man:

Shop assistant: Ok. We have a blue one and a red one in that size.

How (5.) are they? Man:

Shop assistant: The blue sweater is made from 100% (6.) and it is SAR 130. The red

one is made from wool and cotton. We have a 20% (7.)

It's now (8.) 85.

Great. My nephew prefers red, so I'll take the red Man:

one.

Shop assistant: Would you like to pay in (9.)

or by (10.) , sir?

I'd like to pay in cash, please. Man:

D. Read the situation below and write the conversation. Work with a partner. Then role-play the conversation for the class.

a new outfit. Complete the conversation with ideas of your own.

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Shop assistant: Can I help you, madam?

Yes, please. I'm looking for ...







- prizes
- the objective of the game
- the rules of the game
- winners
- losers
- 2. Make notes in the chart. Use your notes to make a PowerPoint or poster presentation in class.

			Ob	ject of the gai	ne
TV Program	Largest Prize	Who won it?	What does a contestant have to do during the game?	How does a contestant win?	How does a contestant lose?
1					
2					
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12 Project

- Brainstorm types of TV programs that students watch.
 Elicit the names of the programs and write them on the board.
- Have a class discussion about the programs and why students like them or not.
- Direct students to the program logos/visuals on page 126. Ask them to work in pairs and say what type of shows they might be from.
- Call on volunteers to report in class and compare ideas/suggestions with other groups.
- Organize students in groups depending on the programs they watch.
- Read the directions and have each group choose a program to focus on and brainstorm on the points listed in 1, i.e. prizes, game objective, rules, winners, losers.
 Tell them to make notes.
- Call on students to report their information in class.
 Allow groups a few minutes to make their final choices about the programs that they are going to work on.
- Have students study the chart and use it to make notes as they work in their groups.
- If students do not watch game shows, allow them to include a different type of show.
- Write the names of the shows that each group has chosen on the board.
- Have students work in groups discussing what they know about the programs. Circulate and monitor participation. Encourage students to be creative.
- Ask students to assign tasks to group members.
 Remind them to research the programs they have chosen on the Internet and/or magazines and other publications and collect information.
- Have groups decide on whether they are going to prepare a poster or PowerPoint presentation.
- Have students design their presentation and prepare a draft. Encourage them to trial part of their draft within the group, comment and edit.
- Remind students to find or draw visuals to include in their poster or PowerPoint presentation.
- Have students write brief texts about the areas they have discussed. Tell them to use some as captions for photos.





Teaching Tip

Remind the students in each group that they will be presenting the programs to an audience i.e. the rest of the class that might not know much about them. Ask them to try and elicit information about the program from the class/audience to find out how much they know and modify their presentation accordingly.



Additional Activity

Have students suggest their own version of a television program.

Ask them to make notes about things that they would like to change to improve the program.

13 Self Reflection

- Brainstorm Wishful Thinking. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 114 and 115. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

What would you take to a desert island? If you could move to a new place, which place would you move to?

If you could change something in your life, what would you change? Why?

What is the most common wish in the world?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 116–117, ask them some questions. For example:

What would you do if you had a million to spend? If you didn't have to go to school, what would you do?

Make 2 wishes.

Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart.
 Ask them to focus on likes, dislikes and easy or difficult items
- Direct them to the Unit Checklist and ask them to complete it gradually as they go through the different parts of the unit.
- Direct students to pages 118–119. Call on volunteers to say what the context is in this lesson, i.e. wishes and dreams
- Have students say what they remember from this section and have them make notes in the chart.
- Write MONEY: A Blessing or a Problem? on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:

Convey the meaning in your own words: "A fool and his in ney presoon parted."

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Say which is right:

Most prize winners are used to having money and making financial decisions.

Most prize winners are not used to having money and making financial decisions.

Sudden money can cause financial disaster.
Sudden money cannot cause financial disaster.

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about interviews. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 122 and 123 and make notes as before.
- Direct students to the 12 Project page and hold a
 discussion about what they found more or less useful
 and more or less interesting. Hold a class discussion
 about project work. Elicit ideas from the students
 and explain some of the benefits of this kind of work.
 List some aspects of project work on the board. For
 example:

Personalization
Creativity
Natural language use
Focus on meaning
Research/collecting information
Using other knowledge

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

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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.
make wishes and talk about imaginary situations			
talk about probability and improbability			
talk about predicaments			
give advice to solve problems			
use conditional sentences with an <i>if</i> -clause in imaginary situations			
use conditional sentences with <i>might</i> and <i>could</i>			
use the verb wish			
use count and noncount nouns			
express quantity using: some, any, no			
talk about money, shopping habits and prices			

	My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
- - - -	•••••••••••••••••••••••••••••••••••••	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

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EXPANSION Units 5-8

1 Language Review



- A. Give your advice or opinion about the following. Use should or shouldn't.
- You don't think it's a good idea to talk on the cell phone while you're driving.

 You shouldn't talk on the cell phone while you're driving.

		You shouldn't talk on the cell phone while you're driving.	
	1.	You think it's a good idea for your friend to take a math course.	
	2.	You don't think it's a good idea for Saif to skate without a helmet.	
	3.	You think it's a good idea for the police to do something more about crime.	
	4.	You don't think it's a good idea for your friends to travel without a hotel reservation.	
В.	Nov	v rewrite the sentences above using had better .	
•	Yου	'd better not talk on the cell phone while you're driving.	
	1.		
	2.		
	3.		
	4.		
C.		mplete the sentences or write sentences using ought to .	
C.	Cor	really a very good show. You ought to see it.	
C.	Cor It's		
C.	Cor It's	really a very good show. <u>You ought to see it.</u>	
C.	Cor It's 1. 2.	really a very good show. <u>You ought to see it.</u> She has an important exam tomorrow, so	
C.	Cor It's 1 1. 2.	really a very good show. You ought to see it. She has an important exam tomorrow, so	
•	Corllt's 1. 2. 3.	really a very good show. You ought to see it. She has an important exam tomorrow, so	
•	Corllt's 1. 2. 3. 4.	really a very good show. You ought to see it. She has an important exam tomorrow, so	
•	Cor It's 1. 2. 3. 4. Cor 1.	really a very good show. You ought to see it. She has an important exam tomorrow, so	
•	Correction 1. Correction 1. Correction 2.	really a very good show. You ought to see it. She has an important exam tomorrow, so	
P.	Correction 1. 2. 3. 4. Correction 2. 3. 3. 4. Correction 3. 3. 4. Correction 3. 3. 4. Correction 3. Correction 3	really a very good show. You ought to see it. She has an important exam tomorrow, so	
D.	Corr It's 1. 2. 3. 4. Corr 1. 2. 3.	really a very good show. You ought to see it. She has an important exam tomorrow, so	

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- Language Review
- Reading Play Ball!
- WritingWrite about sports
- O Chant Along

 If I Were a Millionaire
-
 - Project
 Research a famous or successful person

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Language Review



- This exercise reviews using should or shouldn't to give advice. Referring back to Unit 6, remind students that should and shouldn't are stronger than might and could, which are used more to make suggestions.
- Have students work alone to rewrite the sentences, using should or shouldn't.
- Call on students to read their sentences.

Answers

- 1. You should take a math course.
- 2. You shouldn't skate without a helmet.
- 3. The police should do more about crime.
- **4.** You shouldn't travel without a hotel reservation.



 This exercise reviews using had better. Referring back to Unit 6, remind students that had better is used to give advice, and that it's stronger than should and ought to. Write on the board and elicit the difference between these two sentences:

You should call him. You had better call him.

- Have students work alone to rewrite the sentences in A, using had better.
- Call on students to read their answers aloud.



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Answers

- 1. You'd better take a math course.
- 2. You'd better not skate without a helmet.
- 3. The police had better do more about crime.
- **4.** You'd better not travel without a hotel reservation.



- This exercise reviews using ought to. Referring back to Unit 6, remind students that ought to is stronger than should, might, and could, but not as strong as had better.
- Go over the example and point out that there is more than one way to complete each sentence. For example:

You ought to see it. You ought to go this weekend. You ought to check it out.

- Have students complete the sentences and then check answers in pairs.
- To check answers as a class, have one student read the first part of a sentence and another complete it.

Answers

Answers will vary. Sample answers:

- 1. she ought to study for it tonight
- 2. You ought to put on a jacket
- 3. you ought to go home
- 4. The driver ought to get a ticket



- This exercise reviews reflexive pronouns. Referring back to Unit 5, remind students that reflexive pronouns are used when the subject and the object of the sentence are the same person.
 - Remind them that the reflexive pronoun *myself* is used to emphasize that you did something without anyone's help.
- Have students complete the sentences and then check as a class.

Answers

- 1. myself
- 2. yourself
- 3. themselves
- 4. himself
- 5. itself
- 6. ourselves



- This exercise reviews two-word verbs. Referring back to Unit 6, remind students that the meaning of a two-word verb is often very different from the meaning of the words taken separately. Review that pronouns can go between the verb and particle; and nouns can go between the verb and particle, or after the particle.
- Write on the board:

Where is my magazine? Did you throw it away? I threw the magazine away. I threw away the magazine.

- Have students work in pairs to complete the sentences, using the appropriate two-word verbs. Circulate and review vocabulary, as needed.
- Review the meaning of any two-word verbs with the class, as needed.
- Call on volunteers to read their completed sentences.

Answers

- gave up
- 2. took up
- 3. turned down
- 4. put off
- 5. didn't get along
- throw away
- 7. broke down



- This exercise reviews although, as soon as, in spite of, so, and when. Referring back to Unit 7, remind students that although and in spite of have a similar meaning and are used to talk about the relationship between two ideas. For example: I was very tired. I didn't go to bed early. Although I was very tired, I didn't go to bed early.
- Remind students that as soon as and when are used to connect two actions that happen in a sequence (one before the other), and that the present tense is used.
- Have students work alone to complete the sentences. Then call on volunteers to read them

Answers



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(a)

- This exercise reviews I wish. Referring back to Unit 8, remind students we use wish to talk about things we want to happen but probably won't happen.
- Write sentences on the board and have students restate them using wish. For example: I don't have a car. (I wish I had a car.) He won't let me borrow his car. (I wish he would lend me his car.) I have to clean my room. (I wish I didn't have to clean my room.)
- Have students work alone to write the sentences. Check their answers by calling on pairs. One student reads the sentence in the book. The other reads the answer.

Answers

- 1. I wish I had received a better grade in math.
- 2. I wish my friend didn't gossip so much.
- 3. I wish Ahmed could come to the game.
- 4. I wish I were tall.
- 5. I wish I could speak German./I wish I spoke German.



- This exercise reviews using if to talk about hypothetical situations. Referring back to Unit 8, remind students that we use this form to talk about imaginary situations -- situations that aren't true. Also remind them to use the simple past form of the verb in the if-clause and would in the main clause. Write a few examples on the board for students to complete. For example: If I met my favorite writer, I_____ say _____. If I ran faster, I __ try out for the Olympics.
- Have students complete the sentences individually and then check answers as a class.

Answers

Answers will vary. Sample answers:

- 1. I'd take tennis lessons
- 2. Italy, I'd eat pasta every day
- 3. I'd like to have blue eves
- 4. I'd like to be a famous writer
- 5. I'd go to China.

Workbook

Assign pages 305–307 for review of vocabulary and grammar presented in Units 5-8.

	1. His friend	smoking several years ago. (stopped)
		swimming in order to keep fit. (started)
	3. Mr. Johnson	an offer to work in Paris. (refused)
		until further notice. (postponed)
		, so we went our separate
	ways . (were not friendly)	
		your old bottles! Give them to us for recycling. (discard) he opening ceremony because the limo
	(stopped running)	e opening ceremony because the limb
F.	Complete the sentences with the 1. Do you know Mr. J	following words: although, as soon as, in spite of, so, when .
	2. The plane arrived on time	
	3 the guests compla	ined to the manager, the hotel didn't fix the dripping faucet.
	4. They couldn't repair my laptop,	, they gave me my money back.
	5. I'll tell you about the results of t	the exam I know them.
G.	. Write sentences with <i>I wish</i> .	
•	I must stay indoors as it's rainy.	I wish the weather was good so that I could go out and play football.
	1. I received an average grade in	math.
	2 My friend gossins a let	
	2. My friend gossips a lot.	
	3. Ahmed can't come to the game	e
	,	<u> </u>
	3. Ahmed can't come to the game	Đ
	3. Ahmed can't come to the game4. I'm not very tall.	2.
н.	3. Ahmed can't come to the game4. I'm not very tall.	
Н	3. Ahmed can't come to the game4. I'm not very tall.5. I don't speak German.. Complete the conditional sentence	ces using your own information.
H	 Ahmed can't come to the game I'm not very tall. I don't speak German. Complete the conditional sentence If I had the time, 	
H.	 Ahmed can't come to the game I'm not very tall. I don't speak German. Complete the conditional sentence If I had the time, If I lived in 	ces using your own information.
н	 Ahmed can't come to the game I'm not very tall. I don't speak German. Complete the conditional sentence If I had the time, If I lived in If I could change something about 	ces using your own information.

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2 Reading



Before Reading

Read the three articles and underline the details that tell you about the history of each game.

PLAY BALL!

FOOTBALL

Forms of football have been played for thousands of years by various civilizations. As far back as 2500 B.C.E., the Chinese played a form of the game and called it Tsu Chu. The natives of the Pacific Islands played the game using their hands and feet, and they used coconuts and animal bladders as balls. The Inuits of northern



Canada played football on ice and used balls filled with caribou hair and grass. Other Native Americans played on fields that had enough space for 1,000 players to be playing at the same time, and matches usually lasted for more than one day. The games were so rough that the players often got broken bones. In Mexico and Central America, people invented the rubber ball and played in courts 40 to 50 feet (12 to 15 meters) long surrounded by walls several feet high. In the middle of each wall, there was a stone with a hole in the middle or a wooden ring, and the idea was for players to hit the hard rubber ball through the hole or ring.

But it was not until 1863 in England that the first set of rules was put together to make football the game it is today. Football was spread throughout the world by British sailors and settlers, and all major innovations in the game such as leagues, professionalism, and international matches originated in England.

BASKETBALL

In 1891, Dr. James A. Naismith, a physical education teacher at a school in Springfield, Massachusetts, in the United States, was asked to create a game that could be played indoors during the harsh winters. So Naismith put up two peach baskets on opposite walls of the gymnasium and got his class of 18 students to play a game of "basketball." The team that dropped the ball into the basket more times won. At first, a football was used, but in 1894, it was decided that the ball should be 32 inches (81 centimeters) around and weigh 17.6 ounces (500 grams). In spite of all the changes that have taken place since then in the game of basketball, the size of the ball has remained the same, but the weight has increased to 21 ounces (600 grams).

The baskets used in early games had the bottoms in them, and after each goal, someone had to climb a ladder in order to get the ball out and put it back into play. In 1906, open baskets were introduced, which allowed the ball to pass through, and as a result, the pace of the game became faster. In the

peginning, no backboards were used either. Therefore, fans • sitting behind the basket would push away the ball when the opponent was going to score. Also in the early days, each 🕂 📋 teäm ivas made up of nine players. It wasn't until 1897 that the Ministry of Educationer team became official.

2023 -

2 Reading

- Have students look at the title and the photos. Ask: What three sports is this reading going to talk about? (football, basketball, volleyball) Which sports do you participate in? Who plays football? Raise your hands. Basketball? Volleyball? Teach the term spectator sports. These are sports that people watch and follow as fans. Ask: What spectator sports do you watch regularly? Mention local sports teams, and ask students if they are fans of those teams.
- Write on the board: **the origins of**. Tell students they will be reading about the history of football, basketball, and volleyball. They will find out how these sports got started. Have students work individually to read the articles and answer the **Before Reading** question.
- Have students work in pairs to discuss what they found. Then give students a few minutes to share the details with the class.
- Play the audio for the football section.
- Have students follow along the football article for new words and expressions. Elicit and write them on the board. Encourage students to use the context to understand the meanings before you explain them. These new words may include the following:

defeat = overcome

caribou = reindeer-like animal

project (v) = throw or cast forward

innovations = new and different ideas, methods, or systems

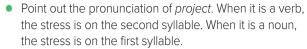
league = a group of athletic teams organized to compete against one another

- Play the audio for the basketball section while students just listen.
- Have students follow along the basketball section. New words may include the following:

harsh = severe

backboard = the surface to which the basket is attached on a basketball hoop

opponent = in sports, a person on the opposing team made up of = consisted of



- Play the audio for the football and basketball sections and have students follow along in their books.
- Call out words and expressions and have students find synonyms in the football and basketball articles. For example:

courageous (brave)

overcoming (defeating)

game (match)

instructor (teacher)

not outside (indoors)

let (allowed)

make a point (score)

 Ask a few general comprehension guestions. For example: In what ways was football in the early days different from now? How was basketball in the early days different from now? Call on volunteers for their ideas



Volleyball

- Play the audio for the volleyball section and have students follow along.
- Elicit any words that students are unfamiliar with and write them on the board. These may include:

originally = to begin with, at the start

court = an area for playing games

handball = a game in which players hit or throw the ball with their hands

tossing = throwing

ground the ball = hit it and make it touch the ground **commits a fault** = breaks the rules, makes a mistake **boundary line** = the line that marks the edge of the court or each team's area

a considerable number = a great numbermastery = complete and conscious knowledge of

- Write on the board: origin and originally. Then write:
 What is the origin of volleyball? It originated from
 tennis and handball. Underline origin of and originated
 from, and point out that these words are often followed
 by these prepositions.
- Play the audio for the volleyball section again and have students follow along.
- If necessary, provide students with a brief overview of the game of volleyball. The object of the game is for the players of each team to ground the ball on their opponents' court before they manage to hit it back. This is the reason that the vertical jump is crucial; if a player can do a vertical jump, he can hit the ball hard back before the opposing team has the chance to react. Volleyball is a team sport that requires coordination and cooperation. Defensive moves are often as important as offensive moves.
- Ask: How was volleyball in the past different from now? Call on volunteers for specific examples. List them on the board.

After Reading

 Have students work alone or in pairs to decide if the statements are true or false. Have students refer to specific lines in the reading for their answers.



Answers

- **1.** true
- **2.** true
- 3. false
- **4.** true
- 5. false
- 6. true

Discussion

- Organize students into small groups to discuss the questions. If there are time constraints, have students read all the questions and then decide which to discuss. Alternatively, some of the questions might be discussed in small groups, and some as a whole class; for example, question 6 addresses what can be done to prevent violence at sporting events. To do question 6 with the whole class, have students volunteer their ideas, and compile them on the board.
- Encourage students to share any background knowledge they have about these questions. For example, they may know the current salaries of some top-paid athletes, or about recent trades of players, or other sports news. They may also know about someone from their school or community who hopes to become a professional athlete and make a lot of money. They may want to discuss how realistic a goal this is and consider how many good high school athletes become professional athletes.

3 Writing

- Have each student choose one of the questions from the discussion and write their answer to it.
- Then ask students to work in pairs to read each other's writing and make comments, or ask questions. Give students time to make corrections and changes before they submit their writing.
- Have volunteers read their answers for the class.

Workbook

Assign pages 308–309 for additional writing practice at word and sentence level.

VOLLEYBALL

Volleyball was officially included in the Olympic Games in 1964. It began as an indoor sport, created by William G. Morgan, a physical education director, in 1895. The game borrowed characteristics from tennis and handball and was originally designed for older players.

Volleyball is played on a court, divided by a net. The game begins with a team player serving the ball; tossing it in the air and hitting it with his hand or arm, over the net and into the other team's court. The receiving team must prevent the ball from falling on the ground. Each team is allowed to touch the ball 3 times before hitting it back, over the net. Individual players may only touch the ball once. Each turn after serving is called a "rally."



Each team tries to ground the ball on the opponent's court and win the rally. If a team commits a fault it loses. Common faults include a double hit by the same player, grounding the ball outside the opponent's court, missing the net or touching it during the game; a *net foul*, and a *foot fault*, when the foot of the player who is serving crosses over the boundary line or the court.

Players have to observe a considerable number of rules and develop techniques such as *spiking* and *blocking* that require mastery of the *vertical jump* so players can hit the ball when it's above the top of the net.

After Reading

Answer true or false.

1.	 Although football had been played for hundreds of years, the set of rules for the current game
	was only established in 1863.

2	If the Native Americans had played on regular-size football fields, there wouldn't have been
	enough space for all the players.

B. In
Central
America
the idea
was for pl
avers to
hit the r
ina with
the hall

- **4.** _____ Before basketball, people weren't used to playing sports games indoors during the hard winters in the United States.
- **5.** ____ In the early days of basketball, the game ended as soon as one of the players managed to drop the ball into one of the baskets.
- **6.** ____ Each team tries to win the rally by grounding the ball on each other's court.

Discussion

- **1.** What is your favorite sport? Describe how it is played.
- 2. Are you a fan of any particular team? What do you do when your team wins?
- **3.** Who is the most popular sports star in your country? What do you think about sports celebrities being looked upon as role models?
- **4.** Nowadays sports like football and basketball are big business and generate billions of dollars all over the world. What do you think about sports as a business?
- 5. What would you do if you were a famous sports star and earned a lot of money? How would you behave?
- 6. The passion for sports can sometimes result in violence. What can be done to prevent that?



Ministry of Education

2023 - Choose one of the discussion questions above and write your answer.

4 Chant Along 🧱

If I Were a Millionaire



4 Chant Along

- Tell students that they are going to hear a chant called If I Were a Millionaire. Ask students to cover the chant lyrics. Direct their attention to the pictures. Ask: What do you see in each picture? (lots of presents, two young men who are traveling/on a trip, two friends talking and smiling)
- Remind students they can use the title and pictures to predict the content of something they will hear or read. Then ask: What do you think the chant is about? Elicit their ideas and write them on the board.
- Play the chant for students to listen and follow along silently in their books.
- Ask: What is the first part of the chant about? Elicit that it's about what the chanter would do if he had a lot of money.
- Ask: What is the line after if I took a trip to Mars? Elicit: And would you stand by me if I lost all that I had? Then ask: What is the next part of the chant about? Elicit it's about what he would do if he lost all his money.
- Write on the board: If I had a million dollars, I would... Underline had and would. Remind students that these verb forms are used because it is an imaginary situation; it isn't true. He is only thinking about what he would do.
- Play the chant a second time. Have students underline the items he would buy, and the things he would do if he had money, and if he didn't.
- Play the chant a third time so that students can learn the tune. Then play it again, pausing after certain lines to have students supply the next line.
- Play the complete chant one more time and encourage everyone to chant along.
- Ask students their reaction to the chant. Ask: **Do** you think this is a good way to ask someone if he would still be his friend?



Vocabulary



- Have students work alone or in pairs to complete this exercise.
- To check answers, call on volunteers. Ask students to say the line of the chant that includes the answer.

Answers

- 1. millionaire
- 2. diamonds
- 3. mansion
- 4. Cadillac



 There are a number of words that indicate a rich lifestyle. Call on volunteers to say their answers.
 Tell them not to repeat a word or expression already mentioned. Compile, or have a student compile, a list on the board.

Answers

Answers will vary. Sample answers:

- 1. diamonds
- 2. brand-new car
- 3. Cadillacs
- 4. mansion
- 5. sailed the seven seas



Have the class scan the chant for the answer. Explain
to students that the phrase for better and for worse is a
phrase traditionally included in marriage vows. During
the wedding, the bride and groom are asked if they will
commit to taking care of each other, regardless of what
happens.

Answers

for better and for worse



Comprehension

- Have students work in pairs to ask and answer the questions.
- Check answers as a class by calling on pairs to read the question and answer aloud.

Answers

- 1. The chanter would live in a mansion if he were a millionaire.
- 2. He would sail the seven seas. This means all over the world.
- 3. They would eat pizza and choc cookies if they were poor.
- He wants to know if he would still be his friend if he had no money.

Discussion

- Read the questions aloud. Have students work in pairs or small groups to discuss their answers.
- Monitor students as they talk, but do not make corrections as the focus here is on fluency.

5 Project

- Direct students' attention to the photo. Ask: Do you know who Howard Hughes is? Encourage them to share anything they know about him. Give them a little information about him to stimulate their interest. For example, Howard Hughes was a billionaire and was considered to be quite unusual. He was a film producer, aviator, and philanthropist.
- Discuss with students how they might go about researching millionaires online. Ask them to tell you keywords they would use. Write the keywords on the board.
- Students can work alone, in pairs, or in small groups to do this project. Tell them that they will submit a written report of their research as well as present their research to the class.

Workbook

Assign page 310 for additional writing practice above word and sentence level.

Vocabulary

- **A.** Find words in the chant that mean:
 - **1.** a very wealthy person
 - 2. stones used in jewelry
 - **3.** a large impressive house
 - **4.** a famous car brand
- B. Find five words and/or phrases in the chant that indicate a rich lifestyle.

 - 2. _____
- C. Find an expression in the chant that means:

through good and bad _____

Comprehension

- **1.** Where would the person live if he were a millionaire?
- 2. Where would he sail?
- **3.** What would he and his friend eat if they were poor?
- **4.** What does he want to know from his friend?

Discussion

Do you know anyone who had a fortune and lost it all? What happened?

5 Project



- **1.** Research a very famous person.
- 2. Complete the organizer with details about the person in note-form.
- **3.** Use your notes/organizer to present your findings to the class.

		A Famous Person
	Name	
	Why this person is famous	
	Where this person lives	
Ministru	What this person does	
	lmportant events in his/her life	

Howard Hughes ▼



Update

Conversation <a>Q



Listen and practice reading the conversation in pairs.

Yasmin is in Jeddah, visiting relatives. She and her cousin, Amal. are invited to a wedding reception at the end of the week.

Yasmin: Amal, look at that beautiful, silk gown in the

window!

Amal: I agree. It's very elegant. Would you like to go in

and have a look?

Yasmin: Can we? I'd love to try it on. We don't have much

time, shops will close in less than an hour, so let's

Assistant: Good morning ladies. How can I help you?

Amal: We'd like to see that gown, please.

Assistant: Is it for you?

Yasmin: It's for me, actually. But I need a larger size, don't I?

Assistant: I'm not sure you do. I think you should try a

smaller one.

Yasmin: Isn't this small enough?

Assistant: I'm afraid not. It's an XL. Small is the right size for

you. Would you like to try it on?

Yasmin: Yes, please.

Yasmin: What do you think? It's the right size isn't it?

Amal: Yes, it's a perfect fit. It looks great on you. You might

need to have the hem taken up a little.

Assistant: We'd be happy to do that for you.

Yasmin: Right! We'll take it! Do you accept this type of credit

card?

Assistant: Actually, we'd prefer cash.

Yasmin: Oh, I'm sorry. In that case, we'll have to go to the

bank and get some cash. Could you tell us how to

get to the nearest bank?

Assistant: Yes, of course. Walk out the door and turn right.

You'll see some elevators on your right. Go down to the ground floor. The bank is between the elevators

and a large sports store. You can't miss it.

(In the elevator ...)

Amal: By the way. I noticed you were reading the book

that we bought the other day. Are you enjoying it?

Yasmin: I can't putot down. It has an incredible plot. It's full of

> suspense and events are totally unpredictable. It's not like many boring detective novels where you

مارختا قاازلمnow what's going to happen next without reading.

Ministry of Education t's a good, well-written book. You should read it.

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Size - Quantity

We don't have much time, shops will close in less than an hour, so let's hurry!

There are too many people waiting in line. We'd better come back later! I need a larger size, don't I? / You need a smaller size.

This is large enough for him.

Directions

Walk out the door and turn right. You'll see some elevators on your right. Go down to the ground floor. The bank is between the elevators and a large sports store. You can't miss it. Go straight and take the second turning on the left/right. Turn right and right again.

Talking about a book/plot

It has an incredible plot.

I can't put it down.

It's full of suspense/surprises.

You don't know what's going to happen next.

It's unpredictable.

It's an interesting story, based on real

facts.

Your Turn

Role-play a conversation like the one above with a partner.

Decide about the following first:

- · which city/town you are in
- · what you are interested in buying
- what kind of store you are in
- who is with you

O Unit Goals

O Functions

Carry out banking transactions Talk about stress

O Grammar

Recycle familiar verb forms: simple present narrative, connectors and modifiers, passive forms, tag questions, comparatives, too — enough, would — hypothesis

Listening

Listen for specific information/ draw conclusions

Listen and identify language functions in discourse

Pronunciation

Recycle and use familiar stress, and intonation patterns, identify falling/ rising intonation patterns

Reading

Teenage Stress

Writing

Write about the causes of stress and give advice

Warm Up

Have a discussion about some of the subjects listed below. You can write the subjects on the board and let students choose the ones they prefer. Put the students in groups and have them choose a subject or discuss in class. Give them some points or questions to help them.

- 1. carrying out banking transactions (opening accounts, using the ATM, credit cards)
- **2.** stress (causes of stress, dealing with stress, teenage stress)

Conversation Tell students to look at the pho

- Tell students to look at the photo. Ask: Where do you think this photo was taken? What do you think the conversation will be about? (students' own answers)
- Play the audio as students listen with books closed.
- Ask: Where did the conversation take place? (at the clothes store/ in the elevator) What's the relationship between the speakers? (cousins)
- Discuss answers to the questions in class.
- Play the audio again; pausing from time to time and ask students to suggest what follows. Tell them that they don't have to remember exactly what was said in the original conversation, as long as they suggest an alternative that makes sense in the particular context.
- Play the audio again and tell students to follow in their books
- Have students practice the conversation with a partner.
 Tell them to switch roles and practice again.
- Have students brainstorm and suggest words and phrases that they can use to talk about size and quantity. Accept any answers that are relevant. Then ask them to suggest words and expressions they can use to give directions to someone. Have volunteers write the students' suggestions on the board.
- Go over the expressions in the Size-Quantity box.
- Ask students to read the conversation and highlight the expressions they can find in the conversation.
- Then have them go through the expressions in the box, compare them to the expressions they highlighted in the text and identify expressions that have not been used in the conversation.
- Ask students to decide on a book or a story that most people in class have read and comment on it using the last group of expressions in the box, i.e. Talking about a book/plot.

Your Turn

- Go through the directions with students.
- Divide your class into groups and make sure each groups spends time deciding on the points outlined in the directions.
- Encourage them to make notes. Tell them not to write the conversation as this is a speaking activity. Give them time to rehearse.
- Invite volunteers to stand up and act out for the class.



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2 Listening

 Ask students to think about the Conversation on page 134 and remember where Amal and Yasmin had to go.
 Direct students' attention to the photo and ask:

Have you ever been to a bank? Who did you go with? What was the first thing you noticed?



- Tell students they are going to listen to a conversation between Amal, Yasmin, and a bank clerk. Read the directions with the students. Have them cover the conversation in their book and only read the true or false statements.
- Play the audio and have students listen and answer the questions. Play the audio again if necessary.
- Check answers in class.

Answers

- false (She can use her credit card but she has to pay a fee for the service.)
- true (She thinks it's a good idea since she is going to be coming back more often.)
- 3. false (She can't because she forgot her card.)
- false (She won't because the hem needs taking up/the dress is too long for her.)

B

- Point out the blanks in the conversation and go over the directions. Give students time to read through sentences 1 to 9.
- Play the first part of the audio, pause and point to the example. Play the rest of the conversation and have students write the number of the missing sentence in each blank in the conversation. Let students read and complete their answers.
- Have the students listen to the conversation again and check their answers.
- Check answers in class.

Answers

3, 4, 1, 8, 2, 5, 6, 9, 7



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3 About You

- Read the directions with the students.
- Have them decide on all the points listed in the direction, i.e. where they are, what they would like to do, etc
- Give students time to prepare. Remind them to use expressions from B.
- Tell them to make notes, not to write the whole conversation.
- Have pairs role-play their conversation as you circulate and monitor. Then have them switch roles and role-play again.
- Ask volunteers to stand up and act it out for the class.

4 Pronunciation

- A. Read the directions with the students.
- Play the audio and have them listen to the examples.

 Pause and have them repeat the examples.
- B. Have students listen again and find more examples of rising or falling intonation. Tell them that you will pause after each speaker to give them time. Encourage them to ask you to pause or repeat if they need to hear anything again.



2 Listening M



A. Listen and check true or false.

	true	false
1. Yasmin can't use this type of credit card because she doesn't have an account.		
2. Yasmin is interested in opening an account.		
3. Amal can use the ATM.		
4. Yasmin will pick up her new gown today.		

Bank clerk:	Good morning. Can I help you?
Amal:	3
Bank clerk:	
Yasmin:	No, I'm sorry, I don't. Is that a problem?
Bank clerk:	No, not at all.

Yasmin: Oh, I see. What do you think Amal? _____ I'll be back

here, every few months. It would make sense, wouldn't it?

Amal: Whatever you think is best.

Yasmin: Bank clerk: Of course. _

Yasmin: Thank you.

Amal: Oh, excuse me. _____

Yasmin:

Amal: Yes, I do. It's just that I don't use it often enough to

remember! Sorry!

Yasmin: That's fine! I'm glad we'll both be using the same bank. Amal: Oh, look at the number of people waiting at the counter.

_____. I forgot to take it this morning.

Yasmin: Please don't worry! I'll wait for you.

Amal: I'm not sure that's a good idea Yasmin. Stores are about

to close for the afternoon. You'd better hurry and pick up

Yasmin: You're probably right. Actually, I won't pick it up today. I'd

like them to take the hem up. You'll be alright, won't you?

Amal: Yes, of course. Give me a ring on my cell phone when

you're ready.

Yasmin: I'll do that. OK. See you soon.



- B. Listen again and write the number of the correct expression in the blank.
 - **1.** Just checking; there is no service charge for account holders.
 - 2. In that case, I'd like to open an account please.
 - 3. Yes, please. We'd like to withdraw some cash from this credit card.
 - 4. Do you have an account with us?
 - **5.** Would you like to come this way and fill out some documents?
 - 6. I'd like to withdraw some money from my account.
 - 7. I wish I had the card for my cash card account. I could use the ATM.
 - 8. Wouldn't it be a good idea to open an account?
 - 9. I didn't realize you had an account at this bank!

About You 🔀



- Role-play a conversation like the one above with a
- partner. Use expressions from B.

Decide about the following first:

рш <u>с ї</u> і äyliji**q**h city you are in

Ministry of Educ What you would like to do at the bank, e.g. open an account, deposit money into your account, etc. 2023 - 1445

4 Pronunciation



- **A.** Listen. Note the rising **৴** or **** falling intonation.
 - Good morning. Z Can I help you? Z No, not at all.
- **B.** Listen and find more examples for rising or falling intonation in the conversation.

5 Reading



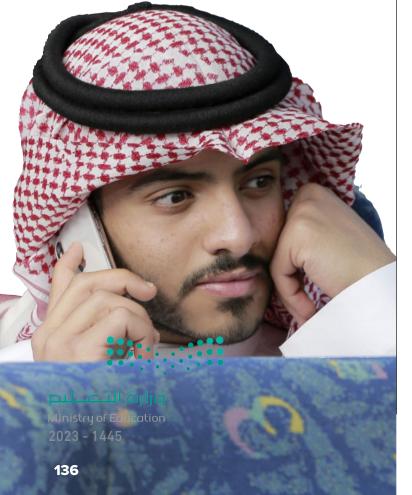
Before Reading

Make a list of things that make you feel stressed. Tell a partner.

Teenage Stress

Definition

Stress—the mental and physical strain or the nonspecific response of the body to any demand made upon it. Stress is a chemical reaction that takes place inside the body when there is a basic need to adapt to or resist changing internal or external influences. It is a response meant to return the body and mind to a state of equilibrium and balance.



The Causes of Stress

Although adolescence is often viewed by parents as a carefree period of life, some studies show that teenagers experience the most stress of all people. They can experience stress related to money, family problems, self-esteem, acceptance by their peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.

According to experts, one of the main reasons for stress is that childhood has gotten shorter, and the perception of children has changed. Since TV is available to all audiences, children can get messages that were probably meant for adults, and the dividing line between childhood and adulthood is less and less clear. Children do not play as many of their own games as they used to, and most of their games and sports nowadays are those preferred by adults. Youngsters wear similar clothing to that of adults, and they use adult language that was once never to be heard from a child. Young people these days are under tremendous pressure to achieve, to please, and to succeed. They are expected to adjust to social changes that past generations have never had to deal with. The demands made on preteens and teens by modern life have definitely increased the level of stress.

Tips for Dealing with Stress

All humans experience stress. It is a necessary part of life. The response to stress is what often needs to be controlled. A person's feelings, attitude, and outlook on life affect his or her ability to deal with stress.

You should avoid unnecessary worry. Thinking about a problem in order to arrive at a solution can be positive, but constant worry is not constructive, and it accomplishes nothing. It usually just makes situations more stressful.

5 Reading

- Ask students to open their books and look at the picture of the teenage boy. Ask students to describe him. For example, ask: How do you think he feels? What's going on? Do you ever feel like that?
- Organize students into pairs. Ask the Before Reading question: What do you know about stress? Give pairs a few minutes to talk about their ideas.
- Point out the title: Teenage Stress. Read aloud, or call on a student to read aloud, the definition of stress on page 136. Make sure students understand the following words:

strain = severe, tiring pressure
demand = urgent, pressing requirement

adapt = change to fit a certain condition or situation
equilibrium = state of balance

- Play the audio for *The Causes of Stress*. Have students close their books and just listen.
- Help students with new vocabulary. Have students scan the article quickly and say which words and expressions are new to them. Write the elicited words on the board. Encourage students to use the context to understand the meanings before you explain them. Words and expressions that might be new include:

adolescence = teenage years

carefree = without worries or anxiety

peer = person equal to another in age, abilities, etc.

expert = specialist

perception = understanding, insight

achieve = accomplish

adjust = adapt to

deal with = attend to, take care of

- Play the audio for *The Causes of Stress* again and have students follow along in their books.
- Give examples of how we use the word stress in everyday conversation. Explain that stress can be a noun. For example: I am under a lot of stress this week. It can also be a verb. For example: Having two part-time jobs plus school is making him feel stressed. We can say that a person who is feeling stressed is stressed out. For example: Aisha is stressed about her exam. We can also say The exam next week is stressing her out.



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Tips for Dealing with Stress

- Play the audio for *Tips for Dealing with Stress*, as students follow along in their books.
- Have students reread the first tip silently. Then ask volunteers to say in their own words the main ideas of that tip. (Possible answer: Try not to worry. It's good to find a solution to a problem, but worrying doesn't help to solve it.) Continue with the next three tips in the same way.

(Possible answer for Tip 2: Always remember that you will find guidance in the Qur'an. Prayer will remind you of what is important and help you see things from a different perspective, so you can appreciate what you have been given.)

(Possible answer for Tip 3: Get organized and do your activities one step at a time. You'll feel good about meting your goals.)

(Possible answer for Tip 4: Know signs of stress, like feeling moody, not being able to sleep well, getting sick a lot, not eating like you normally do.)

(Possible answer for Tip 5: Don't expect to get rid of stress problems overnight. Do it in steps.)

 Have students read the Conclusion on page 137 and summarize the main ideas in their own words. Begin a class discussion by asking the following questions:

Is it possible to smile and laugh if you're under stress? Can you smile and laugh if you really don't feel like it? Why would a doctor recommend that you try to smile and laugh? Do you agree that this helps? Why or why not?

After Reading



 Have students work alone or in pairs to match the words and their meanings. Students should refer to the reading to see how the words are used in context.

Answers

- **1.** d **4.** e
- **2.** f **5.** a
- **3.** c **6.** b

B

- Have students work in pairs to answer the questions based on the information in the reading.
- Check answers as a class by calling on students to summarize their answers.

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Answers

Answers will vary. Sample answers:

- Teens can experience stress related to money, family problems, self-esteem, acceptance by peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.
- Stress among teens is more common nowadays because childhood has gotten shorter, and the line between childhood and adulthood is less and less clear.
- 3. You should avoid unnecessary worry and become better organized. You should see if you have a problem with stress and you should try to deal with your problems one step at a time.

Discussion

- Organize students into small groups to discuss what they think causes stress for their age group. The causes may be the same as what is listed in the reading, or there may be other stresses specific to your students' age group and where they live.
- Encourage students to think about their own community.
 Tell them they do not need to share any personal information in this activity unless they choose to.
- Have one student from each group report back to the class. Compile a list on the board of the things they think cause stress for them.

6 Writing

- Have each student choose two important causes of stress in their peers to write about. Have them give some advice on how to avoid and handle it.
- Students can write in class or for homework. When finished, have them exchange papers and read each other's writing. Tell them to offer suggestions, make comments, and ask questions about anything that isn't clear.
- Have volunteers read their writing for the class.

- Read and listen to the Qur'an. It will help refresh your heart and mind. Remember that prayer and patience can combat stress and anxiety.
- Be thankful for what you have and start each day on a positive note. Remember that each day is a gift. Thank Almighty for the gift of life and greet the day with optimism and gratitude. Remember that you are not alone.
- Become better organized. Plan activities a step at a time so that parts are accomplished. This gives you more self-esteem and more reasonable deadlines.
- You should be aware of the symptoms of stress.

 Some symptoms are:

 moodiness; insomnia or other sleeping disorders;
 lowered body resistance to colds, flu, or other

- diseases; preoccupation with negative/angry thoughts or feelings; unusual behavior patterns; loss of appetite, or eating disorders such as anorexia or bulimia.
- When you know you have a problem with stress, try to solve it one step at a time. Part of the problem could be trying to do too much at once. You should take it in easy stages.

Conclusion

Stress doesn't need to be negative. Some doctors say that you should laugh and smile more frequently to help deal with stress. When you laugh and smile, your body relaxes, and the result is an overall positive reaction. Don't forget that it is the effort that counts more than the result.

After Reading

- A. Match the words with the meanings.
 - **1.** strain
 - **2.** ____ adapt
 - **3.** carefree
 - **4.** ____ self-esteem
 - **5.** ____ peer
 - **6.** _____ perception
- $\boldsymbol{\mathsf{a.}}$ person of the same age group
- **b.** opinion, often based on observation
- **c.** without worry
- d. worry, anxiety
- e. feeling of personal worth
- f. to change to fit a new situation
- B. List the causes of stress for teens.

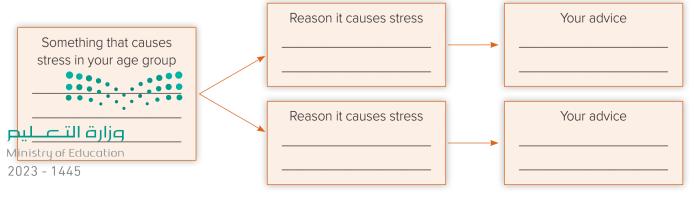
Discussion

Look at the list you made of things that make you feel stressed. In groups, ask others if the same things stress them out.

6 Writing



Write two or more important things that cause stress in your peers. Give some advice for handling these things. Copy the organizer below into your notebook and write your notes in it. Then use it to help you write.



9 Complaints, Complaints

Listen and Discuss 🕢

138





O Unit Goals

Vocabulary

Consumer complaints
Resolving problems
Repairs
Consumer protection
Customer service

Functions

Talk about problems and things that need to be done Ask to have something done Talk about common consumer complaints

O Grammar

Needs to be (done) Have/get something (done) Past participles as adjectives

Listening

Listen for specific information

Pronunciation

Stress in compound nouns

Reading

Murphy's Law

Writing

Write a letter or email of complaint about a faulty product

Form, Meaning and Function

> Present Perfect Simple: Already, yet, just Verb + gerund/infinitive Object pronouns Imperatives and two-word verbs

O Project

Survey on consumer complaints

1 Listen and Discuss

- Have students look at the pictures on page 138.
 Ask: What do these pictures have in common?
 (Each picture contains an item that is broken or damaged in some way.) Have students predict, based on the pictures, the language they will be practicing in this unit.
- Play the audio for page 138 as students read along silently.
- Have students read and find consumer complaints mentioned in each picture and underline the adjectives filthy and torn. Point out that torn is also a past participle. Call students' attention to the regular past participles: repainted and checked.
- Point out the structure *have/get something done* in the pictures. For example:

We'll get it done.
We'll have it checked.
I'll have it sewn.
I'll have a technician look at it.

- Play the audio again as students follow along in their books.
- Go over any words and expressions that are unfamiliar to students. The following may be new:

filthy = very dirty

refund = get one's payment back

technician = someone who makes repairs

 Have students form pairs and practice the conversations, switching roles.

Warm Up

Ask students: *Have you ever bought or paid for something that you weren't happy with?* For example, they might have discovered an article of clothing was damaged, or they had a computer repaired, but it still didn't work right. Have students discuss what they did to resolve the problem. Ask them to share their experiences of returning an item to a store or of negotiating with a repair shop.

Language Builder

It was in (for repairs) means it was brought here. There are other expressions using in that are related to getting repairs or service done. For example:

I'd like to bring (my car) in.

When did you last have it in? (When was the last time you had it serviced?)

When would you like to bring it in?



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Consumer Awareness: What to Be Aware of

- Have students read the title. Ask them to tell you the four categories of consumer problems shown. (housing, clothing, car repairs, and electronic products)
- Ask students to scan and underline the adjectives. (leaky, dripping, broken, loose, broken, cracked, flat, dead, worn, missing, torn, scratched)
- Call students' attention to the past participles broken, cracked, worn, and scratched. Explain that one way to determine whether a word is a past participle is to try to use it in the sentence I have ______ it. For example:

I have worn it.

- Play the audio for page 139 as students read along silently.
- Ask students to identify the items in the pictures.
- Play the audio again as students follow along in their books.
- Then elicit and go over any new words or expressions. These may include the following:

dead battery = no power in the batterydent = surface of car is bent in from being hitflat tire = a tire that has no air in it

Quick Check



- Ask students to work alone to write down the worst problems and reasons for their choices
- Have students compare answers in pairs. Then call on students to share with the class one of the problems their partner considered the worst and why.



 Have students work in pairs to ask and answer the questions. To check answers, call on pairs.

Answers

- 1. The walls are dirty and need to be repainted.
- 2. He says he'll have the engine checked.
- 3. The sleeve of the jacket is torn.
- 4. The computer crashed.



Play the play the and ask students to repeat.

Ministr Model the examples with volunteers, changing roles.

2023 - Explain that a thermostat controls the temperature.

- Explain that there are other ways to ask about a problem. Model these questions for students to repeat: What's the problem? What's the matter? Is something wrong?
- Have students work in pairs to ask and answer about the problems, switching roles.
- Monitor students as they practice. Assist with vocabulary as needed
- Then call on several pairs to present for the class.

Workbook

Assign page 311 for practice with the vocabulary of the unit.

Language Builder

Explain that *fix* and *repair* are usually used interchangeably to indicate that an item will be returned to working condition. However, *fix* can also mean that a situation will be corrected. For example, *The broken window will be fixed* usually means that the glass will be replaced, as it can't be repaired.



Teaching Tip

Whenever possible, use natural language in class. For example, begin class by asking students open-ended questions, such as *How are you? How was your weekend?* In addition, make conversation related to the topic of the unit; for example: *Has this ever happened to you? What would you do in this situation?*



Additional Activity

Activity 1: Ask students if they can think of additional problems for any of the categories on page 139; for example, a shirt marked the wrong size.

Activity 2: Ask students to interview friends and family members to gather more examples of consumer problems. Tell them to try to get details about the problems and how they were resolved.



If someone says *I bought a lemon*, they may be referring to a car that was defective. "Lemon Laws" protect consumers against buying and getting stuck with a car that is no good.

Consumer Awareness

What to Be Aware Of

Housing







Car Repairs





cracked windshield

▲ flat tire

▲ dead battery

▲ leaky pipe

▲ dripping faucet





floorboards



windowpane



worn tire

▲ dent in the body

▲ broken doorknob

Clothing stain

missing button

-hole

torn



Electronic Products

■ air conditioner doesn't get cold







▲ cell phone—no signal



- A. Vocabulary. Write down what you think is the worst problem for each category on these pages. Compare your ideas with a partner.
- **B.** Comprehension. Answer the questions about the complaints on page 138.
 - 1 What's wrong with the apartment?
 - 2. What does the mechanic say he's going to do?
- Ministry of Education with the computer?

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2 Pair Work 🖼



Role-play the problems presented on these pages.

- What's wrong?
- There's a broken windowpane.
- I'll have it fixed right away.
- What seems to be the problem?
- The air conditioning isn't cooling.
- The thermostat needs to be fixed.

3 Grammar 👊



Need to Be (Done)

The windows **need to be cleaned**. (= Someone needs to clean the windows.) The car seats **need to be fixed**. (= Someone needs to fix the car seats.)

Have/Get Something (Done)

Use have or get, with the past participle, when someone else does the service for you.

The rooms need to be decorated. We're having/getting the rooms decorated. The roof needs to be repaired. We're going to have/get the roof repaired. The house needed to be painted. We had/got the house painted.

Past Participles as Adjectives

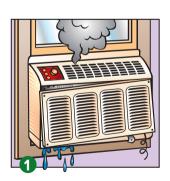
The windows were **broken**. I fixed the **broken** windows. break-broken crack-cracked The vase was **cracked**. I threw away the **cracked** vase. damage-damaged The car was **damaged**. The mechanic fixed the **damaged** car. tear-torn The shirt was **torn**. The tailor sewed the **torn** sleeve.

A. Say what is wrong with the following items. Then say how the things should be fixed. Use the words in the box to help you.

dı	ry-clean	repair	replace	sew	sharpen
----	----------	--------	---------	-----	---------

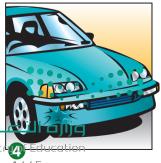
? The jacket is stained. It needs to be dry-cleaned.

















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3 Grammar

Need to Be (Done)

- Go over the material in the grammar chart.
- Review other irregular past participles. For example: been, had, said, put, told, gotten, hung, grown, spoken, read, bought, and made.
- Explain that have to be (done) means the same as need to be (done). For example: My laptop has to be repaired means the same as My laptop needs to be repaired.
- Write cues on the board and have students use them in sentences with have to be done or need to be done.
 Make sure students use the correct singular or plural form of need based on the subject of the sentence.
 For example:
 - phone / fixed (The phone needs to be fixed.)pants / sewn (The pants need to be sewn.)walls / painted (The walls need to be painted.)shirt / cleaned (The shirt needs to be cleaned.)
- Tell students to look around the classroom and say things that need to be done. For example, a student might say: The books on the table need to be put away. The papers on the desk need to be thrown into the trash.

Have/Get Something (Done)

- Go over the material in the grammar chart.
- Emphasize that this structure is used when someone else does the service. To make this clear, write the following on the board:

The roof needs to be repaired.

I'll repair it this weekend. (I'll do it.)

I'll get it repaired this weekend. (I'll ask someone else to do it.)

Ask questions. Have students respond with sentences using have/get something (done). For example:
 You: Are you going to replace the window?
 Student: Yes, I'll get it replaced next week.
 You: Are you going to repair your bicycle?

Student: Yes, I'll have it repaired this weekend.



Past Participles as Adjectives

- Go over the material in the grammar chart.
- Explain that only transitive verbs (verbs that take an object) can be used as adjectives in the past participle form. Verbs that describe a state of being rather than an action, such as be, and verbs that are not used with objects, such as smile, cannot be used as past participle adjectives. To make this clear, write examples on the board such as the following and point out the subject (I, He) and the object (window, vase).

I broke a window. I fixed the broken window. He cracked the vase. He repaired the cracked vase.

 Give sentences and have students restate them, using past participles as adjectives.

Someone damaged the book. (The book was damaged.)

Someone tore the paper. (The paper was torn.)



- Discuss the words in the box to make sure that students understand all of them.
- Go over the example.
- Have students work alone to write two sentences about each picture: one stating the problem with a past participle adjective, and one stating what needs to be done to solve the problem.
- To check answers, call on students to read their sentences for the class.

Answers

Answers will vary. Sample answers:

- 1. The air conditioner isn't working. It needs to be repaired.
- 2. The pants are torn. They need to be sewn.
- 3. The knife doesn't cut. It needs to be sharpened.
- **4.** The car has a dent. The dent needs to be repaired.
- **5.** The button on the shirt is gone. It needs to be sewn back on.
- **6.** The heel on the shoe is broken. It needs to be replaced.
- 7. The tire on the car is worn. It needs to be replaced.

B

- Ask students to look at the pictures and describe what they see. Discuss as a class any vocabulary they might need to complete this activity.
- Have students work individually to complete the chart. In the first column, they list the problems and state what needs to be done. In the second column, they state the solution to each problem using have/get something (done).
- Point out that in the example in the chart, replaced can be used as well as fixed.
- Have students compare answers in pairs.
- To check answers, call on pairs for each room in the chart. One student states the problem, the other the solution. Because answers will vary, call on several pairs for each room.

Answers

Answers will varv.



• Have students work in pairs or small groups to say what they had done in the apartment, based on the sentences they wrote in **B**.

Answers

Answers will vary.



- Have students work individually to complete the conversation.
- Check answers as a class by calling on students to read the lines aloud.
- Discuss how Khaled might be feeling (frustrated, irritated, slightly angry), and the reason why. (His car keeps breaking down.) Tell students to consider this as they practice their role plays.
- Have students work in pairs to role play the conversation. Tell them to use contractions whenever possible.

Answers

- 1. have had/'ve had
- 2. doesn't start/is not starting/'s not starting/isn't starting
- 3. might be
- 4. to be recharged
- 5. had, put in
- 6. to be repaired
- 7. is falling
- 8. to be fixed
- 9. have, fixed
- **10.** said

Language Builder

Write the word *redecorated* on the board. Point out that the prefix re- means (to do) again. Other words with the prefix re- include reorganize, reapply, revisit, rethink, and recharge.

Workbook

Assign pages 312–314 for more practice with the grammar of the unit.



Teaching Tip

Dictation is a useful tool for accuracy practice. Use material that students are already familiar with to reinforce what they have studied, or create a dictation that uses familiar material in a different format. After students have completed the dictation, write the text on the board for students to check their grammar, spelling, punctuation, and capitalization.



Additional Activity

Activity 1: Have students work in pairs or small groups to come up with a list of five things that need to be done to make your school or community better. Have groups report to the class and compare ideas.

Activity 2: Have students work in pairs to write a paragraph about someone's very bad day during which at least five things go wrong. For example: He crashes and damages his bicycle. Next, have students exchange paragraphs with another pair. They read the paragraph and write a solution for each of the problems. For example: He needs to get his bike fixed.

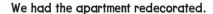


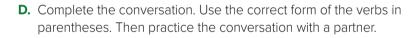
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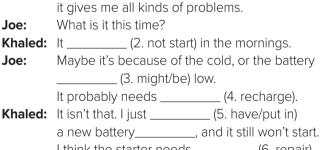
- **B.** This apartment has a lot of problems. Complete the chart.
 - 1. Make a list of the problems.
 - 2. Say how you're going to solve them.

Problem	Solution
1. Living room: The windowpane in the living room is broken. It needs to be fixed.	I'm going to have it fixed.
2. Kitchen:	
3. Bedroom:	
4. Bathroom:	
5. Dining room:	

C. Tell your classmates what you had done in the apartment in exercise **B**. Add your own ideas.







I think the starter needs _____ (6. repair).

Is there anything else wrong with the car? Joe: Khaled: Yes, the exhaust pipe _____ (7. fall) off, and the radiator is leaking.

They both need _____ (8. fix).

Is your car under warranty? **Khaled:** Yes, it is.

Then you shouldn't worry. We'll _____ وزارةُ التي everything _____(9. have/fix) for you.

Ministry of Khared: That's what you _____ (10. say) the 2023 - 1445 last time.

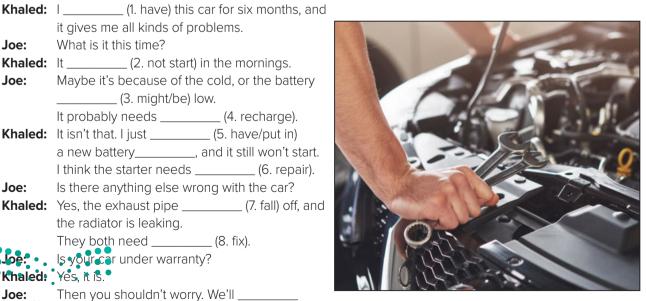






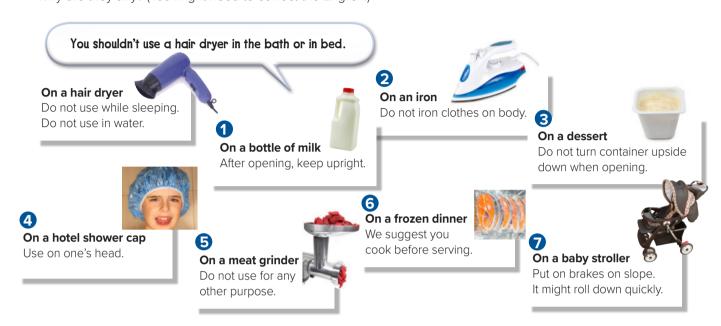






Language in Context





5 Listening



Listen to the guest's complaints. Complete the chart with his problems.

Problems	
1.	
2.	
3.	
4.	



6 Pronunciation



A. Listen. Note the stress on the first noun in the compound nouns. Then practice.

windshield hair dryer meat grinder floorboard **win**dowpane **show**er cap B. Fird more words on the previous pages that are made up of two nouns. Practice reading them aloud by stressing the first part of the first noun.
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7 About You 📓



In pairs, ask the questions and have your friend answer. Then switch roles.

- **1.** Have you ever bought a damaged or defective product? What did you do about it?
- **2.** Have you ever returned something to a store? What was the reaction of the person you talked to?
- **3.** Are there organizations that help consumers when they have problems? What do you know about them?
- **4.** What are the most common consumer complaints you know of?

4 Language in Context

- Review with students the various ways to give advice: should/shouldn't; ought to; must/must not; and had better/had better not.
- Remind students of the impersonal you, which is often the understood (not stated) subject in instructions such as those in this activity.
- Read the example with the students. Have them explain the instructions in their own words using You and a verb to express advice.
- Have students work in pairs to talk about the meaning of the instructions.

Answers

Answers will vary. Sample answer:

Hair dryer: The instructions say that you should not use the hair dryer while you're sleeping or use it in water. The first part of the instructions is silly because you can't use a hair dryer when you're sleeping. The second part is important because a hair dryer can be dangerous if it falls into water. It can give you an electric shock.

Listening

- Tell students that when they listen to a long listening passage from which they need to understand several pieces of information, it is helpful to take notes. Then they can use their notes to restate the information afterwards.
- To help students organize their note taking, tell them to draw a chart like the one in the book on a piece of paper to write notes about each of the four problems that the guest complains about.
- Play the audio once. Have students take notes while they listen.
- Play the audio a second time for students to confirm their notes.
- Have students compare notes with a partner and then use their notes to fill in the chart in the book.
- Play the audio a third time for students to check their answers.

Audioscript

Clerk: Wha eap I do for you, ei? Guest: I'd like to change rooms please.

Clerk: And may I ask what is wrong with your room?

Guest: Ting shower is n't working. There's no hot water.

MiniClerk: Have you tried taking a bath instead?

Guest: The tub needs to be fixed too. It leaks.

Clerk: I'll have someone look at that right away, sir.

Guest: I'd still like to change rooms, if you don't mind. You see, I couldn't get any sleep last night because of my neighbor. His snoring is so loud that the walls shake.

Clerk: I'll see what I can do. sir... I'm afraid we don't have another room vacant right now. Please come back later, and I may have something free. Can I help you with anything else?

Guest: Can you have the towels and the sheets changed every day? They haven't been changed since I checked in three days ago. I really must complain about the service in this place. This is a four-star hotel, isn't it?

Clerk: Oh, no sir. We don't have any stars at all.

Guest: Then why do you have those four stars on your neon sign

Clerk: That's just the name of the hotel, sir—The Southern Stars. You know, it's named for the constellation that has four main stars.

Answers

Answers will vary. Sample answers:

- 1. The shower isn't working. There's no hot water.
- 2. The bathtub leaks.
- 3. The neighbor snores so loudly that the walls shake and the guest can't sleep.
- 4. The towels and sheets aren't changed every day.

6 Pronunciation

- A. Play the audio. Tell students to focus on the stress on the first noun of the compound nouns.
 - Play the audio two more times. Ask students to listen and repeat.
- B. Have students to find more compound nouns and practice reading them in class.

About You

 Have students work in pairs to discuss and answer the questions. Before students begin, check understanding of a defective product. This means that the product was not made correctly or does not work correctly.

8 Conversation

- Have students look at the picture and describe the situation. Ask them to predict what the problem is. Ask:
 Who do you see? What do you think the problem is?
- With books closed, have students listen to the audio
- Have students open their books and scan the conversation for unfamiliar words and expressions. Elicit and write them on the board. Encourage students to try to get the meanings through context, or encourage other students to say the meanings. Some words that may be new include:

fade = to lose color or brightness
flimsy = thin, light, not strong
trend = style

- Explain that in formal situations, ma'am is usually used for women of all ages, but not girls.
- Play the audio again, and have students read along silently.

Real Talk

- Point out that the customer uses if you could because she is making a polite request.
- Explain that the salesperson uses It sounds like to indicate she has understood the customer and made a conclusion about the jeans.

Your Ending

- Play the audio for the endings again.
- Have students discuss the endings in pairs and then add one more ending of their own. Then they decide which to use and practice the conversation.

About the Conversation

 Have students work in pairs to ask and answer the questions. Check answers as a class.

Answers

Answers will vary. Sample answers:

- 1. The salesperson wanted to be helpful, but she didn't understand the problem with the jeans. The jeans were in the latest style.
- 2. Milo designs loose-fitting chattee in faded colors.
- **3.** The mother thinks that the jeans are torn and that the material is falling apart.

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Your Turn



 Have students work in pairs to write, practice, and present their conversation.



- Have students work with a different partner to write this conversation. They can base it on the conversation between the customer and the salesperson, but the complaint should be about a different item of clothing.
- Ask pairs to present their conversations to the class.

Workbook

Assign page 315 for additional reading practice.



Teaching Tip

Have students use props and gestures when they role-play a conversation in order to make it feel more realistic. Also ask them to consider how the speaker is feeling, and to speak expressively.



Additional Activity

Activity 1: Have students use their notes from the Listening exercise to role-play the conversation between the hotel guest and the desk clerk. Tell the desk clerk to use *have something done* in her responses.

Activity 2: Have students work in pairs to write a conversation in which a customer has a complaint about a service they paid for; for example, a computer that was fixed, but is still not working. The conversation should include a specific problem and resolution. Call on pairs to act out their conversations for the class.



Here are a few more silly warning labels found on consumer products:

- Caution: Hot beverages are hot! (on a coffee cup)
- Wearing of this garment does not enable you to fly. (on a child's Superman costume)
- May be harmful if swallowed. (on a shipment of hammers)
- Warning: May contain nuts. (on a package of peanuts)
- Not dishwasher safe. (on a TV remote control)



Salesperson: Can I help you, ma'am?

Customer: Yes, please, if you could. I'd like to return a

pair of jeans that my son bought—they're

wide-cut with faded colors.

Salesperson: It sounds like one of Milo's creations. He

designs loose-fitting clothing, and faded clothes are in style this season. Your son

didn't like them?

Customer: No, it's not that. It's the fabric. It's really

flimsy, and...

Salesperson: Well, lightweight fabrics are the latest trend.

Customer: You don't seem to understand.

Salesperson: Of course, ma'am, I'll try to help. Can you give

me the jeans?

Customer: You see, they're torn at the knees, and in

> several other places, and the material is falling apart. I noticed it when I was putting

them in the washer.

Real Talk

Yes, please, if you could. = polite way to respond to an offer It sounds like = It seems to be



Your Ending

What do you think was the salesperson's response?

- (1) Those tears are part of the design.
- (2) Would you like another pair?
- **3**) Would you like a credit to buy something in another department?
- **4**) Your idea: _

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

- 1. Was the salespers on helpful?
- 2. What is Milo's latest style?
- **β** What was the problem with the jeans

according to the mother?

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Your Turn

You are a customer. You want to complain about an item you bought. Make a list in your notebook of three things the salesperson says and three things you say. In pairs, role-play the conversation between you and the salesperson.

9 Reading



Before Reading

- 1. Have you ever heard of Murphy's Law? Find out if any of your classmates know about it.
- 2. Read the article and underline all the sentences that talk about something that went wrong.
- **3.** Write a sentence to state what the writer is trying to say.

MURPHY'S LAW

You invite your friends over to watch a final football match on TV. There are plenty of juices in the refrigerator, you have bowls filled with your favorite snacks on the table, and you are all set to watch the big match. You turn on the TV set, and all you get are fuzzy images on the screen. Could this be Murphy's Law at work? Murphy's Law states: If anything can go wrong, it might go wrong!



Similar situations occur all the time. When you're in a hurry to open the door and you try several keys on the key ring, the last remaining key is usually the one that works. When you're late meeting your friends and they're all waiting for you at the mall, all the traffic lights are red. When you get in a line at the supermarket, you find you've chosen the slowest one, and it just doesn't move. Is this bad luck or coincidence? According to British physicist Robert Matthews, it's neither one nor

the other. He explains that our selective memories tend to remember the bad episodes more readily than the things that usually work out. Also, the law of probability is more against us than in our favor in many situations. For

example, in the supermarket with five cashiers, the chances of getting the fastest lane are 20 percent, and 80 percent for a slower lane.

Matthews became a popular scientist when he proved that a piece of toast doesn't necessarily fall on the floor on the buttered side. BBC Television gathered 300 people to throw pieces of buttered toast up in the air and observe on which side they fell. Half fell on the buttered side, and half didn't.



Just remember that you cannot blame Murphy's Law for everything that goes wrong. If the hot water runs out while you're taking a shower, it's probably because the hot water heater needs to be fixed. If you miss the bus and are late getting to school, it's probably because you didn't wake up early enough. And if you lose all your files on the computer, let's be honest— it's your fault for not having a backup of your files.



9 Reading

READING STRATEGY

Relating the reading to personal experience

Tell students that relating what they read to their own experiences will increase their understanding of the passage. Tell them as they read to think about the similarities between their own lives and the examples in the reading.

 Have students read the title. Ask the Before Reading questions. Have they ever heard of Murphy's Law?
 To help students discuss this, present the following hypothetical situation:

A 22-year-old guy has been driving for five years, but he has already been involved in six car accidents. Does he simply have bad luck, or are there other factors that might have caused him to have so many accidents?

Lead students to understand that more than bad luck might be involved in this situation.

- Ask students to look at the pictures of the bread falling and the low water pressure. Ask them to use the illustrations to predict what they are going to read.
- Play the audio as students follow along in their books.
- Ask: What is Murphy's Law? (If anything can go wrong, it will)
- Play the audio again. Pause after each section for students to describe in their own words the examples that are given; for example, the chances of getting into the fastest lane in the supermarket.
- Ask: Why is it called Murphy's Law? (Edward A. Murphy first used it to talk about a situation in his lab.)
- Allow students time to read silently one more time and underline vocabulary that is new for them. Elicit and write the new words and expressions on the board and go over them. Words and expressions that may be new include:

episode = event
backup = copy
malfunctioning = not working correctly



Language Builder

The prefix *mal*- means *bad*. Other words with *mal*- include: *malnutrition, malnourished, maltreat, maladjusted,* and *malpractice*. Ask students to guess the meaning of *malodor*. (bad odor)

After Reading

- Have students work individually to answer the questions about the reading, and then compare answers in pairs.
- Call on students to read their answers aloud.

Answers

Answers will vary. Sample answers:

- It illustrates that things seem to go wrong at precisely the wrong time
- 2. If anything can go wrong, it will.
- Because the chances of getting in the fastest lane aren't that high.For example, if there are five lines, our chance of getting a slower lane is four out of five, or 80 percent.
- 4. He wanted to show that although people think that bad things always happen, things happen according to the law of probability.

Discussion

- Have students work in pairs or groups to discuss their own experiences that demonstrate Murphy's Law. Tell them to give reasons for why they believe in or don't believe in Murphy's Law.
- Call on students to tell the class about the experience of another group member that demonstrates Murphy's Law.
 Students shouldn't talk about their own experiences.

Workbook

Assign pages 316–317 for additional writing practice at word and sentence level.



Teaching Tip

Use directions that have several steps as an opportunity for students to practice reading or listening for a specific purpose. Read the directions aloud. Then have students tell you what they need to do to complete the activity.



Additional Activity

Activity 1: Have students talk about a time when they were pressured by a salesperson to buy something they didn't want or need, or a time when they bought something they wanted to return, but didn't.

Activity 2: Ask pairs to create a role play between a salesperson and a customer in which the situation can't be resolved. The customer is very demanding, with many reasons why he or she must return the item for a full refund, while the salesperson refuses because this is against store policy.



Project: Consumer Protection

Choose a repair business or store. Inquire about their return and refund policies. Research consumer protection laws in your country.



Different countries have different policies on returning items. In the United States, customers can return just about anything, including opened food and clothing they've had for years.



Captain Edward A. Murphy

Captain Edward A. Murphy, Jr., was an engineer at Edwards Air Force Base in the United States. In 1949, he was working on a machine to measure the heartbeat and breathing of pilots. But something was malfunctioning in the equipment as the result of human error. Murphy blamed the lab technician and said, "If there is any way to do it wrong, he will." One person's failure can bring a whole project crashing down. And Murphy's view was that some failure or something negative will typically happen. Murphy's phrase became popular in all areas to explain the failures of everyday things.

After Reading

Answer the questions about the reading.

- **1.** What does the example of the final football match illustrate?
- 2. What does Murphy's Law state?
- **3.** According to Robert Matthews, how does the law of probability work against us in the supermarket line?
- **4.** Why did Matthews do the buttered bread experiment? What did it show?

Discussion

- **1.** Give examples of Murphy's Law using your own experience.
- 2. Do you believe in Murphy's Law? Why, or why not?



10 Writing 🗾



- A. 1. Have you ever bought a product that turned out to be faulty or a lot less than you expected? Did you take it back? Why? Why not?
 - 2. Some people complain in writing to make sure that their complaints go on record. Read the complaint letter on the next page and answer the auestions.
 - What was the problem with the item that the writer had bought?
 - What was the first thing he did? What was he advised to do?
 - What did he expect the store to do? Why?
 - How do you think he feels about the whole incident? How do you know?
 - 3. Now read the letter again. Circle the paragraph(s) that do the following:



		Paragra	ph or para	agraphs	
Set(s) the scene:	1	2	3	4	5
Express(es) personal feeling/opinion:	1	2	3	4	5
Give(s) an account of the events:	1	2	3	4	5
Provide(s) a conclusion:	1	2	3	4	5

Please note that some of the paragraphs can serve more than one purpose.

- B. 1. Think about a faulty product. It can be a clothing item, an electronic gadget, an appliance, etc.
 - 2. Think about what can go wrong with it. Make notes in the chart.
 - 3. Use your notes to write a letter of complaint to the Customer Service Department of the company or the store where you bought it.

	The	The item/product you are complaining about:				
		What the instructions/ salesperson promise	What is happening instead	What you would ask/ expect the company that sold you the item to do		
	1					
•	2					
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10 Writing

- Direct students' attention to the picture. Give them a few minutes to discuss what they see in pairs and what the connection is between this object and consumer complaints.
- Read the directions for 1 and ask students to work in pairs telling each other about a faulty or unsatisfactory product and what they or someone else did about it. Allow students to talk about an incident that involves someone they know if they have not similar experiences themselves. Monitor participation and help when necessary.
- Have volunteers tell their story for the class.
- Hold a brief class discussion on the options available to a consumer in the event of a faulty or unsatisfactory product. Elicit ideas from the class and write them on the board. For example:

Return the product and get a refund Return the product and replace it with a new one Never go back to the store again Never buy the brand again Report the store and/or manufacturer to the consumers' association

- Read the directions for 2. Have students speculate about what the answers to the questions might be. Remind them how helpful predictions can be.
- Elicit ideas/predictions from volunteers.
- Play the audio and have students follow on page 147 in their books. Allow a few minutes for students to check the answers to the questions in pairs.
- Call on students to report their answers in class.

Answers

- · The earphone cables are not connected.
- He called the Customer Service Department and was advised to return the item as soon as possible.
- He expected the item to be refunded and to be offered a discount voucher for future purchases according to the promotional material of the store.
- He is indignant/very angry. He expresses the way he feels in the content of the last two paragraphs.
- Read the directions of 9. Have students read the text individually to find out what purpose each paragraph serves. Point out that each paragraph can serve more than one purpose. Ask them to compare answers in

pairs.
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Answers

- Set/s the scene: 1, 2
- Express/es personal feeling/opinion: 4, 5
- Give/s an account of the events: 1, 2, 3
- Provide/s a conclusion: 5
- Check answers in class. Call on volunteers to report their answers.

 Organize students in pairs. Have them think about a faulty product. Read the directions for 1 and 2. Give them some clues to help them. For example, elicit features and possible problems with a clothing item.

Possible Answers

- · Materials used, label with symbols for use, washing, ironing, drying
- Buttons, collar, etc. Things that can go wrong:
- It might shrink in warm wash.
- It might get damaged in the washing machine because it needs to be hand washed.
- It might get burnt when ironed because it's made of synthetic fibers and so on.
- Allow time for pairs to decide on three items. Have them look at the chart. Ask them to discuss what their expectations would be according to the instructions and/or promotion and/or salesperson's assurances, what has gone wrong, and what they would expect the company to do to keep them satisfied.
- Monitor and make sure all pairs are working. Tell them to use their experience and imagination. Encourage them to use humor if they want.
- Ask them to make notes in the chart.



- Tell students they are going to write an email or letter of complaint.
- Direct them to the Writing Corner.
- Ask them to think back on the purpose/topic of each paragraph of the model letter. Encourage them to suggest guidelines about how to organize their letter. Have them read the points made in the Writing Corner and compare with their suggestions.
- Have each student choose one item to write a complaint email or letter about. Ask them to plan their complaint email/letter individually. Tell them that they can ask their partner for help if they need it.
- Have them draw 3 or 4 boxes on a sheet of paper. Tell them that each box represents a paragraph. Ask them to write a first draft with 3 or 4 paragraphs.
- Tell students to exchange drafts with their partner and help each other edit and finalize.
- Give students time to edit and rewrite their emails/ letters. Collect letters and organize them in groups of products, for example:
 - 1. clothing items
 - 2. appliances
 - 3. stationery
 - 4. electronic gadgets
 - 5. accessories
 - 6. other
- Have each student take an email/letter for a product that belongs to a different category from the one they wrote about. Ask them to read it and think about how they might reply to the customer. Have them make notes to help them remember their ideas.
- Divide the class into customers and managers. Call on them to hold a telephone conversation about the complaint. Have the manager call the customer to explain.
- Give pairs a few minutes to prepare. Call on pairs to act out their conversations for the class.



Additional Activity

Hold a class discussion on complaint procedures in their own country. Explain that such procedures vary from country to country. Discuss common options. Ask students to say whether people prefer to write or talk to the person in charge if they have a complaint. Call on volunteers to present incidents that they have witnessed or heard about.

Workbook

Assign page 318 for additional writing practice above word and sentence level.



Interelectronica **Customer Service Department** 345 Jackson Road. Baltimore, MD 23770

Date: _____

Dear Sir.

- 1 I purchased a set of earphones at your store three days ago. According to your promotional material, any item that is faulty and is returned within 24 hours, is fully refunded and a discount voucher is offered for future purchases, as a courtesy to the customer.
- 2 I attempted to use my earphones the day I purchased them and found out that one of the cables had not been connected. I therefore, called your Customer Service Department and was advised to return the earphones as soon as possible.
- 3 I drove to your place of business immediately and tried to do as advised. Unfortunately, however, I was told by the assistant that the earphones could only be returned if the packaging was intact.
- 4 Allow me to wonder how one is supposed to find out if an item is faulty or not, if it is kept in its packaging. And if that is the case, it would seem fair to include it in your promotional material in large block letters, instead of conveying the wrong message and misleading people.
- 5 I regret to inform you that following this incident, I will refrain from using your retail outlet in future and will have to report you to Consumer Protection.

Yours sincerely,

A displeased former customer

Writing Corner

When you write an email/letter of complaint:

Set the scene, in other words, provide background information.

Give a clear account of expectations and actual events.

ت القالة Present the problem clearly and confidently.

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Form, Meaning and Function



Present Perfect Simple Tense

Use the present perfect to talk about recently completed actions.

Question Short Answer (+) Short Answer (-) Has he taken out the garbage? No, he hasn't. Yes, he **has**. **Have** they taken the car to the garage? Yes, they **have**. No, they haven't.

Note: Use been to talk about someone who has gone somewhere and he or she has returned. Use *gone* to talk about someone who has left to go somewhere and he or she is still there.



Present Perfect with Already, Yet, Just

You can use the present perfect to talk about events that happened before now. It is possible that the event happened earlier than expected.

Questions Affirmative (+) Negative (-)

Have you done the dishes **yet**? Yes, I've **already** done them. No, I haven't done them yet. Have you **already** washed the clothes? Yes, I've **just** washed them. No, I haven't washed them vet.

Verb + Gerund

Use the gerund form (which ends in -ing) after the following verbs:

avoid enjoy give up imagine mind stop finish can't stand hate miss suggest keep

He can't stand waiting in line. I don't enjoy sitting in the sun.

We **miss being** with our friends. They **stop playing** tennis in the winter.

- A. Work with a partner. Ask and answer about the pictures.
- **A:** Have you done the dishes yet? **B:** Yes, I've already done them.











- **B.** Make sentences with the words. Use gerunds.
 - dessert / eat / after meals / can't resist / l
 - 1. she / dean / can't stand / the house
 - 2. live / our grandparents / enjoy / in the country
 - 3. the children / hate / their ice cream / share

Pula-cei Minisood / we / miss

Mini Srymy Bisten from y toothpaste / use / stop / have to

2025. the workers / paint / the house / finished

I can't resist eating dessert after meals.
V

11 Form, Meaning and Function

Present Perfect Simple Tense

- Write the following sentence on the board; ask students
 to copy it in to their notebooks and complete it. Have
 one student come to the board and fill in the blanks.
 She _____ been to Dubai, but she hasn't ____ to Oman.
- Ask: What is the form of the present perfect? (has/ have + the past participle)
- Elicit that *been* is the past participle of *be* and write on the board:
 - am/is was/were been
- Write the following verbs on the board and have students give you the past participle: go, do, take, put.
- Point out that there is a list of additional irregular verbs in their books on page 208 that they can use for reference.
- Direct students' attention to the presentation. Ask pairs
 of students to read aloud the variations of the sample
 question and the possible short answers, affirmative
 and negative.
- Point out that, as with other question forms, there is an inversion in the word order. Thus, has or have is placed before the subject.

Present Perfect with Already, Yet, Just

- Call on volunteers to read aloud the questions and answers in the presentation.
- Give a short explanation of the meaning of these words used with the present perfect:

just = a short time ago

not yet = something expected hasn't happened but we expect it will

yet = in questions, this asks whether something expected has happened

already = something happened before we expected it to

Language Builder

In American English it is also common for people to use the simple past with *already, yet*, and *just*. For example, a common reply to the question 'Is Bill here?' is: Yes, I just saw him

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Verb + Gerund

- Have volunteers read the sentences aloud. Elicit what the four sentences have in common. (They all have gerunds or words that end in -ing after verbs.)
- Explain that we form gerunds by adding -ing to verbs.
 Although gerunds look like present participles (such as I am waiting for the bus), they act as nouns. We can use a noun or a pronoun in place of a gerund. For example:
 I enjoy playing tennis. I enjoy tennis. I enjoy it.

A

- Working as a class, have students look at each picture and describe what they see.
- Have students work in pairs to ask and answer questions based on the pictures. Tell students to base their answers on what they normally do at home.

Answers

- 1. A: Have you cooked dinner yet?
 - B: Yes. I've already eaten it.
- 2. A: Have you cleaned your room?
 - B: Yes. I've already done it.
- 3. A: Have you taken out the garbage?
 - B: Yes. I've already done it.
- 4. A: Have you fixed the door?
 - B: Yes. I've already done it.

B

- Do the example as a class. Write the words on the board.
 Tell students to put the words in the correct order. It will help them if they first identify the verb in each sentence that is followed by a gerund.
- Have students work individually to form the sentences.
 Have volunteers write the complete sentences on the board.

Answers

- 1. She can't stand cleaning the house.
- 2. Our grandparents enjoyed living in the country.
- 3. The children hated sharing their ice cream.
- 4. We missed eating Mom's food.
- **5.** My sister has to stop using my toothpaste.
- **6.** The workers have finished painting the house.

Object Pronouns

- Have students read the sentences in the grammar presentation. Write the subject pronouns on the board: I, you, she, he, we, they. Then have students look at the presentation and tell you the object pronoun for each sentence.
- Explain that object pronouns are usually used after verbs or prepositions.
- Ask: Which object pronoun is the same as the possessive adjective? (her) Which object pronoun is the same as the subject pronoun? (you)
- Explain that the pronoun it is also the same in the subject and object forms. For example: It's a wonderful car. We're going to buy it.
- Practice by saying sentences for students to change the names to subject and object pronouns. For example:

You: I know Imad.

Student: You know him.

You: Imad knows Faisal and Ali.

Student: He knows them.

Need/Want/Like + Infinitive

- Explain to students that they are going to practice three verbs that are often followed by an infinitive—need, want and like.
- Ask: What do you usually like to do after class? What do you want to do after class today? What do you need to do after class?
- Explain that need expresses necessity (something that must be done).

Imperatives and Two-Word Verbs

- Have volunteers read aloud the sentences in the presentation. Elicit how the three sentences for each two-word verb are different.
- Point out that when the direct object is not a pronoun, it can come after the particle in a two-word verb, or between the two parts of a two-word verb.
- However, if the direct object is a pronoun (me, us, you, him, her, it, them), the direct object pronoun comes between the two parts of the two-word verb; it cannot come after the particle.



Language Builder

Explain matche two-wood verbs in this unit are separable; that is, the particle does not have to immediately follow the main verb.

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- Ask a volunteer to read the directions and the example.
 Do the first item with the whole class to make sure students understand what they have to do.
- Have students work individually to complete the sentences. Then call on students to read their sentences aloud.

Answers

- 1. them
- **3.** it
- 5 it

- **2.** her
- **4.** me

- Have volunteers read aloud the sentences and identify the two-word verbs.
- Have students do the task individually and then check answers in pairs

Answers

- 1. Put those toys away. Put them away.
- 2. Clean this mess up. Clean it up.
- 3. Turn the cooker on. Turn it on.
- 4. Please turn the light off. Please turn it off.
- 5. Please pick your jacket up. Please pick it up.
- 6. Turn the radio down. Turn it down.
- 7. Turn the news up. Turn it up.

Workbook

Assign pages 319–320 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Give students as much extra material as you think they can handle. For example, if it makes sense to you, teach them other separable two-word verbs in addition to the ones in the Form, Meaning and Function section.

Object Pronouns

she

Singular			Plural		
Subject	Object		Subject	Object	
Pronouns	Pronou	ıns	Pronouns	Pronouns	
1	me	He knows me .	we	us	They know us .
you	you	l know you .	you	you	They know you .
he	him	I know him .	they	them	We know them .

Need/Want/Like + Infinitive

her I know her.

Use the full infinitive (which is *to* + the base form of the verb) after the following verbs: *need, want, like*.

She **needs to buy** some snacks.

He doesn't want to do the dishes.

I **like to help** my mother.



Imperatives and Two-Word Verbs

Two-word verbs are common in English. They have a verb + particle. Object pronouns always come between the verb and the particle.

Turn off your cell phone.Turn the phone off.Turn it off.Clean up the mess.Clean the mess up.Clean it up.Put away your clothes.Put your clothes away.Put them away.

C. Complete the sentences. Use the correct pronouns can be used once, more than contact the correct pronounce of the corr	t object pronoun: me, you, him, her, it, us, or them . The object once or not at all.
🌳 We need to invite our friends. I can asl	k <u>them</u> .
 He doesn't like the shoes we bought f to the store. 	for him. He's going to return
2. Sandra is never on time. She's going to	o tell to be more punctual.
This computer keeps crashing. I'm goi ask for a refund.	ng to return and
4. Excuse me, we can't find what we are	looking for. Could you help?
5. The car windscreen is cracked. Please	e can you fix?
D. Rewrite each sentence with a two-word v	verb in two ways.
Please turn on the TV.	Please turn the TV on. Please turn it on.
1. Put away those toys.	
2. Clean up this mess.	
3. Turn on the coaker.	
4. Please turn off the light.	
一二. 草思县 pick up your jacket.	
try of Edu c ation	
- 1445 7. Turn up the news.	
 Excuse me, we can't find what we are The car windscreen is cracked. Please Rewrite each sentence with a two-word very lease turn on the TV. Put away those toys. Clean up this mess. Turn on the cooker. Please turn off the light. Please pick up your jacket. Turn down the radio. 	verb in two ways.

12 Project





- 1. Think about the complaints that your family has made about different products at home.
- 2. Interview some of the members of your family to find out more.
- **3.** Make notes in the chart.
- **4.** Make a large poster of 3 to 5 products. You can cut out photos of products if you like, or draw them. Remember to include a short description or product specifications.
- 5. Write the complaint about the product in quotes under the picture.
- **6.** Write your advice about how to deal with the problem.



_		Person and product	The problem/complaint	Your advice
	1			
	2			
	••			
	3 •			
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12 Project

- Organize students in groups and have them brainstorm on purchases made by members of their family recently. Have them think about purchases that have not been successful. They can concern small items, such as, light bulbs, batteries, etc. or larger items such as, a car, refrigerator, television, computer, etc.
- Read the directions for 1, 2 and 3. Tell students that they will use the information to prepare a poster.
- Have students interview the members of their family to find out more. Tell them to make a note of exactly what each person said/how he/she expressed himself/ herself.
- If there have not been recent events in the family ask students to search on the Internet and look for quotes from customers about products. Suggest sites that include ratings for their products with customer comments. Encourage students to use what they know, what they find out and their imagination to write customer quotes for each product on their poster.
- Read the directions for 4, 5 and 6. Have students cut out photos of products from magazines or print out from the Internet.
- Ask students to give the buyer advice about how to deal with the problem. Have them write the advice, individually, in quotes.
- Organize students in groups. Have them discuss and combine their information. Tell them to include more quotes about a product if they find out that other people have had problems with it too.
- Call on a student from each group to present some of their ideas for the class.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Tell them that sometimes people even attach small objects to the posters to make them three-dimensional. Suggest that they might want to use the packaging of an object or part of it or a label. Tell them that they will need the short texts about the products to use as captions on their poster as well as the quotes with the advice.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case, it would be advisable to ask

them to share the tasks they need to complete, do the research, collect information and visuals, and complete the poster in the next lesson.

- Call on each group to present their poster. Suggest that they take turns presenting each product, the related complaint and advice.
- Display the posters on the wall if you can. Have students choose the poster they like best.

Additional Activity

Have students work in groups to plan and create a How-to Poster on complaint procedures to use for shops or services.

Teaching Tip

When students work on areas that provide opportunities for the use of language that has been dealt with in the course, elicit appropriate ways of communicating what is required from students. For example, "How would you give advice? What kind of language would you use with a friend, a family member, a senior person?" to raise language awareness and help students recycle what they have studied.

13 Self Reflection

- Write Complaints, Complaints on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Hold a complaints competition in class. The person with the most articulate and unusual complaint wins.
- Have students scan pages 138 and 139. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

Think of words for objects, parts, appliances, gadgets that collocate with:

leaky flat
dripping dead
broken missing
loose scratched

worn

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 140 and 141, ask them some questions. For example:

Say what needs to be done in these cases: The windows are broken.

The tire is flat.

The roof leaks.

The paint is coming off the walls.

- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart.
 Ask them to focus on likes, dislikes and easy or difficult items.
- Remind them to check and complete the Unit 9
 Checklist as they work through the unit.
- Direct students to pages 142–143. Call on volunteers to say what the context is in this lesson, for example: silly instructions, at the clothes store.
- Have students say what they remember from this section and make notes in the chart.
- Write Murphy's Law on the board and brainstorm on language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.

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- Organize students in pairs and ask them to answer questions like these:
 - What is your opinion about Murphy's Law? Do you agree with the author of the article? Why? Why not?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about complaint emails and letters. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 146 and 147 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.

Did they have difficulty making decisions in their group? Why? Why not?

Did they feel that they had the chance to present their ideas?

Was it difficult or easy to collect information? Why? Why not?

Where did they find information? Where did they find photos?

Did they enjoy the poster presentation?

Would they change anything if they had the chance to do it again? What?

Did they enjoy designing the poster? Did everyone contribute?

Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 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	l can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about problems and things that need to be done			
ask to have something done			
talk about common consumer complaints			
use needs to be (done) and use have/get something done			
use past participles as adjectives			
use: already, yet, just			
form constructions with verb + gerund; verb + infinitive			
know about subject and object pronouns			
form imperatives and two-word verbs			

My five favorite new words from Unit 9	If you're still not sure about something 9: from Unit 9:
ارت الت حيات التحاديث التحادي	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

10 I Wonder What Happened

Listen and Discuss

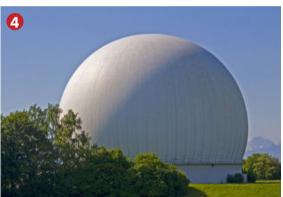


- 1. Look at the pictures and write words for some of the things and actions you see in each picture.
- 2. Match the sentences below with the pictures.













- **a.** ____ There must have been a hurricane or a tornado.
- **b.** ____ It can't be a real locomotive. It must be an advertisement.
- c. He might have teased the bull.
- d. The driver must have lost control of the truck.
- e. ____ It might be a new design of sunglasses.
- க்றுக் be the crater of a volcano, or maybe a meteorite

Ministry of Education have fallen.

2023 - 9445 It could be something from another planet.



O Unit Goals

Vocabulary

Meteors and meteorites Strange occurrences Unusual personal experiences

Functions

Talk about events that happened in the past before others Speculate about facts and events

O Grammar

Past Perfect Tense questions, short answers Can't, Could, Couldn't, Must, May, or Might

ListeningListen for general

Pronunciation
Word-ending er

understanding

Reading

Vision 2030 Kingdom of Saudi Arabia

Writing

Write a description of a vessel, voyage, or expedition

Form, Meaning and Function

Independent clauses and coordinating conjunctions
Dependent time clauses in the past
Intensifiers and adjectives
Conditional sentences with present and future forms
Express necessity and lack of necessity

Project

Meteorite poster presentation

Warm Up

Ask students if they have ever been involved in or heard of a situation that was mysterious and seemed to have no logical explanation. To prompt discussion, offer ideas that have been on the news lately, especially those that have not yet been resolved; for example, nonviolent crimes.

1 Listen and Discuss

- Explain that students can use the title of the unit to help them understand the purpose of the presentation. Here, the title is *I Wonder What Happened*. Tell students to cover the sentences of matching on page 152, and then look at the pictures.
- Have students work in pairs to discuss each picture, write for some of the pictures, and speculate about what happened.

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- Have students uncover the sentences and match the sentences and the pictures.
- Play the audio for page 152 as students read along silently.
- Check answers as a class.

Answers

a. 5

b. 1 **f.** 6

c. 3 **g.** 4

d. 2

- Call attention to the use of must have been, can't be, might have, must have, might be, must be, and could be. Explain that these are ways to speculate about events that happened in the past or that we are seeing the results of in the present. For example, must be, can't be, might be, and could be can be used to speculate about something we are currently experiencing, as in It might be a new design of sunglasses. Explain that might have and could have are used to express possibility, and have basically the same meaning.
- Say sentences. Have students respond as shown below, using maybe + the simple past. If possible, use the context of your classroom to make the exchanges more realistic.

You: Someone didn't put the dictionary back. It might have been Anna.

Student: You're right. Maybe it was Anna.

You: A message came by email. It might have been from Josh's family. He's absent today.

Student: You're right. Maybe it was from Josh's family.

Language Builder

Meteorology is the study of weather. The word meteorite was coined by ancient people who mistakenly believed that meteorites were weather phenomena, but scientists now know this isn't true.

Meteorite Hits House

- Ask students to read the title and look at the pictures and speculate what the article is about.
- Ask students if they know where New Orleans is located. If possible, have them point it out on a map.
- Play the audio for page 153 as students listen.
- Ask: What happened to Ray and Judy Fausset's house? (It was struck by a meteorite.)
- Explain to students that the past perfect is formed with had/have + the past participle; for example, had landed.
- Play the audio again, as students follow along in their books.
- Ask students to underline the past perfect verbs in the article. (had crashed, had heard, had seen, had penetrated, had ended up) Point out that all of these events happened before Ray and Judy Fausset got home.
- Ask students to tell you a few details from the news article; for example, the total mass of the meteorite, and the weight of each of the three fragments.

Quick Check



 Have students underline the verb phrases in the sentences on page 152 used to express what probably happened or what something probably is.

Answers

Answers will vary. Sample answers:

must have been, can't be, must be, might have teased, must have lost control, might be, must be, could have fallen, could be



 Have students work individually to mark their answers.
 Call on students for the answers, and have them correct the false statements to make them true.

Answers

- 1. true
- 2. false (The crash happened while they were out.)
- 3. false (Neighbors heard a terrific noise.)
- **4.** true
- 5. false it was heavier than a termis ball.)

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2 Pair Work

- Organize students into pairs to take turns asking and answering about the photos on pages 152–153.
- Play the audio for students to listen and repeat.
- Model the example conversations with volunteers, changing roles.
- Monitor students as they practice. Then call on several pairs to present for the class.

Language Builder

Pronunciation in English can be unpredictable. Point out to students how *debris* is pronounced.

Workbook

Assign page 321 for practice with the vocabulary of the unit.



Teaching Tip

Look for opportunities to practice outside of the book. Use the unit grammar to ask questions. For this unit, you might ask students to speculate about recent activities or decisions at your school. For example: Why do you think they won't let students use the computer lab after school anymore?



Additional Activity

Have students work in pairs to create their own role plays based on the news article on page 153. One student is a neighbor, and the other is either Judy or Ray, who is describing what happened. Have students use the information in the article to write their lines. For example, the neighbor might ask: Where did it land? How big was it? Did they hear it crash? Have pairs present for the class.



- A meteorite is an object from outer space that has fallen to Earth. As it is falling, it heats up and sends off light, forming a fireball. This fireball is also known as a shooting star. If you are out in the country on a clear summer night, you may see a shooting star streak across the sky!
- The largest meteorite found on Earth was in Namibia and weighed 60 tons.

Meteorite Hits House

New Orleans. Louisiana USA

When Ray and Judy Fausset arrived home on the afternoon of September 23, 2003, they discovered to their amazement that a meteorite had crashed through their two-story house. Neighbors said that they had heard a terrific noise, and two people had actually seen the fireball when the meteor hit. The meteorite had penetrated

through the Faussets' roof and the house's two floors, and it had ended up in the crawl space under the house, leaving debris and fragments along its path. A total mass of 42.5 pounds (19.3 kilograms) from the meteorite was recovered from the Fausset house. The three largest fragments weighed 6.5 pounds (2.9 kilograms), 2.9 pounds (1.3 kilograms), and 2.2 pounds (1 kilogram).







Quick Check 🗸

- **A. Vocabulary.** Underline the expressions in the sentences on page 152 that suggest ideas about what probably happened or what something probably is.
- B. Comprehension. Answer true or false.
 - 1. ____ When the Faussets got home, their roof had been smashed.
 - The crash happened while they were asleep.

 The Faussets' neighbors said they hadn't
 - heard anything.
- The meteorite had left a lot of destruction in

Ministry of Education he largest fragment wasn't as heavy as a 2023 - 1445 tennis ball.

2 Pair Work 🔀



Ask and answer about the photos.

- What might have happened?
- The driver might have hit a car on the road.
- What do you think it is?
- It can't be a house. It must be an observatory.

3 Grammar 鷆



Past Perfect Tense

Use the past perfect tense (had + past participle) to indicate an action that happened before another action in the past.

When we arrived at the airport, our flight had already left.

They **couldn't get** in the house because they **had forgotten** the key.

Questions (?) **Short Answers (+)** Short Answers (-) you you you Had he/she been there before? Yes. he/she had. No. he/she hadn't. we we we they they they

Note: The contraction 'd for had—I'd (I + had), you'd (you + had), and so on—can be used with the past perfect.

Can't, Could, Couldn't, Must, May, or Might

Use can't, must, may, or might to make suppositions, to speculate about something, and to draw conclusions.

Use *must* to say we are sure of something.

Use can't or couldn't to say that we think something is impossible.

Use may, might, or could to say that something is possible.

Present

It can't be a balloon. Balloons aren't shaped like that. It might be a glider. But gliders don't fly vertically. It must be a helicopter.

Past

It **couldn't** have been a balloon. Balloons aren't shaped like that. It might have been a glider. But gliders don't fly vertically.

It **must** have been a helicopter.

A. Complete the s	entences using the verbs in parenth	neses. Use the simple past and th	ne past perfect forms.
1.	(feel) much better after I	(see) the results of my	test.
2. It had been	raining, but by the time we	(arrive), the rain	(stop).
3. Dinosaurs _	(be) extinct for million	ns of years before the first human	S
	(appear).		
4. last summe	(never, travel) outside my coun	itry until I (go) to I	Disney World
5. We wanted t	to get a picture of the meteorite, but	t when we (arrive	e), the police
صلحتاا قارة التعطيم	(already, take) it away.		
Ministry of Edu & ati No, Your Ho l	nor, I (never, see) th	at man before the night he	(break into)
2023 - 1445 my apartme	nt.		

3 Grammar

Past Perfect Tense

- Go over the material in the grammar chart.
- Explain that we use the past perfect tense when we are talking about two actions that happened in the past and we want to make it clear which action happened first.
- Write some examples on the board, such as the following:

The plane left at 7:00. We got to the airport at 7:10. When we got to the airport, the flight had already left.

They forgot their keys in the morning. They couldn't get into the house after school. They couldn't get into the house because they had forgotten their keys.

 Write two sentences on the board and have students form one past perfect sentence. For example:

He left his house at 8:00. He got home at 8:30. (When he got home, he had already left.)

 Explain to students they can also use before and by the time with the past perfect. For example:

He had left before they arrived home. By the time they arrived home, he had left.

- Present the questions and short answers using different pronouns.
- Go over the **Note**. Point out that the contracted forms of *had* can be used with the past perfect. Write examples on the board, such as:

When he called, I'd already gone to bed. When we arrived, they'd already started the party.

Can't, Could, Couldn't, Must, May, or Might

- Go over the material in the grammar chart for the modals.
- Call on volunteers to read aloud the sentences in the speech bubbles.
- Explain that while might, may, or could (have been)
 expresses possibility, must (have been) expresses
 strong probability, and can't or couldn't (have been)
 expresses very strong likelihood that something isn't



صلحتاا قارام Ministry of Education 2023 - 1445 Discuss other ways to express the ideas in the speech bubbles. For example:

Present

There's no way it's a balloon. That's impossible. Maybe it's a glider./It could be a glider. It has to be a helicopter. What else could it be?

Past

There's no way it was a balloon. It's impossible. Maybe it was a glider./It could have been a glider. It had to have been a helicopter. What else could it have been?

 Explain that when we use the negative forms of might have and must have, we put not before the word have. For example: She might not have been at home.



- Have students complete the sentences using either the simple past or the past perfect form of the verbs in parentheses.
- To check answers, call on students to read their sentences for the class.

Answers

- 1. felt, had seen
- 2. arrived, had stopped
- 3. had been, appeared
- 4. had never traveled, went
- 5. arrived, had already taken
- 6. had never seen, broke into
- For additional practice, have students restate each sentence, switching the order of the clauses. For example: After I had seen the results of my test, I felt much better.

B

- Have students work individually to complete the sentences, using can't, must, or might.
- Have students work in pairs to compare answers.
 Then call on students to read their completed sentences for the class.

Answers

- 1. must
- 2. can't
- 3. must
- 4. might
- 5. must
- 6. can't



- Have students work in pairs. Tell them to look at each picture and explain what they think happened using must have happened, might have happened or could have happened. Each student should make three sentences for each picture. Quickly review with students that might and could express possibility, whereas must expresses probability, and is typically used to state a conclusion about a situation.
- Direct students' attention to the example picture. Ask them to describe the man. Then call on volunteers to read the sentences in the speech bubble.
- Monitor pairs as they work.
- To check answers, call on students to share their ideas with the class. Since answers will vary, call on several students to talk about each picture.

Answers

Answers will vary. Sample answers:

- Something must have scared the girl. The girl might have hurt herself. The girl could be hurt.
- The man must have heard some good news. The man might have heard a funny joke. The man could have gotten an A on his test.
- **3.** The man must have tripped on something and fallen. The man might have fallen while he was running. The man could have slipped on some water.
- **4.** The boy must have seen a ghost. There could have been an earthquake. The boy might have seen a horror film.



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Language Builder

To *starve* means to suffer or die from lack of food. We use the expression *to be starving*, however, to mean that we're very hungry. We can also say someone is *starved for something*, which means the person is missing something important.

Workbook

Assign pages 322–324 for more practice with the grammar of the unit.



Teaching Tip

One way to adapt the material to make it more relevant is to integrate content from different subject areas. To practice the past perfect, events from history could be reviewed. For example, ask students to use one of their textbooks to find three historical facts (with dates) about anywhere in the world. Compile a list on the board, and then have students make sentences about two of the events, using the past perfect to express what happened first.



Additional Activity

Have students work in pairs to use maybe to agree with each other's speculations or can't/couldn't have to disagree with them. Model a conversation, using the third photo in exercise \mathbf{C} . For example:

- A: He must have been sick.
- **B:** Yeah, maybe he was sick. Maybe he felt dizzy and fell down. *OR*
- **B:** No, he couldn't have been sick. He was rushing to get to work.

B. Complete the sentences using *can't*, *must*, or *might*.

1. You haven't eaten all day. You ______ be starving.

2. Pat's joking. She ______ be serious.

3. Ahmed has been studying all afternoon. He ______ be tired by now.

4. I'm not sure of the way there. Let's ask my father. He _____ drive us there.

5. I can't find my keys anywhere. I _____ have lost them.

6. Who's at the door? It ______ be Mariam. She is abroad with her parents.

C. Look at the pictures, and explain what you think *must have happened*, might have happened, and could have happened.

He must have slept late. He might have forgotten to set his alarm clock. He could have stayed up late last night.









4 Language in Context



Look at the picture and imagine what had happened before Mr. and Mrs. Jones got home.



A. Listen to the two strange events, and complete the chart. Write the strange events in the What Happened? column.

	What happened?	Speculation/possibility
Erika's house		
Fred and Mildred's ranch		

B. Write your own idea about why it happened in the Speculation/Possibility column. Compare ideas with other students.

6 Pronunciation 😅



Listen. Note the **er** ending in the following words. Then practice.

crater driver recover water discover

About You

In pairs, ask the questions and have your friend answer. Then switch roles.

Ministru or Have พูดูแก่ever seen a meteorite?

2023 - **2**44 ave you ever heard or read about unusual incidents that were hard to explain?

3. Have you ever seen a puzzling sight like those on page 152? Talk about your experience.

4 Language in Context

 Have students work in pairs to look at the picture and speculate about what had happened before. Have students give their answers using complete sentences.
 For example: When Mr. and Mrs. Jones got home, the children had cooked dinner.

Answers

Answers will vary.

5 Listening



- Tell students they will listen to two stories. Remind them
 that knowing what information they need to listen for
 will make the listening task easier. Here they will listen
 for general understanding of the events that occurred;
 it is not necessary for them to understand every detail.
- Direct attention to the chart. Tell students to fill in the chart under What Happened? as they listen, or first take notes and then fill in their charts.
- Play the audio twice while students listen and write what happened. Play the audio a third time for students to check their answers.

Answers

Answers will vary. Sample answers:

Erika's house

People saw a man in dark pants, white shirt, and a black tie in Erika's house. Erika and her husband also heard noises in the night.

Fred and Mildred's ranch

Fred and Mildred saw a bright glow from some bushes. As they got closer, they saw thousands of tiny lights on the bushes.



- Have students work alone to fill in the chart under Speculation/Possibility with their own ideas.
- Compare ideas as a class.

Answers

Answers will vary. Sample answers:



They must have been fireflies

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Audioscript

Erika Schwartz

I'd invited a new friend for breakfast. While we were drinking our coffee, my guest asked if I wasn't going to introduce the gentleman who had previously been in the dining room. I said it must have been my husband, Joe, and I went to look for him. But the person had disappeared. My friend assured me she had seen a man who was wearing dark pants, a white shirt, and a black tie. That night I told my husband about it, but then we forgot all about the incident. Two weeks later my ten-year-old daughter woke up and saw a man standing at the foot of her bed staring at her. We told her she must have had a bad dream. Several nights later we heard noises of chairs being moved around in the dining room. Joe went downstairs to investigate. The chairs had been moved from their places, but there was no one there. As soon as he climbed back into bed, the noise started again. We lived with those noises for more than a year, and some of the guests who slept in our house swore they had seen a man who wore dark pants, a white shirt, and a black tie. In the end, we had to sell the place and move out.

Fred and Mildred McKann

Fred and Mildred McKann had finished rounding up the cattle and were heading home after a long and extremely hot day. It was already dark by the time they got to the edge of the woods that surrounded their property. Suddenly they noticed a strong glow coming from the bushes about one hundred yards away. Could it be sparks from a fire? A fire at this time of the year would be catastrophic. Mildred and Fred got on their horses and rode to the spot. As they approached a clearing in the middle of the trees, they saw hundreds of tiny lights flickering in the bushes. They looked like miniature stars.

6 Pronunciation

- Play the audio twice as students listen and repeat.
- Check pronunciation by calling on individual students to say the words.

7 About You

- Have students work in pairs to discuss their answers to the questions.
- As a follow-up, ask groups to share the most puzzling incident or experience that they talked about.

8 Conversation

- Ask students to look at the picture and describe what they see. Ask: Who do you see? Where are they? What do you think happened?
- With books closed, have students listen to the audio.
- Have students open their books and scan the conversation for can't/might/must with be or other verbs used to speculate. For example: It must have fallen from the sky. Or, Do you have any idea what it might be?
 Also ask them to scan for the past perfect. (...a crowd had already gathered...)
- Play the audio again, and have students read along silently
- Have students read the conversation in pairs, switching roles.

Real Talk

- Explain we can also use Excuse me to request permission to pass by; for example, on a crowded bus.
- Explain that Gee, Wow, and Whoa all are used to express surprise. Ask students what they usually say.
- Explain that You never know is typically used to express an opinion or conclusion. For example: Rob may show up early for a change. You never know.

Your Ending

 Have students each decide the ending. Then elicit from volunteers the ending they chose. Ask them to explain their choice.

About the Conversation

 Have students work in pairs to ask and answer the questions. Tell students to answer in their own words rather than reading from the conversation.

Answers

Answers will vary. Sample answers:

- 1. A crowd had gathered around a weird object.
- 2. Samir thought the object could be a satellite.
- 3. At first Greg thought it might be a weather balloon.

 But then he changed his mind and thought it must be a communications satellite.

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Your Turn



 Organize students into pairs. Tell students to create a role play in which they speculate about the object found in the park. Tell them to use the ideas from the conversation as well as any new ideas they can come up with.



 Have students work in pairs. Tell them to take turns pretending they are a reporter on the scene, reporting about the object found in the park. Tell them to describe the scene, as a reporter would, as well as speculate on what the object is. Students can present in small groups or to the whole class.

Workbook

Assign page 325 for additional reading practice.

Teaching Tip

Encourage students to bring to class information they find related to the unit topic. Provide an opportunity for them to share what they bring.

Additional Activity

Activity 1: Have students work in pairs. They write a continuation of the conversation. They talk about what happens after Samir and Greg stick around to see what happens.

Activity 2: Have students do some research on weather balloons. Have them find out what they look like, and what they are used for. Have students report their findings to the class.



The term *UFO* was first used in 1952 to explain objects seen in the sky that could not be explained, even after investigation. Only 5% of reported sightings fall into this category. Usually the object turns out to be something common and explainable, like aircraft, balloons, meteors, or bright planets. Today, the term UFO is often used to mean "alien spacecraft."



Find and underline examples of er at the end of words and practice reading the conversation in pairs.



Samir: Excuse me. What's going on?

Greg: When I got to the park, a crowd had

already gathered around that weird thing

over there.

Samir: Gee! I wonder what it is.

Beats me! It must have fallen from the sky. Grea:

Do you have any idea what it might be?

Whatever it is, it's man-made. It looks like Samir:

part of a satellite to me.

Greg: Or it might be the remains of a weather

balloon.

Samir: No. it can't be. I've seen weather

balloons before, and that's not the type of

equipment they have.

You see those lights flashing? And there's Greq:

a humming sound coming from it. It must

be a communications satellite.

Samir: Or maybe one of those UFOs.

You never know.

Real Talk

Excuse me. = a way to start a conversation with a stranger

Gee! = an exclamation to express surprise

You never know. = Anything is possible.

Beats me! = I have no idea!

About the Conversation

- **1.** What had happened before Greg got to the park?
- 2. What does Samir think the object could be?
- 3. What does Greg think it might be?



What does Greg say?

Your Ending

- 1 Yeah. We'd better call the police.
- (2) It might be a time bomb. Let's get out of here.
- (3) I'm going to stick around to see what happens.
- **4**) Your idea: _



UFO = Unidentified Flying Object

ு மாத்திர் with a partner. Speculate about the object found in the park.

Ministry \mathbf{B}^{f} . Imagine you are a reporter. Give a report about what happened at the park. 2023 - 1445

10 I Wonder What Happened

9 Reading



Before Reading

- **1.** Think about the Kingdom of Saudi Arabia in 2030. How do you think education, healthcare, employment, culture and business will change?
- 2. Read the text and highlight the information about:
 - · education, healthcare, and culture
 - business and employment

Compare with your ideas.



The Kingdom of Saudi Arabia is blessed with a great amount of natural resources and amazing opportunities for economic growth and development. However, the Kingdom's most valuable asset is its Islamic, family-oriented society.

The People

The Kingdom's 2030 Vision will provide the support and opportunities that this society needs in order to develop its potential. The members of the Kingdom's society will enjoy a secure and happy life in a secure and sustainable environment. They will have social support, health care and high quality education. They will be able to raise their children according to Islamic values and help develop their talents and abilities.

Culture and entertainment projects will contribute to the quality of life and celebrate the nation's faith, national identity, culture and heritage. Libraries, galleries, and museums will be established in different areas. Higher education will address real needs and provide the knowledge and training that people need for employment and professional development. The Kingdom is honored to welcome and serve an increasing number of pilgrims and visitors, from across the globe, every year. The expansion of the Two Holy Mosques and

the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will continue to ensure that all pilgrims are well looked after when they visit.

The Economy

The Kingdom's economy will grow and expand into new sectors. A dynamic business environment with upgraded services and facilities will offer opportunities for investment and attract large and small businesses from different countries.

The Kingdom's geographical position will help make it an international trade and transportation center that connects Europe, Africa, and Asia.

Telecommunications and information technology will be updated and made available in urban and rural areas. This will provide additional access to information and employment opportunities for citizens who live in remote areas.

Government services will be streamlined to support the establishment and operation of new enterprises in different sectors. The renewed and streamlined business environment will increase opportunities for citizens and attract investors from all over the world.

** *Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Minist Court of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman. 2023 - 1445

Reading

READING STRATEGY

Reading for general understanding

Explain to students that when they read a text that contains a lot of information, it is important to read to get a general understanding of the content rather than to try to remember all the specific details. It is still important to read the title and look at pictures, if there are any, to activate previous knowledge about the subject before they start readina.

- Tell students that when they read a text to find specific information or details, they need to look for clues, such as words or phrases that can be associated with the information they want. So they can scan through a text and then read the relevant sections more carefully in order to obtain the necessary information/details.
- Have students read the title and predict what they are going to read. Ask them if they have read or heard about the 2030 Vision of the Kingdom of Saudi Arabia and if they can mention some of the main areas of development, for example, education.
- Direct students' attention to the areas mentioned in the first question and ask them to form pairs or groups. Have each pair or group think about the changes in different areas. You may wish to assign an area per group. Group A: Education, Group B: Healthcare, and so on. Alternatively, you can decide to allow each group to brainstorm and come up with as many ideas as they can in different areas. Explain that at least one student in each group should make notes so they can be used to compare when they actually read the text.
- Have students read the text on their own to compare with their own ideas.
- Play the audio as students follow along in their books and highlight sections that contain information about education, healthcare, culture, business, and employment.
- Play the audio again as students check that they have highlighted/underlined the right sections.
- Encourage students to try and guess the meaning of unfamiliar words and/or expressions from context. Tell them that they will have the opportunity to work on a number of words laterin class.

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- The following words and phrases that might be unfamiliar are not included in the exercise in A: potential: (develop one's potential) an ability that can be developed to help a person or group of people to become successful
 - contribute: play a significant part/role in causing a result, making something happen.
 - **investment:** the act of spending money/making money available for profit, as in for example, spending a large amount of money in order to set up a new company. sectors: areas of an economy such as, manufacturing. production, services, private sector, public sector, etc.
- Encourage students to work out their meaning from context or use the explanations above and elicit real examples of companies, abilities, sectors in their country to check understanding.

Language Builder

Culture and entertainment projects will contribute to the quality of life and **celebrate** the nation's faith, national identity, culture and heritage. Explain that celebrate in this context means to present/hold up in public for all to acknowledge, honor, admire and appreciate. It can also be used in the context of a special day, as in *Everyone across* the Kingdom is making preparations to celebrate the National Day to refer to festivities or ceremonies to mark the day.

After Reading



 Have students match the words with the meanings based on the reading. Check answers as a class.

Answers

1. b **2.** f

3.

4. d

6.

5. i

7. h **8.** a **9.** e



- Have students work individually or in pairs to complete the sentences. Encourage them to use their own words.
 Tell them not to copy sentences exactly as they are in the text.
- Check as a class by calling on pairs of students to read the completed sentences. You may prefer to have them copy their sentences on a piece of paper and post them on the board. Then invite the class to stand up and check each other's sentences.

Answers

Answers will vary. Sample answers:

- **1.** The citizens of the Kingdom will have many job opportunities, health care and high quality education.
- **2.** Higher education will provide the training that people need for professional development.
- **3.** In order to cater for 15 million visitors by 2020, services and facilities have been upgraded.
- Upgraded business services and facilities will attract large and small businesses from different countries.
- **5.** The Kingdom will become a trade and transportation center that connects Europe, Africa, and Asia.
- **6.** Government services will support new businesses in different sectors

Discussion

- First have students work alone to list their ideas about life in the Kingdom of Saudi Arabia in 2030.
- Then have students work in pairs to discuss and combine their ideas. Then ask pairs to think about an imaginary family weekend and make notes.
- Ask volunteers to present their ideas and compare them as a class.



P-Assign pages 126-327 for additional writing practice at Mirword कॉर्स डिधनार्टनेट level.

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Teaching Tip

Using students' skills and talents in other areas can help in the language learning process. For example, encourage students to draw pictures or create short role plays to demonstrate their understanding of what has been presented in class.



Additional Activity

Have students work in pairs to create a role play in which they are two scientists speculating about urban areas and what they might do to improve the quality of air. They can suggest and discuss different solutions such as the creation of parks in residential areas, planting on roof tops, etc.



Project: City Planning

Ask students to work in groups, speculating about housing and facilities in an area of their city/town. Tell them to work with "artists" in their group to draw their ideas on a poster.

After Reading

A. Match the words with the meanings.

4	accat
٦.	asset

2. sustainable

3. ___ upgraded

4. ____ dynamic

5. ____ urban

6. ____ rural

7. ____ remote

8. ____ streamlined

9. ____ enterprise

a. of or relating to the country

b. a useful or valuable quality, skill or person

c. replaced by newer, better procedures, equipment, etc.

d. always active, changing, developing

e. a business organization

f. lasting, not destroying natural resources

g. made simpler, more effective and productive

h. far away

i. of or relating to cities or towns

B. Complete the sentences about the reading with your own words.

1. The citizens of the Kingdom will have _____

2. Higher education will provide _____

3. In order to cater for 15 million visitors by 2020

4. Upgraded business services and facilities will

5. The Kingdom will become a trade and transportation center that

6. Government services will support



Discussion

1. Imagine life in the Kingdom of Saudi Arabia in 2030.

• How old will you be?

• Will you have a family of your own? Where will you live?

· What kind of job will you have?

• What will schools be like?

2. Describe an imaginary family weekend. Think about:

Places you can visitActivities

பட்டப் ச்ந்த்ச you can meet

Ministry of Eduration you can get to places 2023 - 1445



10 Writing 🛮



- A. 1. How many remote controls do you have at home? What kind of devices are they used for?
 - 2. Read the article and identify the different stages that remote controls went through.

Years/decade	People involved	Main characteristics	Functions
			-morrion A

WEEKLY EDITION

THE DAILY READING JOURNAL

SECTION A

We tend to think of remote controls as 'new' devices. However, what we now take for granted at home or at work has been developed over a very long

time.

One of the earliest examples of remote control was developed in 1898 by Nikola Tesla, who demonstrated a radio-controlled boat to the public during an electrical exhibition at Madison Square Garden. In 1903, Leonardo Torres Quevedo presented the Telekino at the Paris Academy of Science. It consisted of a robot that executed commands transmitted by electromagnetic waves and was a pioneer in the field of remote control. The first remote-controlled model airplane flew in 1932 and by

the late 1930s, several radio manufacturers offered remote controls for some of their more exclusive models.

The first television remote control was developed in 1950. It was called "Lazy Bones", and was connected to the television set by a wire. A wireless and then an ultrasound remote control were developed in the mid-50s but neither was reliable.

More sophisticated television remote controls were introduced in the late 70s, but they had a limited number of functions, sometimes as few as three: next channel, previous channel, and volume/off. Remote controls, with a wider range of functions, were finally launched in the 80s and became an immediate

success. For the first time, viewers no longer watched programs just because they did not want to get up to change the channel. They could also channel surf during commercials, or turn the sound off.

By the early 2000s, the number of remote controls increased along with the number of electronic devices. Consumers needed a remote for each device. This led to the development of universal remote controls that can be used with different devices. Imagine controlling everything around you with the touch of a button on one single remote control! Is it wonderful or scary?

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4. Read the article again and decide what the focus/topic of each paragraph is.

Work in pairs and compare your answers. Then report in class. 2023 - 1445

5. Read the last lines of the article. What do you think? Is it wonderful or scary? Why?

10 Writing



- If possible, bring or use a remote control that you have in class. Hold it up and have students name it. Ask them if they know how it was developed.
- Read the directions for 1 with the class. Have students work in pairs discussing the question and making a list. Call on volunteers to present their answers for the class.
- Have students move around and find out how many remote controls different people have as a class survey. Call on students to report the survey results and provide reasons for them.
- Call on a volunteer to read the directions for 2 aloud for the class. Play the audio and have students listen and follow in their book
- Have students work individually to answer the question. Tell them to make notes in the chart and add rows if they need to. Then have them compare with a partner.
- Call on students to report their answers in class.

Answers

(This chart has a total of 9 rows, i.e. 5 more than the one shown on the page. Ask students to either use each row of 4 for two items/stages or add rows.)

Years/dec- ade	People involved	Main characteristics	Functions
1898	Nikola Tesla	remote control of movement	radio-controlled boat
1903	Leonardo Torres Quevedo	Transmitted commands to a robot by electromagnetic waves Pioneer in remote control	The Telekino robot executed commands transmitted by electromagnetic waves
1932		Remote control	Flew remote controlled model airplanes
Late 1930s		Radio remote control	(Change stations, frequencies, regulate volume)
1950		Connected to television set by wire	Television remote control
mid 50s		Wireless and then ultrasound remote control	Television remote control
Late 70s		More sophisticated television remote controls	Limited: next channel, previous channel, and volume/off.
80s		Television remote controls with wider range of functions	Wider range of functions allowed channel surfing and muting (turning the sound off)
Early 2000s		Universal remote controls	Can be used with different devices

- Ask the class to read question 3 and discuss the answer in pairs. Call on pairs to report in class.
- Read the directions for 4. Give students a few minutes to identify the focus/topic of each paragraph. Call on volunteers to report their answers in class. Discuss the answers with the rest of the class and agree or disagree.

Answers

Paragraph 1: introduce article theme/remote control

Paragraph 2: early examples of remote control

Paragraph 3: early television remote controls/the first television remote control

Paragraph 4: more sophisticated remote controls, 70s onwards

Paragraph 57 developments in the 2000s, universal remote controls

• Read directions for 5. Have students read and answer individually. Discuss answers and reasons in class.



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- Direct students to the picture. Read the directions for task 1 with the class. Call on volunteers to answer. Hold a brief discussion in class.
- Have students read the caption. Elicit what they know about the Incas.
- Read directions for tasks 2 and 3. Have students research and collect information about Kon-Tiki or another vessel, well-known voyage or expedition. Tell students to make notes in the chart.
- If there is no access to the Internet or a library, download and print out information about Kon-Tiki or other well-known vessels that the students can use to make notes.
- Have students copy the chart in their notebooks. Remind them to allow more space for their notes.
- Organize students in groups and use their information to make their notes.
- Call on a student from each group to report. Ask the rest
 of the class to listen carefully and add new information
 to their notes. Encourage students to ask for clarification
 or repetition if they need. Explain that these are normal
 speaking strategies that facilitate understanding/
 communication.
- Direct students to the Writing Corner. Read and discuss each point with the class. Explain to them that learning to organize content and present it well will help them become better writers.
- Read 4. Have students use their notes to write a short description of a vessel, voyage or expedition.
- Ask students to exchange drafts and comment/make corrections.
- Have students edit and rewrite their descriptions.



Additional Activity

Choose a time in history or an old invention that the students are interested in. Have them research and write an article about it. Ask students to use photos and/or drawings to illustrate their article. Have students post their articles on the wall or the board for the rest of the class to read.

Include the articles in a class portfolio for display at the end of the academic year.

Workbook

Assign page 328 for additional writing practice above word and sentence level.



- B. 1. Look at the picture of the Kon-Tiki. Does it remind you of a contemporary sailboat that you have seen in a picture or in real life?
 - 2. Find out about the Kon-Tiki or choose another vessel, well-known voyage or expedition. Use the Internet, or search for information in your school library to find out as much information on your chosen subject as you can.
 - 3. Make notes in the chart.
 - **4.** Use your notes to write a short description of your vessel, voyage expedition.



A model of the Kon-Tiki, the boat used by Norwegian explorer Thor Heyerdahl to prove that pre-Inca people could have sailed from South America to the islands in the Pacific.

I am researching	
What is it?	
Why is it special?	
Who was involved in it?	
What is the vessel made of?	
Where did the voyage or expedition take place?	
Was it successful?	

Copy the chart in your notebook. Allow plenty of space for your notes.

Writing Corner

When you write a description of an event:

- Research/Collect all the information you need
- Make clear organized notes that can be read at a glance
- Organize your information in paragraphs, bullet points, charts, etc.
 - * Use past tenses and passive forms to relate history

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Form, Meaning and Function



Independent Clauses with And, But, Or, So, and Yet

An independent clause expresses a complete thought and can stand alone as a sentence.

A meteorite crashed through their two-story house.

Two or more independent clauses can be combined with coordinating conjunction words, such as: and, but, or, so, and yet. When a sentence includes two independent clauses joined by a coordinating conjunction, use a comma before the coordinating conjunction.

Neighbors said they hear a terrific noise, yet no-one reported it to the police.

Mr. and Mrs. Fausset's house was destroyed, so they moved.

The Past with Dependent Time Clauses

We can talk about a past event using a time clause with when, as soon as, before, after, while, until, and since. When the time clause comes before the main clause, use a comma between the two clauses.

When they arrived home, they discovered to their amazement that a meteorite had crashed through the roof.

Expressing Enthusiasm with Intensifiers and Adjectives

	Gradable Adjectives		Non-Gradable Adjectives
very really quite	scary good interesting small big	absolutely really quite	terrifying amazing fascinating tiny massive

Note: We can use really with both kinds of adjectives. It means a lot. But when we use quite before a gradable adjective it means a little. When we use quite before a non-gradable adjective, it means completely.

A. Complete the witness report with the correct form of the verb in the past. Compare with a partner.

F	Witness Report	L
	While I <u>was walking</u> (1. walk) to work, I (2. hear) a lot of people shouting and then I leard a very loud crash. Before I heard the crash, I (3. see) lights above me and I (4. hear) a humming sound. When I (5. arrive) at the park, a really	ı
	arge crowd already (6. gather) around something which	L
	(7. fell) out of the sky. People (8. be) quite terrified because they never (9. see) anything like that before. Some people	L
	(10. call) the police and some other people(11. run) away. Before	
	saw that the object was man-made, I(12. think) the object was a UFO*. When I saw	4
	hat the object was made from metal, I (13. realize) that it (14. be) part of a weather balloon or a satellite.	1
™ Mini	<u>Vrite äh</u> aägbjunt of an event you have witnessed. Use time clauses, conjunctions, adjectives நார் நாள்கு intensifiers Then tell your story to the class.	7
	- 1445 *UFO = Unidentified Flying Object	
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Form, Meaning and **Function**

Independent Clauses with And, But, Or, So, and

- Read the explanation and examples in the presentation with students.
- Write the following sentences on the board. Ask students to complete each sentence with the correct coniunction(s).

It is raining hard, there is a lot of lightning. (and) He didn't want to walk in the rain, ____ he took a taxi. (so) He doesn't live far away, ____ he always drives. (yet, but) We could go to a restaurant, ____ we could stay home and watch TV. (or)

Language Builder

Although many teachers object to students beginning sentences with a conjunction, such as and, but, so, or yet, it is not grammatically incorrect to do so. As a matter of fact, it can sometimes help connect ideas effectively. However, here are three things to keep in mind:

- Make sure that the conjunction is followed by a main clause.
- Don't use a comma **after** the coordinating conjunction.
- Don't begin every sentence in a paragraph or essay with a conjunction. It is more effective if this technique is used sparingly.

The Past with Dependent Time Clauses

- Read the explanation and the example sentence in the presentation.
- Elicit or underline the time clause: When they arrived ...
- Explain that in contrast to an independent clause, which must include a subject, verb and object, a dependent clause can't stand alone as a sentence.
- Ask students to give more examples of sentences about

Language Builder

Use a comma between the two time clauses when the time classe comes before the main independent clause. For example. After we got married, we bought a house.

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past events, using a time clause with: when, as soon as, before, after, while, until and since.

Expressing Enthusiasm with Intensifiers and Adjectives

• Explain to students that we use adverbs like very, quite, really, pretty, and extremely to make adjectives stronger. These adverbs are normally placed before the adjective. For example:

Ali is very tall. Ali is an extremely active student. Science is pretty interesting. Science is a really interesting subject.

Faisal is quite short. Faisal is quite intelligent.

• Point out that when there is a singular noun, *quite* goes before the article a/an or the. For example, Faisal is quite an intelligent student.

A

- Point the picture and ask for adjectives to describe how the man feels (amazed, astonished, terrified, surprised and so on). Then ask: What do you think happened to make this man feel this way?
- Invite students to make guesses and write them on the board.
- Tell students to read the paragraph quickly to see if they guessed correctly. Tell them they should ignore the gaps.
- Ask volunteers to tell the class what they think the paragraph is about.
- Students complete the exercise alone and then check their answers in pairs.

Answers

- 1. was walking
- 2. heard
- 3. had seen
- 4. had heard
- 5. arrived
- 6. had (already)
 - gathered
- 7. had fallen
- 8. were

- 10. called **11.** ran
 - 12. had thought
 - 13. realized
- 9. had (never) seen
 - **14.** was

- Students should first make notes and then write complete sentences. Tell students they should focus on accuracy and refer back to the notes in the presentation if necessary.
- Call on volunteers to share their accounts with the class.

Answers

Students' own answers.

Conditional Sentences with Present and Future Forms

- Have volunteers read aloud the example sentences in the presentation.
- Explain that when we use if to talk about present facts, if means whenever. For this reason, we often substitute if with when.
- Elicit the verb forms in the *if*-clause and the main clause (simple present + simple present).
- When we use if to talk about the future, if means something may or may not happen. Elicit the verb forms in the if-clause and the main clause (simple present + will/ be going to + verb).
- Emphasize that we use the simple present in the *if*-clause even though we are talking about the future.
- Elicit the difference in meaning between an if-clause + may/might (the second event is not certain to happen if the event in the if-clause happens) and an if-clause + will (the second event is certain to happen if the event in the if-clause happens).

Express Necessity and Lack of Necessity

• Call on a volunteer to read aloud the example sentence in the presentation.

Language Builder

Have to expresses strong obligation, or something that is necessary and very important to do. There is often no choice. For example, I have to take my passport to the airport.

Have to is used in the same way as must to express obligation and necessity; but In American English, have to is used more often than must.

Need to also means that something is necessary but it less strong than *have to*.

Don't need to means something is not necessary. For example, I don't need to take both my passport and my national identity card to the airport.

9

- Read the directions and have students complete the exercise alone. Point out that may and might can be used interchangeably.
- Students should compare their answers with a partner.
 Callon volunteers to shore their answers with the class.

Answers 1. heat, boils Minight your feet of the second s

3. see, might be

4. get, will see

5. mix, end up/will end up

(

- Tell students to close their Student Book and write on the board:
 - What should you do if you find a meteorite?
- Tell students to ask their partner the question on the board. Give students two or three minutes to come up with some ideas in their pairs. Call on volunteers to share their ideas with the class and write them on the board
- Tell students to open their Student Book and compare their ideas with the college professor's notes.
- Students should work on their own to write the advice in full sentences
- Call on volunteers to share their answers with the class.
- Ask: Do you agree with the college professor's advice? What other questions might you have for the professor?

Answers

Students' own answers.

Workbook

Assign pages 329–330 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Try to vary the interaction patterns as much as possible. For example, have questions and answers between teacher and student and between student(s) and student(s). Have students work alone and in pairs and groups. Make sure that students work with a variety of different students in the class so they don't always work with the same person or people when doing pair work or group work activities. engage students in a variety of tasks, such as role-play, debate, and discussion to keep them interested in what you are teaching.

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Conditional Sentences with Present and Future Forms

Use conditional sentences with *if* to talk about real causes and results. In these cases you can also use *when* in place of *if*.

Present Facts

Use the simple present tense in both clauses.

When a meteoroid **enters** the earth's atmosphere, chemical interactions and gasses **cause** it to heat up and **form** a fireball.

Future Facts

Use the *simple present* in the *if-*clause and the *future* with *will* in the result clause.

If you don't leave now, you will be late.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If you see a meteorite falling through the sky, it **may be** a stony meteorite or it **might be** an iron meteorite. The third type of meteorite is a stony-iron meteorite, but these are very rare.



Express Necessity and Lack of Necessity:

What should I do if I see something strange in the sky?

You **need to** video or photograph the object, if you have a camera phone.

You have to call an expert to get their opinion.

You **don't need to (needn't)** worry. Strange things fall out of the sky on a regular basis all around the world!

C. C	Complete the s	sentences. Use the simple present tense and will, may or	might in the second clause.
1	. When you _	(heat) water to 100 degrees Celsius, it	(boil).
2	. If they	(climb) up to 4,000 meters, they	(need) oxygen.
3	3. If you	(see) a "falling star," it	(be) a meteorite.
4	I. If we	(get) this HD television, we	(see) the game better.
5	. When you	(mix) flour and water, you	(end up) with batter.

D. Read a college professor's notes on what to do if you find a meteorite. Write his advice in full sentences using modals to express necessity or lack of necessity.

If you think you have found a meteorite, you must photograph it.

<mark>صلحتا قرازح</mark> Ministry of Education 2023 - 1445 What should you do if you find a meteorite?

photograph the rock

describe the exact location

measure the rock if possible

report the find to the Meteoritical Institute

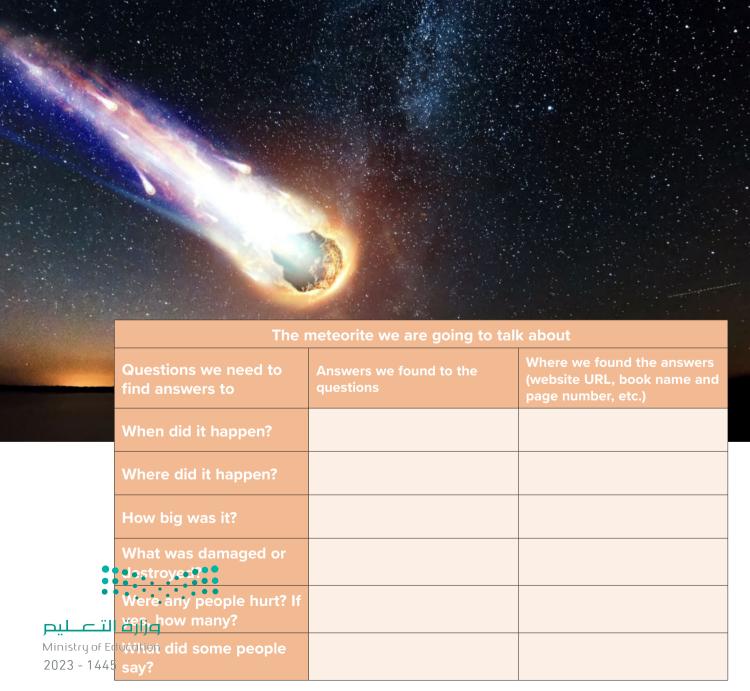
don't panic — it's very common for rocks to fall

from outer space onto Earth

12 Project



- 1. Work in groups. Research and find information about meteorites that landed on Earth. Use the Internet, your school library, or other sources.
- 2. Choose one of the meteorite incidents and complete the chart with the information in note-form. Select pictures/photos.
- **3.** Use your notes and pictures/photos to prepare a poster presentation.
- **4.** Design and make your poster. Then share the information and stages of the presentation.
- **5.** Present your poster in class.



12 Project

 Direct students to the picture. Have them talk about it in pairs. Call on pairs to describe the picture and what they have identified. Elicit 'meteorites' from the class and write the word on the board. Use questions like these to help them discuss meteorites.

What do you know about meteorites?
How often do they fall on earth?
Have they caused any damage by landing on earth?
How large is the largest meteorite that has hit earth?

- Read the directions for task 1. Organize students in groups. Have them choose a meteorite incident to focus on and find more details about.
- Direct students to task 2 and 3. Have students read the directions to themselves. Check understanding.
- Have students study the chart. Encourage them to add more questions that they would like to find answers to.
- Allow time for the students to work in their groups.
 Remind them to assign tasks to different members of the groups depending on abilities and skills.
- Have students look for photos and visuals or draw.
 Suggest that they use photos to cover their poster and write captions and short texts with information on smaller pieces of paper that they can stick on the poster.
- Give groups time to write captions and short texts and edit them. Circulate and monitor participation; help when necessary.
- Have groups share parts of their poster presentation among group members. Encourage them to rehearse within the group first before they present for the class.
- Have groups present their posters in class.
- Hold a class discussion on meteorites. Have students reflect on the information they have read or heard about and discuss questions/issues like these:

Can a meteorite destroy a whole planet? Why? Why not?

According to scientists matter from space enters the earth's atmosphere quite frequently. Why is it that we have not heard of more incidents accompanied by substantial damage?

Have you seen any documentaries or films about meteorites? What impressed you most?



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Additional Activity

Have students think about and create a film scenario involving a meteorite or meteorites. Tell students to think about what they had to do with storyboards, i.e. think about the setting/scene and the script – the words that actors have to use.

Teaching Tip

When discussing various issues in class it is advisable for teacher not to repeat what each student says, in other words "echo". It's best to invite other students who are at some distance from the speaker to repeat instead. This will encourage students to listen to each other as they speak in class instead of only listening to the teacher when he or she repeats things.

13 Self Reflection

- Brainstorm I Wonder What Happened. Write the title
 on the board and elicit as many ideas and words as
 possible from the class. Call on a volunteer to list the
 words on the board.
- Have students scan pages 152 and 153. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember. For example:

Were you interested in the photos that showed unusual events? Which one did you consider really strange and difficult to explain? Why? Have you ever witnessed an event or scene that was difficult to explain? If, yes; can you describe it?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 154–155, ask them to answer using could have, must have, etc. For example:

There was a bright light in the sky at night that kept flashing, then stopped, moved on and started flashing again at regular intervals? What do you think it was?

It must have been	
It could have been	
It couldn't have been _	
It might have been	

Have volunteers complete the statements. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart.
 Ask them to focus on likes, dislikes and easy or difficult items.
- Remind them to complete the Unit Checklist as they work through different sections of the unit.
- Direct students to pages 156–157. Call on volunteers to say what the context is in this lesson, i.e. speculating on what happened, things that had already happened when you witnessed the outcome.
- Have students say what they remember from this section and ask them to make notes in the chart.

- Write Vision 2030 on the board and brainstorm on language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about a brief history of an invention. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 160 and 161 and make notes as before.
- Direct students to the 12 Project page and hold a
 discussion about what they found more or less useful
 and more or less interesting. Discuss what they did.
 Elicit answers from the students and ask them if they
 think it was beneficial. List some aspect of project work
 on the board. For example:

Personalization
Creativity
Natural language use
Focus on meaning
Research/collecting information
Using other knowledge

- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



Thir	ngs that I liked about Unit 10:	Things that I didn't like very much:
Thir	ngs that I found easy in Unit 10:	Things that I found difficult in Unit 10:

Unit 10 Checklist	l can do this very well.	l can do this quite well.	I need to study/ practice more.
talk about events that happened in the past before others			
speculate about facts and events			
use the past perfect tense in the affirmative and negative and in questions and short answers			
use can't, could, couldn't, must, may, or might			
Independent clauses with: and, but, so and yet			
The past with dependent time clauses			
Conditional sentences with present and future forms			
Expressing enthusiasm with intensifiers and adjectives			
Express necessity and lack of necessity			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
مرات ات الت الت الت الت الت الت الت الت ال	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

11 If It Hadn't Happened

Listen and Discuss 🕡



- 1. Look at the pictures and write as many words as you can think of for each.
- 2. Read each paragraph and underline the words that name something in the picture.



Inventions and Discoveries That Changed History

We often wonder if things might or could have been different. Would the world be a better place? What are the advantages or disadvantages of different inventions?



The Wheel

If the Sumerians hadn't invented the wheel in 5000 B.C.E., they couldn't have moved heavy loads. Six thousand years later, the Mayans and Incans in the Americas used the round shape in their architecture, but they had no wheels.



Airplanes A

If the Wright brothers hadn't invented the first successful airplane, people might still be traveling long distances on ships, and there wouldn't be as much contact among people on different continents. The Wright brothers Ministry first few in an engine-propelled 2023 - plane in 1903.



If people hadn't discovered a lot of sources of oil, cars that run on gasoline wouldn't have become so common. The first commercial oil well drilled in North America was in Oil Springs, Ontario, Canada in 1858.

Computers >

If we didn't have computers, a lot of work would still be done with paper and pencil, and people in their homes wouldn't be able to be in contact with the entire world. The first PC was introduced by IBM in 1981.

Electricity A

If electricity hadn't been discovered, people would probably still be using candles or gaslights. Thomas Edison developed the first incandescent electric light bulb in 1879.



Penicillin

If Dr. Alexander Fleming hadn't discovered penicillin in 1928, millions of people would have died from infections. However, the widespread use of penicillin as an antibiotic did not begin until the 1940s, during World War II.



O Unit Goals

Vocabulary

Inventions and discoveries Regrets and mistakes Embarrassing situations Advice columns

Functions

Talk about
discoveries and
inventions and how
things would have
been different
without them
Talk about missed
opportunities
and regrets

Grammar

Should Have +
Past Participle
Conditional Sentences:
Hypothetical Situations
in the Past
If with Could
and Might

ListeningListen for details

Pronunciation
Reductions

Reading
Mario's Advice Column

Writing

Write a response for an advice column

Form, Meaning and Function

Present perfect simple versus past simple Expressing ability, permission and requests If with past perfect, would be able/would have been able

O Project

Survey about regrets

Warm Up

Hold a class discussion about inventions and discoveries. Check that students understand the difference between an *invention* (something that is created) and a *discovery* (something that is found, or found out about).

To help students get started, tell them to look around the classroom and notice things they use every day that were invented; for example, a pen or a pencil sharpener. State some major discoveries. For example: the earth isn't flat, and it orbits around the sun. Draw a two-column chart on the board. Label the columns *Inventions* and *Discoveries*. Ask students for their ideas bist them in the chart on the board.

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1 Listen and Discuss

- Have students form pairs and discuss what they consider to be the top ten inventions and discoveries.
 Then have students form groups and compare their ideas.
- Call on students to relate the top ten inventions their group decided on. Hold a class discussion and see if students agree on the ten most important inventions and discoveries. Ask students to give reasons for their answers: For example: I think cell phones are one of the most important inventions because they can be used by lots of people almost anywhere.
- Have students look at the photos on page 166. Ask:
 Which of these inventions and discoveries do you think are the most important?
- Have students work individually to write words for each photo.
- Have students read the text and underline words that name something in the pictures.
- Play the audio for page 166 as students read along silently.
- Point out the if-clauses. Explain that the if-clause presents the conditions or circumstances that lead to a result, and the result is stated in the main clause. For example, read the paragraph on oil. The central idea is that the reason that cars which run on gasoline are so common is because of the discovery of lots of sources of oil.
- Have students form pairs and summarize the main idea presented about each invention or discovery.
- Play the audio again as students follow along in their books. Then go over any new words and expressions students ask about.

Language Builder

The first commercial oil well means the first oil well used to pump oil that was sold. Give students additional examples with the word commercial. For example: When the hula hoop was invented, it seemed like just a simple piece of plastic, but it ended up being a huge commercial success; in other words, millions sold.

Life's Regrets

- Direct attention to the picture of the guy unloading a truck. Ask students to read the text. Ask students to say in their own words what he regrets.
- Play the audio for page 167. Ask students to listen and follow along.
- Tell students to think about experiences they have had.
 For example, for number 3, tell students to think about something specific they once wanted to buy. Students may also want to change a situation slightly to make it fit better with their own experiences. For example, for number 2, they might substitute jacket or bag for hairstyle and his for her.
- Explain that for number 7, other after-thoughts means feelings or situations similar to those in numbers 1–6.
- Have students discuss their answers with a partner.

Quick Check



 Have students work individually to make the matches to form new words. Discuss any words that may be new to students.

Answers

1. e **2.** c **3.** b **4.** d **5.**



- Have students work individually to answer true or false.
- Check answers as a class by calling on volunteers.
 Have them correct the false statements.

Answers

1. true **3.** f

3. false

5. true

2. true

4. true

2 Pair Work



Play the audio as students listen and repeat.

- Model the examples with students, changing roles.
- Organize students into pairs. Tell them to take turns asking and answering about their biggest regrets and about the Inventions and discoveries on pages 166 and 167.

Monitor it when the class. Ministrio present for the class.

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- Have students work alone to list mistakes in life they would not make again. Tell them to use I would have.
- Have students compare their lists with a partner.

Workbook

Assign page 331 for practice with the vocabulary of the unit.

Language Builder

Explain that *shoplifting* is stealing merchandise from a store. Stores hire security guards to protect against this. Shoplifting is against the law. If someone is caught shoplifting, they are arrested.



Teaching Tip

Rather than explaining a grammatical structure, have students look at it in context. Guide them to discover how it is used. This will encourage them to try to discover the meaning of new words and structures they encounter outside of the classroom.



Additional Activity

Activity 1: Have students work in groups, taking turns saying something they regret having done. The other group members offer suggestions and advice on how to remedy the situation. For example, someone might regret being unkind to a friend. Group members offer advice on how to apologize.

Activity 2: Have students work in pairs to play a game using *if*-clauses. Partners take turns making statements, and responding to them. For example:

A: If I'd studied harder, I would have passed the test.

B: If the test hadn't been so hard, you might have passed it.



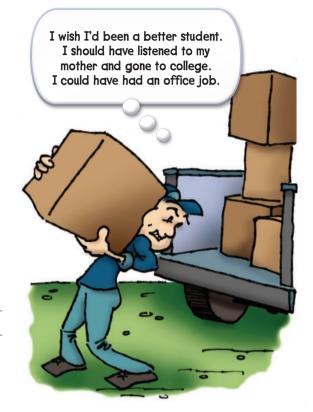
- Abu Rayhan al-Biruni was an Armenian astronomer who lived from 973–1048. He began to study astronomy when he was very young. By the time he was only seventeen years old, he had invented an instrument for making observations of the sun. In his lifetime, he invented many instruments for observing the sun, the moon, and stars.
- Marie Curie (1867–1934) discovered two radioactive metals, radium and polonium, and invented the first mobile X-ray machine. She was awarded the Nobel Prize in Physics in 1903 and in Chemistry in 1911.

Life's Regrets

At one time or another, we all look back and wish we had done things differently in our lives. The following are some typical situations. Mark the ones you've said or done. Discuss with a partner.

- **1.** \square If I'd studied harder, I would have passed
- 2. \square I should have said what I thought about her hairstyle, but I didn't want to hurt her feelings.
- 3.

 I should have bought that thing last year; now prices have gone up.
- **4.** □ If I had been more careful, I would have avoided the accident.
- **5.** \square I should have told the security guard that I saw someone breaking the lock.
- **6.** □ If I'd known the trip was going to take so long, I would have taken another route.
- **7.** Other after-thoughts?



Quick Check V

A. Vocabulary. Match to form new words and expressions.

1. oil

a. quard

2. heavy ____

- **b.** style
- **3.** hair ____
- 4. electric ____
- c. load
- d. bulb
- **5.** security ____
- e. well

B. Comprehension. Answer true or false.

- **1.** ____ The Sumerians couldn't have carried heavy loads without the wheel.
- 2. ____ If it weren't for Fleming, many people would have died from infections.
- If it hadn't been for candles, there wouldn't be any electricity.

People would still be traveling on ships if it weren't for airplanes.

Ministry of Education man who is unloading the truck should have studied harder.

2 Pair Work 🔀



A. Ask and answer.

- What is your biggest regret?
- I should have been a more serious student.
- What would have happened if the Sumerians hadn't invented the wheel?
- They wouldn't have been able to move heavy loads.
- What would you have done if you'd seen the thief?
- I would have called the police immediately.
- B. If you could go back and do things over, what mistakes would you try to avoid? Write down a list and compare with a partner.

3 Grammar 🏬



Should Have + Past Participle

Use should have + past participle to talk about regrets. Use this form to talk about things you wish you had done or hadn't done.

I should have said I was sorry. (... but I didn't say I was sorry) I **shouldn't have done** that. (... but I did that)

Conditional Sentences: Hypothetical Situations in the Past

Use if + past perfect + would have + past participle to talk about things that didn't happen in the past and had a result in the past or to talk about things you would have done differently.

If I hadn't found my book, I would have been in trouble. (I found my book, so I wasn't in trouble.) If I had studied harder, I would have passed the exam. (I didn't study hard, so I didn't pass the exam.)

Use if + past perfect + would + (not) base verb/be + -ing to talk about things that didn't happen in the past and have a result in the present.

If I hadn't learned English, I wouldn't understand you. (I learned English, so I understand you.) If we had won, we would be celebrating. (We didn't win, so we aren't celebrating.)

Note: l'd = l + had or l + would

If I'd (= I had) been more careful, I'd (= I would) have avoided the accident.

If with Could and Might

Use if and could/might + past perfect to talk about possibilities and missed opportunities.

If I had gotten a job last summer, I could have saved more money.

If she had left work earlier, she might have avoided traffic.



If I'd been April's friend, I would have asked her for my money.

3 Grammar

Should Have + Past Participle

- Go over the material in the grammar chart for should have + past participle to talk about regrets. Explain that we use this structure to talk about things we wish we had done or had not done. Write some additional sentences on the board. For example:
 - I should have called you earlier. (But, I didn't.)
 I shouldn't have left my book outside in the rain. (But, I did.)
- Remind students of the contracted forms of should have (should've), could have (could've), and would have (would've). Write sentences on the board. Have students say what the person should've or shouldn't have done.

He went downtown without any money. (He should've taken some with him.)

He left his backpack on the bus. (He shouldn't have been so careless.)

Conditional Sentences: Hypothetical Situations in the Past

- Go over the examples and explanation in the chart. Tell students they need to pay attention to the negative (not) in the clauses. For example, compare these sentences:
 - If I hadn't found my book, I would have been in trouble. (I found it and so I wasn't in trouble.)

 If I hadn't lost my book, I wouldn't have been in trouble. (I did lose my textbook and so I was in trouble.)
- Go over the **Note**. Point out that I'd can mean either I had or I would. They need to look at the context to understand which is being used.

If with Could and Might

Go over the examples and explanation in the chart.
 Explain that although could have and might have often have the same meaning, we sometimes use could have to express ability and might have to express possibility.

 Say pairs of sentences, one stating an action and the second stating a result. Have students restate each pair of sentences, using if and had/hadn't in one clause and could/might in the other clause.
 For example:

I didn't get paid last week. I didn't go shopping. (If you had got paid last week, you could/might have gone shopping.)



- Have students work individually to read the situations and make sentences using should have/shouldn't have.
- To check answers, call on students to read their sentences for the class. Since answers will vary, call on more than one student for each situation.

Answers

Answers will vary. Sample answers:

- 1. Jan shouldn't have lent April the money.
- 2. Brad should have had an extra key.
- 3. Rita should have gone to the doctor.
- **4.** They should have asked Emilio to go out with them.
- 5. We shouldn't have gone to Gino's Restaurant.
- 6. Mr. Johnson should have been at the meeting last night.



- Have students work in pairs to make sentences about the pictures in exercise A. Tell them to share their own ideas about what they would have done.
- Call on students to say their answers.

Answers

Answers will vary. Sample answers:

- 1. If I'd been April's friend, I would have asked her for my money.
- 2. If I'd forgotten my key, I would have climbed in the window.
- 3. If I'd been sick, I would have gone to the doctor right away.
- 4. If I'd been Emilio, I would have been upset too.
- 5. If I'd gone out to eat, I would have gone to a French restaurant.
- 6. If I'd been Mr. Johnson, I would have gone to the meeting.



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- Have students work individually to match the sentence halves
- Check answers by calling on volunteers to read their completed sentences.

Answers

- **1.** e
- **2.** a
- **3.** q
- **4.** f
- **E** h
- **6.** d
- **7.** c

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- Have students write their own clauses with would to complete each if-clause in exercise C. Point out that the second clause can include I could have or I might have instead of I would have, but not I should have.
- Then have students work in pairs to compare sentences. Have volunteers read their sentences to the class

Answers

Answers will vary. Sample answers:

- If I had known it was going to rain, I wouldn't have gone to the beach.
- 2. If he had asked me for advice, I would have told him not to buy that TV set.
- **3.** If I had had enough money, I would have gone to Spain last summer.
- **4.** If you had been home, I would have shared the cookies with you.
- If they had told the truth, their parents wouldn't have grounded them.
- 6. If I hadn't passed the test, my parents would have been upset.
- If the referee hadn't made a bad call, our team would have won the big game.

(3)

- Students work in pairs. Have them look at the pictures, read each situation, and make a sentence to express what they would, could, or might have said or done if they were in that situation
- Do the first one together as a class, and then have students continue in pairs.

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Answers

Answers will vary. Sample answers:

- I would have taken my key if I had gone out at night. I might have waited until morning to take out the garbage. I would have explained the situation to the police officer.
- 2. I would have apologized to the person. I would have said that the person looked like a friend of mine. I might have continued the conversation and introduced myself to the person.
- **3.** I would have told my friend the truth about the dent. I might have had the dent fixed.
- **4.** I would have explained the situation to my friend and asked her to pay. I might have asked the restaurant if it accepted checks. I could have called my brother and asked him to bring my wallet to the restaurant.

Language Builder

Explain to students that we borrow money *from* someone. We lend money *to* someone. When we borrow money, we are expected to pay the money back. We can also say *pay it back*.

Workbook

Assign pages 332–334 for more practice with the grammar of the unit.



Teaching Tip

Use realia to provide context for students to practice grammar points. Here, use current events found online, in local newspapers, or in other media to have students talk about what they could have, might have, or would have done in a similar situation.



Additional Activity

Activity 1: Have students work in pairs to create a role play based on one of the situations in exercise **E**. Ask pairs to present their role plays to the class.

Activity 2: Discuss students' responses in exercise **E** as a class. Have the class vote on the best resolution for each situation.

- **C.** Match the two parts of the sentences.
 - 1. If I had known it was going to rain, ____
 - 2. If they had asked me for advice, ____
 - 3. If I had had enough money, ____
 - **4.** If you had been home,
 - **5.** If they had told the truth, ____
 - **6.** If I hadn't passed the test, ____

 - 7. If the referee hadn't made a bad call, ____
- **a.** I would have told them not to buy that TV set.
- **b.** they wouldn't be in so much trouble now.
- **c.** their team wouldn't have won the game.
- d. I would be taking it again.
- e. I would have taken an umbrella.
- f. I would have visited you.
- g. I would have bought a plane ticket.
- **D.** Now use the first part of the sentences in exercise **C** and add your own endings. Compare your answers with a partner.
- E. Work with a partner. What would, could, or might you have said or done in the following situations? Compare your ideas with other pairs.



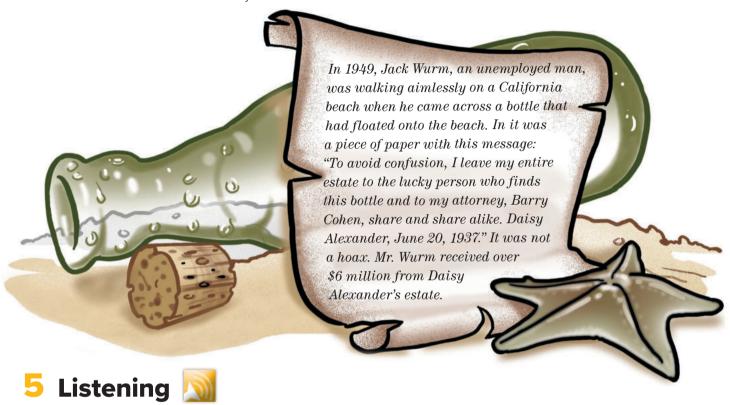
- 1. It was late at night when Ken remembered he hadn't taken the garbage out. He was already in his pajamas, but he wasn't going to get dressed again just for that. So he went outside guickly, threw the bags into the trash can, and rushed back to the house. When he got to the front door, he realized he had locked himself out. He was busy trying to break into the house when a police officer saw him.
- 2. You saw an old friend at the airport that you hadn't seen in years. You went up to him or her, greeted the person, and started talking about old times. Suddenly you realized that you had made a mistake.
- 3.• Salim borrowed his friend's car and dented it. He returned it, but he didn't say anything about it. The following day, when they went out, his friend noticed the dent and thought that someone in the parking التعال ...lot.had bumped into his car.

Ministry of EAuctiwas a special occasion, and you wanted to celebrate. You invited a friend to go out to a fancy 2023 - 1445 restaurant. The meal was wonderful, and you enjoyed the evening. When the waiter brought the check, you realized you had forgotten your wallet at home.

4 Language in Context



The following talks about a message that was found in a bottle. Imagine you found the message. Discuss with a partner what you would have thought if you had found the bottle and what you would have done with the money.



Listen to the people on the radio show, and complete the chart.

Name	Regret	Reason
J. Springfield		
Saeed		

6 Pronunciation



A. Listen. Note the reduction of could have, should have, and would have. Then practice.

I could have traveled.

- He should have studied harder.
- He would have been really happy.

milimilain underline examples of could have, should Ministry of Ehave tiand would have in Life's Regrets on page 167. 2023 - 144 Bractice reading the sentences aloud.

7 About You 🔀



In pairs, ask the questions and have your friend answer. Then switch roles.

- 1. What mistakes have you made in your life?
- 2. What things do you regret having done in your life? What do you regret not having done?
- 3. Talk about the best or worst thing that has ever happened to you.
- 4. Have you ever been in an embarrassing situation or a predicament? Talk about it.

4 Language in Context

- Give students time to read the message silently.
- Discuss the message as a class. Ask questions to check that students understand the sequence of events. Ask students to use the context to figure out the meaning of hoax. (a joke)
- Have students work in pairs to say what they would have thought if they found the bottle, and what they would have done with the money. Have students share their ideas with the class

Answers

Answers will vary.

5 Listening

- Remind students that knowing what information they
 need to listen for will make the listening task easier. Tell
 them to look at the chart. Ask: For each person, what
 are you going to hear? (a regret and the reason)
- Ask students what they know about call-in radio shows.
 Some call-in shows allow listeners to call and give their opinions. Others are similar to advice columns: The caller says his or her problem and listens to the advice.
- Play the audio twice.
- Students listen and write the information in the correct columns in the chart.
- Play the audio a third time for students to check their answers.

Answers

J. Springfield

Regret: His boss was very demanding, so he resigned. Now he thinks he shouldn't have.

Reason: He doesn't know if he'll be able to find another job.

Saeed

Regret: He loves his job, but he got fired.

Reason: He got fired because he is irritable and abrupt when he is under pressure.

Audioscript

Call 1

Sam Whitfield: Good morning. Thanks for tuning in to the All Ears radio talks low. This is Sain Whitfield, and today we're going to discuss communication problems at the workplace. Now for our first listener, J. Springfield, tell us what you regret saying or not saying to

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Ministry of Education most of which required going to official services, waiting in lines for some time, or they were simply time-consuming tasks.

Sam Whitfield: Did he realize how long it took you to do the things he'd asked you to do?

J. Springfield: No, I don't think so. He never did. He was so demanding I couldn't stand it anymore. And he never appreciated hard work. I couldn't keep my mouth shut. I had to tell him.

Sam Whitfield: Did you try talking to him about it?

J. Springfield: I know I should have discussed it with him sooner, but I didn't. I wasn't the only one who felt this way. So, I told him. I told him that we all did our best to please him and he never had a kind word for anyone. That he was the boss and had the right to expect us to perform well, but not the right to make us feel worthless. That he should have given credit where credit was due. He should have commented on a job well done. He should have been more understanding with people. Then I resigned.

Sam Whitfield: Well, I think you did the right thing. If I'd been in your place, I would have done the same. Are you sorry about resigning?

J. Springfield: Yes. I shouldn't have left. I spent most of my working life there. I don't know if I'll be able to find another job.

Call 2

Sam Whitfield: Our second listener is Saeed. Tell us, Saeed, what regrets do you have about your behavior at work?

Saeed: I love what I do. I am a designer and I have worked in advertising for the last seven years. But when I am under pressure I can be very irritable and abrupt with people. I know it's not right, but I can't help it. So I manage to upset people that I respect and like working with. In general, I make life difficult for anyone who comes close

Sam Whitfield: If you realize all this, why didn't you talk to people? Why didn't you try to apologize or to explain?

Saeed: I should have spoken to them, I know. But I felt so embarrassed every time it happened and they looked so fed up with me, I just gave up. I would still like to make up for all this.

Sam Whitfield: That shouldn't be a problem. How about going over and talking to everyone?

Saeed: Well, actually, that's not possible. You see, I was fired...
Sam Whitfield: Oh!

6 Pronunciation

- A. Have students listen to the audio twice and repeat the sentences. Tell them to pay attention to the reduced pronunciation of would have, could have, and should have in the sentences.
- **B.** Have students work individually. After several minutes as a class have students practice reading the sentences aloud.

7 About You

 Have students work in pairs to discuss their answers to the questions. Monitor as students talk, but do not make corrections as the focus here is on fluency.

8 Conversation

- Have students look at the photo and describe it. Ask:
 Where are they? What are they doing?
 What kind of jobs do you think they have? Why?
- Read aloud the first line of the conversation. Ask students to predict what the conversation is about.
- Play the audio. Have students listen with their books closed.
- Tell students to open their books and scan the conversation for phrases that express regret, possibilities, or missed opportunities. (could have, should have, and would have) Elicit and have students read the phrases.
- Have students read the conversation for words and expressions that are unfamiliar. Elicit and write them on the board. Encourage students to try to understand the words and phrases through context. Some words and expressions that may be new include:

immature = not behaving in a way appropriate for one's age

you did well for yourself = you were successful

- Play the audio again, and have students read along silently.
- Have students read the conversation in pairs, switching roles

Real Talk

- Go over the expressions and their definitions.
- Write the following sentences on the board and have students rephrase them, using the expressions.

Fahd is determined to go to college.

(He has his mind set on going to college.)

<u>However</u>, Ahmed wants to <u>be independent</u> and start his own business.

(As for Ahmed, he wants to go out into the world and start his own business.)

He doesn't want to have a strict boss <u>checking up on</u> him all the time.

(He doesn't want to have a strict boss <u>breathing down</u> his neck all the time.)

About the Conversation

Have students work afone to list Faisal's regrets and to describe Ibrahim's life. Tell students to answer in their own words rather than copying from the conversation.

Have students work in pairs to compare answers. Then

Have students work in pairs to compare answers. Then Ministry of Education call on volunteers to write their answers on the board. 2023 - 1445

Answers

Answers will vary. Sample answers:

- Faisal thinks that he should have listened to his parents and gone to college. He thinks that he should have taken courses in business management.
- Ibrahim went to college and got a master's degree. Then he got married and had children. Now he works hard and he is able to take care of his family.

Your Turn

- Have students work in pairs to do the role play. Make sure they do it twice, switching roles so that each student has the chance to talk about what he or she would have done differently.
- Call on pairs to present to the class.

Workbook

Assign page 335 for additional reading practice.

Tea

Teaching Tip

When students are creating a role play, tell them to write down key phrases and ideas they want to include and use those notes to speak, but to look at one another when they say their lines so that they engage in a more natural conversation.

Additional Activity

Activity 1: Have students work in small groups. In the conversation, Faisal says he wanted to get a job and go out into the world. Have students discuss the pros and cons of doing this, versus going on to college or getting some additional training after high school.

Activity 2: Have students work in pairs. They take turns. One student states a regret, and the other offers advice, using *It's* never too late, you could...



Many parents want their children to go to college. The United States Census Bureau has data showing that a college degree nearly doubles the earnings for workers over age 18, on average. The difference in wages is even greater with advanced degrees.

8 Conversation @



Read the conversation. Find and underline examples of could have, should have, and would have. Practice reading the conversation in pairs.

Faisal: So do you have any regrets about

things in your life?

Ibrahim: You mean, things I should or shouldn't

have done? Yeah. I guess there are a

few. How about you?

Faisal: I wish I had done things differently.

I missed some good opportunities because I was too immature. I should have listened to my parents. They wanted me to go to college, and I

actually had the grades, but I wanted to go get a job and go out into the

Ibrahim: Well, you did very well for yourself. You have your own business, and you

don't have a boss breathing down your neck.

Faisal: But I have lots of responsibilities. I wish I'd taken a course in business

management. Now I have to employ someone to do the work I could be

doing.

Ibrahim: Well, it's never too late. You can still go back to school. As for me, I got

my master's degree, and I had my mind set on a career. But then I got

married and had children.

Faisal: So you had to choose between the job and family?

Ibrahim: No, I work hard and I am able to take care of my family.

Real Talk

You mean = an expression used to confirm what someone else has said go out into the world = start to be on one's own and independent breathing down someone's neck = constantly checking As for (me) = an expression used to introduce a new subject/topic have one's mind set on something = be firmly decided

About the Conversation

1. List Faisal's regrets.



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Your Turn

Role-play with a partner. Pretend you are talking to Faisal or Ibrahim. Talk about the things you would have done differently.

9 Reading



Before Reading

- 1. Do you ever read advice columns in newspapers and magazines?
- 2. What kind of help do they give?

Page 28

THE DAILY READING JOURNAL

TUESDAY





MARIO'S

ADVICE COLUMN

Dear Mario,

I am writing to tell you a story. It's too late for you to tell me what to do now, but maybe you could tell me what I should have done. Your advice might be useful to others in similar situations.

My best friend borrowed some money from me when we were out shopping at the mall, two weeks ago. I was happy to let him have it, as I had saved my allowance over a few weeks and had more than I needed.

He wanted to buy a DVD. Then later I loaned

him some more money because we decided to eat at a pizza restaurant. The total, including the DVD, came to \$25. I don't mind helping out a friend, if I can, so I didn't think much of it.

Last week, we were at the mall and I needed to buy some shoes. They were rather expensive and I asked him if he could give me some of the money I had loaned him. He gave me a very funny look, threw a twenty-dollar bill at me, and walked away.

I was really upset. So, I decided to call him when

I got back. He told me that he never wanted to have anything to do with me again. He said I had embarrassed him at the shop and that I shouldn't have asked him for the money in public. He thought I had done it on purpose because I didn't trust him.

I am really devastated. I've lost my best friend over \$25. What do you think I should have done? Should I have just not said anything? Would that have been the right thing to do?

-A Confused Friend

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9 Reading

READING STRATEGY Using time markers

Explain to students that when reading about something that happened, there are words and expressions that they can use to help them follow the sequence of events. Words such as *next*, *then*, *after that*, *now*, or phrases such as *a week ago* tell them the order in which events happened.

- Have a general discussion about advice columns. Discuss the types of columns available online and on TV and radio (for example, medical advice, the type of advice they give (serious or humorous), and the source of the advice (advice from doctors, psychologists, or others). Ask the **Before Reading** questions. Have students talk about which types of advice columns they enjoy and why. Find out if students ever use any advice columns, or if they simply enjoy reading or listening to them.
- Present to students the idea that the real purpose of advice columns is to entertain people, not to give actual advice. Ask students if they agree or disagree with this idea.
- Have students read the title: Mario's: Advice Column.
- Point out the closings to each letter. (A Confused Friend and Honest But Wondering Why) Ask students to predict what the letters may be about.
- Play the audio as students follow along in their books.
- Play the audio again for the first letter only.
- Then ask students to summarize in their own words what the problem is.
- Play the audio again for the second letter.
- Ask students to summarize the problem the limo driver has. Ask them to say in their own words why he calls himself Honest But Wondering Why.

 Ask students to say words and expressions that are new to them. Elicit and write them on the board. Encourage students to use the context to help each other with new vocabulary. Words and expressions that may be new to students include:

gave me a funny look = showed displeasure
never want to have anything to do with somebody =
not to have any social contact

allowance = money that a parent regularly gives to the child

grateful = thankful
praise = to say you admire

- Have students scan the second letter and underline the verb phrases with *must*, *should*, and *could*.
- Explain that must have been wearing and must have fallen off both express conclusions the limo driver made. The following sentences and phrases all express regret about possibilities in the past: I should have kept the watch; what I could have done with the money; I could have bought my own limousine.

Language Builder

Explain that I've been thinking of and I've been thinking about can be used interchangeably in most contexts. For example: I've been thinking about taking a trip and I've been thinking of taking a trip mean exactly the same thing.



After Reading

- Have students work with a partner to ask and answer the questions about the letters.
- Check answers by calling on pairs to ask and answer the questions.

Answers

Answers will vary. Sample answers:

- 1. The letter writer lent some money to his friend.
- 2. The letter writer wishes that he hadn't asked for the money in public.
- **3.** The driver found a passenger's diamond pocket watch.
- **4.** The driver returned the watch to the passenger.
- **5.** The driver thinks that he should have sold the watch and bought his own limo or started his own business.

Discussion

- Have students work in small groups to discuss their answers to the questions.
- Call on students to report back to the class what their group talked about.

Workbook

Assign pages 336–337 for additional writing practice at word and sentence level.



Teaching Tip

Modify the activity based on the size of the class. For large classes, working in small groups for some activities may be a more effective use of class time than engaging the whole class.



Additional Activity

Activity 1: Have students write a letter to the man who only gave the limo driver ten dollars. Have them tell her what he should have done and what he could do in the future if a similar situation arises

Activity 2: Have students work in small groups to ask for and give "speed advice." Each student has three minutes to write down a problem and ask for advice. Students then pass their paper to the left, and that student writes a response. After three minutes, tell students to pass their papers to the left again. Continue until students receive their own problem back again. For additional rounds, students pass to the right, or across. Problems and advice should be simple.



Project: Trivia Game

Have students choose a common problem and go to an online advice column and find advice. Have them report their findings to the class.



- There are advice columns on the Internet for all types of people: kids, teens, adults; and on all types of topics: health, cooking, household repairs, jobs, etc.
- Advice columns are published in many local newspapers.
 Two of the most widely syndicated columnists were twin sisters. Ann Landers and her twin sister, Abigail Van Buren, whose column was "Dear Abby" must have spent a lot of time together sharing advice.

MARIO'S

Dear Mario,

I'm a limo driver, and people leave all kinds of things in my limousine scarves, packages, and even shoes. Last Saturday night I picked up this wealthy man at his hotel and drove him to a prestigious charity awards ceremony. The man must have been a millionaire, judging by the way he was dressed. The next day, when I was cleaning the inside of the car, I noticed something shining.

The man's gold and diamond pocket watch must have fallen out of his pocket, and it slipped behind the seat.

So I called the hotel where the man was staying, explained what had happened, and arranged to return the watch. The man was extremely grateful. He told me that it was a valuable family heirloom, given to him by his grandfather, and he went on to praise my honesty. Then he opened his wallet,

ADVICE COLUMN

took out a ten-dollar bill, and gave it to me. I refused, but he insisted. Ten bucks! Can you believe it?

I should have kept the watch. Since then I've been thinking of what I could have done with the money. I could have bought my own limousine or started my own business.

Did I do the right thing?

—Honest But Wondering Why

After Reading

Answer the questions about the letters.

- 1. What happened at the mall two weeks ago?
- 2. What does the letter writer wish he hadn't done?
- 3. What did the limo driver find?
- 4. What did he do?
- **5.** What does the limo driver think he should have done?

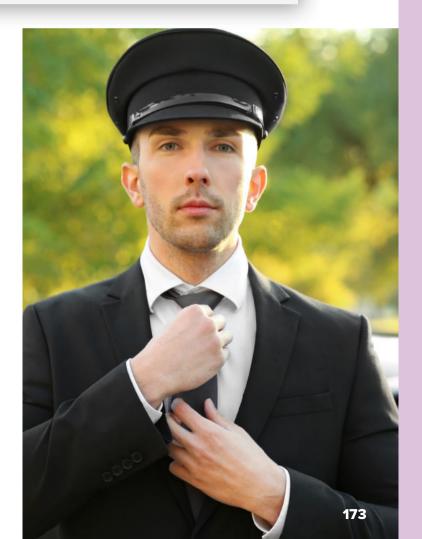
Discussion

- 1. What should the writer's friend have done?
- 2. What should the limo passenger have done?
- **3.** Discuss the most common problems that people write about to advice columns or to help sites on the Internet.
- **4.** Discuss whether advice from advice columns is really helpful or not.



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11 If It Hadn't Happened

10 Writing 🚺



- A. 1. Do you like sharing things with your friends? Why? Why not?
 - 2. Read the advice column and answer the questions.
 - Why was Sabah sad?
 - What happened with her friend? Why?
 - What is the column writer's advice?
 - 3. Do you agree with the column writer? Why? Why not?
 - **4.** What would you have done if your friend had wanted to borrow something new that belonged to you?



Ask Mariam

Friendship is more important

Dear Sabah,

I am sorry you feel so sad about falling out with your best friend. I understand that she wanted to borrow your new bag before you had the chance to use it yourself. But as you say, she was invited to a wedding and she could not buy a new bag.

I understand that it is difficult, maybe even unfair, to let someone else use something that you have just bought or been given. But surely, friendship is more important, even if it requires some sacrifices. So I am afraid I will agree with what you think, you should have let her borrow the bag. She would have been happy and grateful to you and you would still be on good terms with your friend.

You say you do not like sharing your things with people because they might damage them. You could have asked her to be careful with your bag. The point is, however, to put things into perspective. What is more valuable to you, your friend or your new bag?

I would call and say I am sorry. I am sure she will understand and if she has not already been to the wedding, offer her the bag. You will both be happier.

I hope it all works out.

-Mariam

5. Read the advice again. Notice the first part of each paragraph. Why do you think the writer has chosen to address the issue in this manner? What is the effect? Is the letter المالية التعالية التع eprimanding or friendly? How would you feel if you were Sabah? Ministry of Education

10 Writing



- Ask students if they have ever shared clothes or other possessions with a friend.
- Read 1 and have students discuss the question briefly in pairs. Call on pairs to report their answers and give reasons for them.
- Ask students if they read or have read an advice column. Call on volunteers to explain what an advice column is like, what kind of people write them, what kind of advice do they give?
- Read the directions for 2 with the class. Play the audio and have students listen and follow in their book. Have students answer individually and then compare with a partner.
- Call on students to report their answers for the class.

Answers

- · Sabah was sad because she had fallen out with her best
- Sabah's friend asked to borrow her new bag because she had a wedding to go to and could not afford to buy a new bag.
- The column writer advised Sabah to call her friend and apologize/say she was sorry and offer to lend her bag to her friend if she still needed it.
- Have students focus on 3 and discuss with a partner. Ask them to provide reasons for their answer. Have students move around the classroom and ask as many people as they can within the time set, for example 5 minutes. Call on volunteers to say what most students in class think.
- Direct students to 4. Have them read the question and answer it individually.
- Organize students in groups and have them discuss the question. Call on a student from each group to report the group's ideas.
- Read the directions for 5. Read the advice column and answer the questions in pairs.

Answers

- am sarry you feel sad about falling out ...
- understand that it is difficult, maybe even unfair, ...
- You say you do not like ... Would call and say I am sorry....

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The writer has used mostly 1st and in some cases 2nd person. This makes the reply a lot more personal. The opening lines of the first two paragraphs intend to show understanding and make Sabah feel that Mariam knows how she feels. The opening line of the 3rd paragraph, you..., indicates that Mariam has read Sabah's letter very carefully. The use of I would... indicates that Mariam identifies with Sabah and tells her what she would do in her place to advise her without patronizing her or wanting to sound reprimanding

• Have students discuss the last question of 5 in groups. Then call on volunteers to report for the class.



- Read the directions for 1 and 2. Have students study the organizer.
- Working in pairs, have students look back at the letters in the unit and choose one to write a reply to.
- Have them read the letter again and make notes in the organizer. Ask them to include their own advice in note-form.
- Direct students to the Writing Corner. Call on a student to read the first point aloud. Ask students why they think it is important to get all the facts and summarize them. Elicit answers from volunteers.

Answer

It shows that the columnist has read the letter carefully and got the facts straight before writing the advice.

 Call on another student to read the next point about considering different viewpoints/sides.. Elicit the reason for this point from the class. Call on volunteers to answer.

Answer

If you want to advise people in an objective but effective manner, you need to think about the way the rest of the people involved feel. This way, you will be able to approach and present things in a friendly manner without prompting a reaction.

 Organize students in pairs and ask them to read the rest of the points and discuss them with their partner.

Answers

Do not be judgmental or patronizing.

If one takes a superior stand when advising somebody, chances are that he/she is going to feel alienated and will not listen to the advice. People don't like to feel that they are being looked down upon by people they trust or respect.

Be understanding but do not lie.

The letter from Mariam demonstrates this point well. She makes it very clear that she understands but does not lie about the incident and asks the writer to apologize and try to make amends.

Suggest rather than tell people what to do.

Telling people what to do suggests a patronizing attitude that usually prompts the opposite reaction

 Have students read 3 and write an answer to the letter they have chosen individually. Ask them to exchange letters with a partner and comment and/or make corrections.



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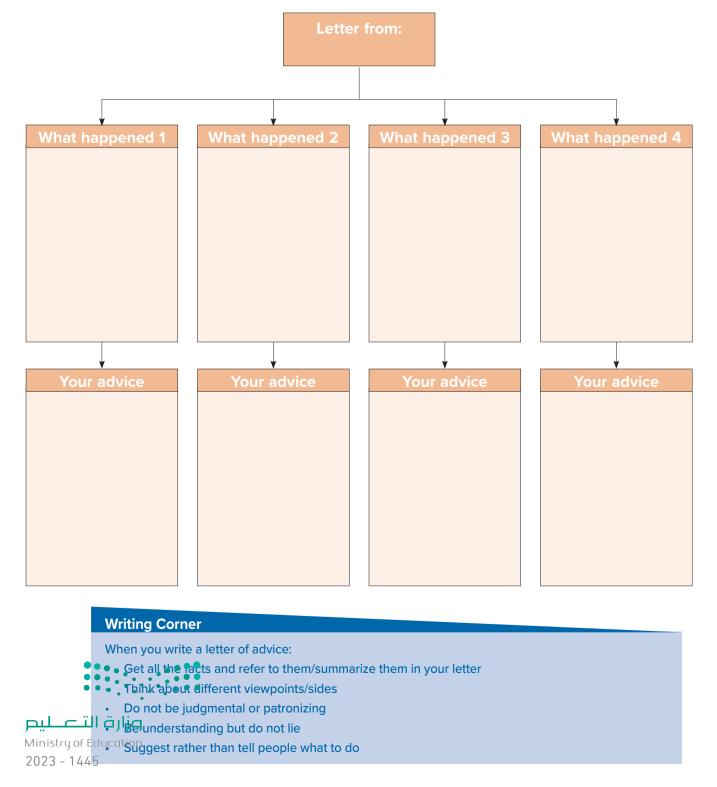
Additional Activity

Have students write a letter to an advice column, presenting a problem they have and asking for advice. Exchange letters and ask students to act as advice columnists and reply to the letter they have been given.

Workbook

Assign page 338 for additional writing practice above word and sentence level.

- **B.** 1. Choose one of the letters in the unit to write an answer to.
 - **2.** Read the letter again and make notes in the organizer. Include notes with our own advice.
 - **3.** Be the advice column writer and write the answer.
 - **4.** Exchange letters in class.



Form, Meaning and Function



Present Perfect Tense versus Simple Past

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or important. Use the past tense when the exact time is given.

A: Have they discovered life on another planet yet?

B: Yes, they have.

A: When did IBM introduce the first PC?

B: It was introduced in 1981.

Time Expressions: Ago, For and Since

Use the simple past tense when the exact time is given: yesterday, two days ago, last week/month/year. Use the present perfect simple tense with for to indicate the duration of the action: for two months, for a year, for a long time. Use the present perfect simple with since to indicate when the action began: since vesterday, since last June.

Simple Past

In 1908, a small asteroid **exploded** over Siberia. We moved to Muscat three years ago. She didn't call her mother last night.

Present Perfect

He has worked as a scientist for many years. We have lived in Muscat since May. We haven't used our car for a long time.

A. Work with a partner. Write sentences about the inventions.

Invention	Date	Invention	Date
credit card	1951	electric lightbulb	1879
canned food	the early 1800s	film making	1895
wristwatch	1910	paper clip	the 1890s
radio	1901	airplane	1903
toothpaste	1841	ballpoint pen	1888

People have had credit cards since 1951 / for over 70 years. (have)

1.	(e	eat) 6.		(watch)
2.	(\nline	vear) 7.		(use)
3.	(lis	sten) 8.	·	(travel)
4.	(u	ıse) 9.	·	(use)
5.	(h	nave)		

- B. Have you used any of the inventions in exercise A? How long have you used them? Ask and answer questions with a partner. Add other inventions.
- **A:** Have you ever been on a plane?
 - B: Ye, have. I traveled by plane when I went on vacation last summer.
 - A: Do you have a credit card?
 - B: Yes, I've had a credit card for two years. OR I've had one since I was 18.

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11 Form, Meaning and Function

Present Perfect Tense versus Simple Past

- Have volunteers read aloud the questions and answers in the presentation. Elicit when we use the present perfect and when we use the simple past.
- Explain that the present perfect is used to refer to an indefinite time in the past. That is, we do not know when something happened, or when it happened is not important. With the simple past, however, we know exactly when something happened.
- Write the following questions on the board using the present perfect and the simple past: Have you seen the news? Did you see the news yesterday?
- Elicit answers from students making sure they use the correct verb tense in their answers.

Time Expressions: Ago, For and Since

- Call on a volunteer to read out the three sentences under the subhead Simple Past and ask: Do we use ago to talk about the past, present, or future? What verb tense do we use with ago? (the simple past tense)
- Have students read all the examples in the presentation under the subhead Present Perfect. Then ask them to explain in their own words the difference between for and since. (For refers to an extended period of time, and since indicates a specific point in time.)
- Point out that we use the present perfect with since to talk about an action or state that started in the past at a specified time and continues up to the present. Use the example in the presentation to illustrate this: We have lived in Muscat since May.

A

- Ask students to read the information about different inventions given in the table.
- Have a volunteer read aloud the sample sentence.
 Point out that the plural form is necessary for count nouns like 'credit card.'
- Have students work in pairs to make sentences about the inventions in the table and how long people have used them.
- Pairs that finish first might go back and make a second sentence for each invention. For example, if they made a sentence about canned food with *since*, they could write a second sentence with *for*.

Answers

- 1. People have eaten canned food since the early 1800s
- 2. They have worn wristwatches since 1910/for about a hundred years (a century).
- **3.** People have listened to radio since 1901/for more than a hundred years (a century).
- 4. People have used toothpaste since 1841.
- 5. They have had electricity since 1879.
- 6. People have watched documentary films since 1895.
- 7. They have used paperclips since the 1890s
- 8. People have traveled by airplane since 1903.
- 9. People have used ballpoint pens since 1888.



- Without looking back at page 166, have students call out the inventions they remember from the unit opener. Then have volunteers read aloud the sample conversations. Model the task by asking a student about one of the inventions. For example, ask: Do you have a cell phone? How long have you had it? Then have a volunteer ask you about an invention. Answer truthfully.
- Have students work in pairs, asking and answering questions about the inventions in exercise A and any other inventions that they remember from page 166.

Answers

Students' own answers.



Additional Activity

Have students work in groups to choose three inventions they could never live without. Have them list the inventions and say why they chose each. When they have completed this part of the activity, inform them that now they have to give up the three inventions for a year. Have them say how the absence of these inventions will change their lives.

Expressing Ability, Permission and Requests

Language Builder

Could and was/were able to express past ability. However, could refers to a general ability. (I could swim when I was four years old.) When we talk about one time, we use was/were able to rather than could. (Mohammed looked at the broken machine for a couple of minutes and then was able to fix it.)

Ability

- Write on the modals on the board: can/could
- Read the explanations of can for present ability and could for past ability. Call on volunteers to read the example sentences in the presentation.
- Write a sentence on the board about something you can do. For example, I can use a smartphone.
- Explain that this means that you have the general ability to use a smartphone, and add to the sentence on the board:
 - I can use a smartphone, but my grandmother can't.
- Explain that we use can't to express a lack of general ability in the present and could/couldn't to express general ability in the past.

Permission

- Have volunteers read out the questions and affirmative and negative, and question replies.
- Explain that we can use the modals can/could and may to request permission, but can and may to grant (or give) permission and can't and may not to refuse permission.

Requests

- Explain that we also use can and could to make requests: Could you bring me some water? We can gift wrap that for you.
- Call on one volunteer to read out an example sentence and have another student choose a preferred response. Explain that all the responses fit grammatically.

If with Past Perfect and Would Be Able/Would Have Been Able

• Read through the explanation in the presentation with students and explain that we use would be able for hypothetical ability for the present and in the future. For example:

Fulle and Wass next week's test if I had more time MinistrepostEdvication 2023 - 1445

• Explain that when we use the structure would be able to with an if-clause + past perfect, the present/future hypothetical outcome is based on an imagined past event: Would have been able to with an if-clause + past perfect describes a missed opportunity in the past.

0

- Read through the directions to the exercise with students and point out that there may be more than one possible answer.
- Have students work alone and then compare their answers in pairs.

Answers

- 1. can (you) help OR could (you) 4. can't see

2. can

6. can't stay

5. could (you) swim

3. can't meet

ന

- Write the example sentence on the board and highlight the form. Then refer students back to the list of inventions on pages 166 and 176.
- Tell students to work alone and write three or four sentences in their notebook. They should then compare their ideas with their partner. As students discuss their answers with their partner, monitor and correct any errors with form.
- Call on a volunteer pair to share their answers with the group.

Answers

Students' own answers.

Workbook

Assign pages 339–340 for more practice with the form, meaning and function of the structures in the unit.

Expressing Ability, Permission and Requests

Ability

Use can to express ability in the present.

Can the robot do my homework for me? No, it can't. You can do it yourself!

Use could to express ability in the past.

Could people travel long distances before the airplane was invented? Yes, they could. They traveled by ship.

Permission

Use *may* and *can* to express permission.

May I leave early today? Yes, you may. / No, you may not. Can I have another soda? Yes, you can. / No, you can't.

Requests

Use can and could to make polite requests. Could is more formal.

Could you fill in this form, please? Yes, of course.

Can you help me? Sure. / Not now. I'm busy. **Could** you open the window? Certainly. / Sorry, I can't.



If with Past Perfect and Would Be Able/Would Have Been Able

Use if + past perfect and be able to talk about ability and missed opportunities.

If I had studied computer science, I **would be able** to invent a cutting-edge robot. (present ability)

If Dr. Fleming had discovered penicillin sooner, doctors **would have been able** to save more lives during

World War I. (past ability)

C.	Complete the	sentences with c	an, could and	may and the	verb in parentheses.

1. Ahmed, _____ you ____ (help) me with this box, please?

2. Excuse me, may I open the window? Yes, you ______.

3. We _____ (not/meet) tomorrow afternoon. I'm going to the dentist.

4. Mr. Sawyer _____ (not/see) you now. I'm afraid he's very busy.

5. _____ you ____ (swim) when you were a child? No, I couldn't.

6. Imad _____ (stay) very long. His friends are waiting for him.

D. Work with a partner. Talk about some past inventions and speculate what we would not be able to do now or in the past if things had been different. Use *if* + past perfect + *be able*.

of Alexander Bell had never invented the telephone, we would not be able to...

If the wheel had not been invented, we wouldn't have been able to...



12 Project



- 1. Do a class survey.
- **2.** Find out what the most common regrets are. Ask your classmates and make notes in the chart.
- **3.** Repeat the survey with people outside class. Ask questions and make notes in the chart.
- **4.** Compare the results of the two surveys.



	Al I dille to the						
	Survey question:						
			What do you regret re had or had not done				
	Students inside		People outside				
	Name of the student	What they regret	Name of the person	What they regret			
	Name of the student	What they regret	Name of the person	What they regret			
	The most common regret in class is:						
	The most common regret outside of class is:						
	The most common regret is:						
,		The most com	mon regret is.				
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12 Project

- Tell students that they are going to do a class survey about regrets.
- Read the directions with the class and direct students to the survey questions at the top of the chart.
- Have students study the chart. Organize them into small groups and have them move around and ask as many people as they can in the time set; approximately 10 minutes.
- Tell students to form new groups and exchange information from the survey. Several minutes later ask them to re-form their groups so that they communicate with different people. Continue doing this until all students have all or most of the information they need.
- Have students discuss the survey.
 Is there anyone who hasn't got any regrets?
 Is there always reference to one or more regrets?
 What do most regrets refer to?
- Give groups some time (approximately 6 to 10 minutes) to collate results. Remind them to assign tasks to different group members and to make sure there is at least one person making notes. Ask them to check and make sure they have got notes with the names of the people they have questioned and their regrets. Have them identify the most common regret in class.
- Call on a student from each group to report the group's findings and the most common regret.
- Ask students to do the survey with people outside the classroom. Tell them to ask the same questions and make a note of each answer.
- After students have completed the survey with people outside the classroom, have them discuss and collate the results with group members.
- Call on a student from each group and have him/her present the group's results and conclusions. Have students identify which are the most common regrets in each group of interviewees.
- Hold a class discussion.

Did you know that most people had regrets? Why do you think they had regrets?

Discuss answers in class.





Additional Activity

Have students write about a regret and their thoughts about it. Ask them to include what they did and what they should have done or could have done instead. Collect and redistribute the regrets to students. Have them write brief replies.

13 Self Reflection

- Write If It Hadn't Happened on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what they associate the question with? (accidents, technological achievements, regrets)
- Have students scan pages 166 and 167. Ask them to think about things they liked and things they disliked about this part of the unit. Use guestions to help them remember. For example:

Which inventions and discoveries changed the course of history in your view? What are some of the most common regrets?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 168–169, ask them some questions. For example:

Complete these sentences: If I hadn't found the If we had lost

- Have volunteers complete the sentences. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult
- Direct students to pages 170–171. Call on volunteers to say what the context is in this lesson, for example: messages, regrets, things people could, should, or would have done differently.
- Have students say what they remember from this section and make notes in the chart.
- Write Mario's Advice Column on the board and brainstorm on language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:

How did a friendship end because of \$25? Why did the limo driver regret being honest and returning the watch?

 Have a class discussion about whether the friend and the limo driver acted appropriately or if they could have

don'e something differently.

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- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to list the important points to remember when giving advice. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 174 and 175 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.

Did they have difficulty making decisions in their group? Why? Why not?

Did they feel that they had the chance to present their ideas?

Was it difficult or easy to and collect information? Why? Why not?

How did they gather the information they needed? Did they enjoy doing the survey? Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. Then have them check with a
- Have students fill out the checklist alone and write their five favorite words
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

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Things that I didn't like very much:
Things that I found difficult in Unit 11:

Unit 11 Checklist	l can do this very well.	l can do this quite well.	I need to study/ practice more.
talk about discoveries and inventions and how things would have been different without them			
talk about missed opportunities and regrets			
use should have + past participle			
use conditional sentences for hypothetical situations in the past			
use if with could and might			
use the present perfect and past simple with: ago, for, since			
use if + past perfect + be able to			
express ability, permission and requests			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
منارة التعليم	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help

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12 What They Said

And now we would like to bring you the news of the day.

Listen and Discuss 🕢



Read what each person said and how it is reported. Examine the differences.

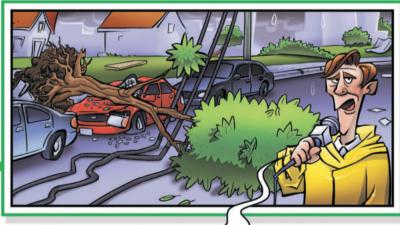


I will build a sports complex, and I will not raise taxes.

The candidate for mayor said he would build a sports complex, and he would not raise taxes.



The on-the-scene reporter said that the powerful storm the night before had knocked down many trees, and some areas of the city were still without power.



The powerful storm last night knocked down many trees, and some areas of the city are still without power.

According to recent studies, pomegranate juice is healthy because it lowers blood pressure, and pumpkin seeds seem to improve memory.

The doctor said that, according to recent studies, pomegranate juice was healthy because it lowered blood pressure, and pumpkin seeds seemed to improve memory.

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O Unit Goals

- O Vocabulary
 Global issues
 Telemarketing
 Famous quotes
- Functions
 Report what people said
 Discuss famous quotes
 Relate messages
- Grammar
 Reported speech
 Reported questions
 Word Changes in
 Reported Speech
 Reporting Verbs
- ListeningListen for specificinformation
- Pronunciation Stressed and unstressed that

- ReadingQuotes, Quotes
- Writing
 Write an email to
 give information and
 directions to a place
- Function

 Words connected with the environment and natural disasters

 Negative questions
 Indirect questions
 Expressing agreement with: so, neither, either,

Form, Meaning and

Project
Interesting quotations

too

- Play the audio for pages 180–181 as students read along silently.
- Have students scan the speech bubbles and captions for each picture and underline the verbs that are the same except for the tense. For example, for the picture of the mayor, underline the verbs will build / will not raise; would build / would not raise.
- Write the following sentences on the board. Point out that the word *that* is optional:

The reporter said that the powerful storm...
The reporter said the powerful storm...

- Play the audio again. Have students follow along in their books.
- Allow students to ask about any words or expressions that they don't understand.
- To assess comprehension, ask students general questions about each picture. For example:

What did the candidate for mayor promise? (to build a sports complex and not raise taxes)

Why do you think he promised this? (to gain votes) How much damage did the storm cause? (a lot of damage)

What did the doctor recommend to lower blood pressure? (pomegranate juice)
What did the doctor say pumpkin seeds were good for? (improving memory)

Warm Up

Ask students if they have listened to the news recently. Have them tell about some of the stories in the news using the simple past and the passive voice. For example: *There was a fire in a restaurant downtown. Nobody was hurt, but the restaurant was destroyed.*

1 Listen and Discuss

• Have students discuss any unusual or silly comments that have been made by people in the media. Some of these can be found online if students aren't familiar with any. The American poet Robert Frost called this creating "the sound of sense." He meant that all of the words seem to make sense, but if you listen closely, they really don't communicate anything.

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- Draw students' attention to the interview with the professor. Make sure students understand the error in the professor's logic. (It is irrational to assume that there is no intelligent life elsewhere just because no one has been successful contacting Earth. We would contact life elsewhere in the universe if we could.)
- Ask students what is funny in the conversation with Mr. Hollyfield. Point out that he intended to say that the doctor found no problems with his head (or brain), but instead he said that they saw nothing in his head. This obviously has a very different meaning—that he has no brain
- Play the audio a final time as students read along silently.
- To review tense changes, say sentences in the simple present. Have students restate each sentence in the simple past. For example, say: He lives near me. Elicit: He lived near me.
- Say sentences with the present progressive + a time expression. Have students restate the sentences in the past progressive, changing the time expression. For example: say: He's going to school in LA now. Elicit: He was going to school in LA last year.
- Say sentences in the present perfect. Have students restate the sentences in the past perfect, using *already* instead of *before*. For example:

Say: **He's been to Paris before.** Elicit: **He'd already** been to Paris.

Quick Check



- Have students work alone to match the words and meanings.
- Check answers by having students make full sentences.
 For example: A candidate is a person who is trying to be elected.

Answers

1. c **2.** d **3.** b **4.**



- Have students work alone to mark their answers, and correct the false statements to make them true.
- Check answers as a class





3. true **4.** true

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2 Pair Work



Play the audio and ask students to repeat.

- Model the example with volunteers, changing roles.
- Tell students to take turns asking and answering questions about the quotes on pages 180–181.
- Ask students to role-play the conversations again, this time using their own ideas about what the people might have said.
- Monitor students as they practice. Make sure they are using the correct verb forms in reported speech.

Workbook

Assign page 341 for practice with the vocabulary of the unit.

Language Builder

Explain that seem to is used to express an idea that can't be proven, but is based on evidence. For example: The medicine seems to help; I took it an hour ago and feel better already. Or, He seems to like his new job. I haven't asked him, but he looks happy.



Teaching Tip

Whenever possible, try to reinforce language from previous units. This is especially useful in a unit such as this in which language learned previously, in this case, verb tenses, is necessary for new learning.



Additional Activity

Have students form groups of three. One student makes a statement; the second student reports it to the third student. They take turns making statements.



The SETI (Search for Extraterrestrial Life) Institute was founded in 1984 in California. It is primarily dedicated to the search for intelligent life elsewhere in our universe.

Professor Marvin, does intelligent life exist elsewhere in the universe?

The interviewer asked the professor if intelligent life existed elsewhere in the universe. The professor answered that there wasn't intelligent life elsewhere in the universe. He said that the positive proof was that no other life form had bothered to make contact with us.

Mr. Hollyfield, can you tell us about the results of the exam?

They scanned my head and found nothing.



No, there isn't intelligent life elsewhere in the universe. The positive proof is that no other life form has bothered to make contact with us.

The interviewer asked Mr. Hollyfield, the famous TV presenter, if he could tell us about the results of his exam. He replied that the doctors had scanned his head and had found nothing.

Quick Check 🗸

A. Vocabulary. Match the words and the meanings.

1. ____ proof

a. make the effort

2. ____ candidate **b.** get an image with a computer

3. ____ scan

c. evidence

4. ____ bother

d. person trying to be elected

B. Comprehension. Answer *true* or *false*.

1. ____The candidate said that he wouldn't raise taxes.

2. ____The doctor said that pumpkin seeds helped fight cancer.

The professor said that there was no life on other planets because no one had contacted us.

Ministay of Edu Mr. Hollyfield told the interviewer that the doctors 2023 - 1445 hadn't found anything wrong with him.

2 Pair Work 🖼



Find sentences that are reported in the texts you read. Make questions for those reports and ask them to your friend. See the example below.

What did the reporter ask the professor?

He asked him if there was intelligent life elsewhere in the universe.

3 Grammar 👊



Reported Speech

Direct Speech

Simple Present

"I have a brother and a sister."

"I don't like mangoes."

Present Progressive

"I'm talking to Mary."

Simple Past

"I learned English in Canada."

Present Perfect

"I haven't seen the film yet."

Modals

"I'll see you later."

"I can't come to the meeting."

"I have to/must go to the doctor."

"We may be late."

Reported Speech

Simple Past

He said (that) he **had** a brother and a sister.

She said (that) she **didn't like** mangoes.

► Past Progressive

She said she was talking to Mary.

➤ Past Perfect

He said he had learned English in Canada.

▶ Past Perfect

She said she **hadn't seen** the film yet.

She said she **would see** them later.

He said he **couldn't come** to the meeting.

She said she **had to go** to the doctor.

I said that we **might be** late.

Note: The word *that* may be omitted after *said*.

Reported Questions

How old **are** you? He asked how old I was.

Where were you last night? She wanted to know where we **had been** the night before.

Note: If there is no question word (how, where, when, etc.), if is used.

Are you a student? He asked if Tom was a student.

Did you **enjoy** the dinner party? She asked if they had enjoyed the dinner party.

Word Changes in Reported Speech

In reported speech, some words may be different from those in the original sentence.

"I did my homework already." Todd said that **he** had done **his** homework already.

"The plane is arriving **now**." Mary said that the plane was arriving then/at that time.

Note: The following time expressions change in reported speech.

now \rightarrow at that time tomorrow → the day after/the next day

today \rightarrow (on) that day yesterday → the day before

Reporting Verbs

A pariety of verbs with different shades of meaning can be used in place of say.

"Yes, it's a good idea."

My friend **agreed** it was a good idea.

Tom **assured** the teacher that he had done his homework.

"Of course, I did my homework."

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2023 - He told **me** that he had studied English in the States.

3 Grammar

Reported Speech

- Go over the material in the grammar chart for converting direct to reported speech using the different tenses and modals.
- Explain that verbs in the past perfect do not change tense in reported speech. For example: We had met before becomes He said they had met before in reported speech.
- Ask yes/no questions in the simple present.
 Have students restate each question in reported speech, adding a time expression. For example, ask:
 Tanya likes to play tennis, doesn't she? Elicit: Yes, she does. Yesterday she said she liked to play tennis.

Ask: Alex doesn't want to join the team, does he? Elicit: No, he doesn't. Last week he said he didn't want to join the team.

- Remind students of the present and past forms of each of the modals in the chart: can/could; have/had; will/ would.
- Explain that the past forms of modals in direct speech do not change in reported speech. For example: I wouldn't do that if I were Rob becomes He said he wouldn't do that if he were Rob.
- Say a sentence with a modal to one student. Have a second student ask the first student what you said.
 Then the first student reports the sentence in reported speech. For example:

You: We'll have a guiz on Thursday.

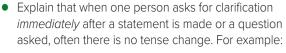
A: What did she say?

B: She said we would have a quiz on Thursday.

 Go over the Note. Check comprehension by asking for an additional example from students. For example: She said that she liked her. = She said she liked her.

Reported Questions

- Go over the material in the grammar chart for reported questions.
- Point out the word order change in reported questions.
 Explain that if there is no question word, such as where or where if is used.



A: I want to go get some pizza.

B: What did she say?

C: She said she wants to go get some pizza.

Word Changes in Reported Speech

- Go over the material in the grammar chart.
- Point out that expressions of place also change if the speaker of the reported speech is in a place that is different from the speaker of the sentence in direct speech; for example,

A: I like New York. I like living here.

B: She said she liked New York, and she liked living there.

Reporting Verbs

 Explain to students that there are many synonyms for say which have slightly different meanings. For example, assure means to promise that something is definitely true. They can often describe a situation more fully by using a synonym for say. For example:

A: I'll help you tomorrow.

B: He promised him he would help him.

A: I can't believe you skipped class.

B: He criticized him for skipping class.

• Explain that an indirect object is always used after tell.

Language Builder

Present other synonyms for say. For example: **command =** to tell someone to do something **affirm =** to state that something is true **assert =** to say something with confidence



- Do the example in the book as a class. Ask two students to role-play the speech bubbles. Then ask another student to read the example in reported speech.
- Have students work individually to rewrite the messages, using reported speech. Explain that they may have to add words to some of the messages. They should be aware of verb tense changes as well as other word changes, such as time expressions.
- To check answers as a class, call on students to read their answers aloud.

Answers

Answers will vary. Sample answers:

- 1. He said that he might work late that night and that he had to finish
- 2. Fahad told Majid that the game started at eight and that he would pick him up at seven.
- 3. Ali asked Yahya what the math assignment for the next day was.
- 4. Maha told Noura that she had had a wonderful time in Abu Dhabi. She said that she was going to come by Noura's house to show her the video.
- 5. Hussain asked Adel if the game was still on for that night.



• This activity has two parts: First have students work individually to fill in each blank with the correct form of the verb in parentheses. Then have students check their answers in pairs by reading the message aloud to each other.

Answers

- 1. called
- 2. were
- 3. didn't call/hadn't called
- 4. left/had left
- 5. told
- 6. wasn't
- **7.** was
- 8. had
- 9. would come
- 10. would take
- 11. couldn't call
- Next, have students worken pairs to write the conversation between Hameed and Saeed. Tell students to use the message Hameed left his brother to create the conversation. One way for students to

approach this is to go through the message, find each Ministry of Education

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piece of information, and write it down. Then students use this list of what Mohammed said to build their conversation.

Model this by reading aloud: He asked where vou were. Then write on the board:

Reported Speech: He asked where you were.

Direct Speech: Where is he?

- Explain to students they will need to add words to the conversation in addition to the questions, to make the conversation sound natural.
- Call on pairs to present their conversations to the class.



 Have students work in pairs. After several minutes call volunteers to answer the questions.

Language Builder

Point out that to come by (your house) means to stop by or to visit casually.

Workbook

Assign pages 342–344 for more practice with the grammar of the unit.



Teaching Tip

Vary the way in which answers are checked so that students can use the opportunity for speaking practice once the correct answers are confirmed.



Additional Activity

Activity 1: Have students work in pairs to write a conversation between two friends about what they did over the last school vacation. (The information can be made up.) Students exchange conversations with another pair. Only one student in the other pair reads the conversation. That student then reports to his or her partner what is said.

Activity 2: Have students work in groups of three to play a telephone game. The first student whispers a message to the second student. The third student asks what was said. The second student reports and then makes the next sentence. For example:

- A: (whispers) I'm really hungry!
- **B:** What did she say?
- C: She said she was really hungry! (then whispers) What kind of food do you like?

A. These messages were left on the family's answering machine. Report what the people said.

? Ahmed asked Adel if he was going to the gym that day.

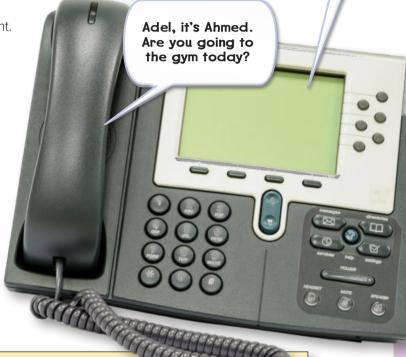
1. Hello, Asma. I may work late tonight. I have to finish a report.

2. Majid, this is Fahad. The game starts at eight. I'll pick you up at seven.

3. Yahya, this is Ali. What is the math assignment for tomorrow?

- **4.** Noura, this is Maha. We had a wonderful time in Abu Dhabi with our family. I'm going to come by your house sometime to show you the video.
- **5.** Adel, it's Hussain. Is the game still on for tonight?
- **B.** Hameed took a message for his brother Abdullah.
 - **1.** Complete what he wrote down, using the correct form of the verbs.
 - **2.** Then write the possible telephone conversation between Hameed and Abdullah's friend, Saeed.

You have reached 789-555-6543. Please leave a message after the beep.



Hi Bro,	
That friend of yours, Saeed,	(1. call) this morning. He asked where you
	(3. not call) him last night. He said he
(4. leave) a message on y	your cell phone yesterday afternoon.
I (5. tell) him it	(6. not be) any of my business what you did.
	d I told him it (7. be) OK. Anyway, he
	(8. have) a surprise for you and that he
•	se at five o'clock tonight. He also said you should
	(10. will take) you to a mountainous place.
	not call) you during the day because he
had to work.	

C. Look at the examples on page 182 again. Read and mark how each pair of sentences is different. Ministry of Education

2023 - 1445 Which words change in the second sentences?

2. What is different in the meaning of the second sentences?

4 Language in Context



Read what each person said and how it was reported. Write some sentences about global issues and have a partner report them to the class.

Al Gore, on global warming

"There are many who still do not believe that global warming is a problem at all. And it's no wonder: because they are the targets of a massive and well-organized campaign of disinformation lavishly funded by polluters..."

Japanese Fishing Industry to the media

"We're fishing whales for research purposes."

— The Japanese Fishing Industry assured the media that they were fishing whales for research purposes.

—Al Gore said that there were many who still did not believe that global warming was a problem. He continued by saying that it was no wonder: because they were the targets of a massive and well-organized campaign of disinformation.

5 Listening



The presidential candidate made three mistakes during his speech. What did he say that was wrong? Listen and write them down.

6 Pronunciation



A. Listen. Note the difference in the pronunciation of *that*. Then practice.

Unstressed that	Stressed that
	(used as a pronoun)
He said that he would help.	He didn't say that .
My friends said that the	Why did they say that ?
football game was at ten.	

B. Find all the sentences that have the word **that**. Read the sentences aloud stressing the right one.

About You 🔀



In pairs, ask the questions and have your friend answer. Then switch roles.

- 1. Have you ever made a mistake and said something you shouldn't have said? What did you say?
- 2. What was one of the most interesting quotes or ្រុះត្រូវដ្ឋាន្ទ្រដ្ឋាន you heard?
- ... 3. Are there any sayings that are specific to your country or culture? Which ones do you like or think are memorable?
- **4.** What kinds of messages do you receive or leave on friends' answering machines or cell phones?
- **5.** Do you and your friends gossip about other people?
- **6.** Have you ever had a telemarketing person call you? What did he/she want to sell? What did he/she say? What did you answer?

4 Language in Context

- Read the directions with the class and go over the examples. Organize students into pairs.
- Tell pairs that their assignment is to find direct quotes about a global issue and then present them to the class in reported speech. Give them a specific number of quotes to find.
- As a class, brainstorm a list of global issues on the board. Students can use these ideas when they begin their research. Discuss resources they can use to find guotes.
- Call on pairs to relate their findings to the class.

Answers

Answers will vary.

5 Listening

- Remind students that knowing what information they
 need to listen for will make the listening task easier.
 Here students are asked to focus on the three mistakes
 the presidential candidate made during his speech.
- Tell them they will hear the speech three times. The first time, they should listen to get a general understanding of what the speech is about. The second time, they should focus on writing down the three mistakes. The third time they should confirm their answers.
- Play the audio and have students listen for general understanding, without writing anything.
- Play the audio again and have students write down the three mistakes they hear.
- Play the audio a third time for students to check their answers.

Answers

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Answers will vary. Sample answers:

- 1. He said that he would raise unemployment.
- **2.** He said that he would ask his staff to wake him up at any time, even during meetings.
- **3.** He said that people who couldn't read and write shouldn't be in school.



Audioscript

Fellow citizens, today is the last day of the campaign. You have heard all the candidates running for the presidency and their proposals for their term in office. I've been a faithful public servant all my life. I have held many positions in the government, but no one can point a finger at me and accuse me of wrongdoing. I have fought for what is right, I have helped strengthen our economy, and I've stood for family values. I want to continue serving the people.

I want to make sure that a job is available for everybody who wants a job. My government will raise the standard of living, and it will raise unemployment. I will always be ready to help this great country at all times. I have asked my staff to wake me up at any time, even during meetings. Our health system needs to be reevaluated. We don't have enough doctors and nurses. Scholarships will be provided for people who wish to pursue nursing careers and for those who want to study medicine. Education is also one of my priorities. I want to eliminate illiteracy. People who can't read and write shouldn't be in school. So vote right. Vote for John Wright!

6 Pronunciation

- **A.** Have students read the sentences in the chart. Point out that the word *that* is unstressed when it connects parts of the sentence, but is stressed when it is functioning as a pronoun.
- Play the audio twice while students listen and repeat.
- **B.** Have students work in pairs and after several minutes report to the class.

7 About You

- Have students work in pairs to discuss their answers to the questions. First check that students know the meaning of gossip. (Gossip is conversation about other people's lives that is often unkind and may not be proven true.)
- As a follow-up, call on students to report the most interesting thing that their group discussed.

8 Conversation

- Have a brief discussion about telemarketing. Call on volunteers to share their experiences with it. Ask them if they, or anyone they know, ever worked as a telemarketer.
- With books closed, play the audio.
- Have students work individually to underline that in the conversation. Have students practice the conversation in pairs.
- Have students scan the conversation for words and expressions that are unfamiliar. Elicit and write them on the board. Encourage students to try to understand the words and phrases through context, or encourage other students to explain the meanings if they know them.
 Some words that may be new include:

nuisance = something that is very annoying
persuade = to try to get someone to do something
elsewhere = somewhere else, some other place
pushy = so determined to succeed that the person
is rude

With books open, play the audio again.

Real Talk

- Explain that in addition to *totally* and *really*, *completely* or *absolutely* can be used. For example: *I completely agree with you*.
- Explain to students that sometimes a hoax can be a trick with malicious intent (as in the conversation), but it can also be a harmless joke.

About the Conversation

 Have students work in pairs to ask and answer the questions. Tell students to answer in their own words rather than reading from the conversation.

Answers

Answers will vary. Sample answers:

- 1. Faisal and Khaled are complaining about telemarketers.
- 2. The man on the phone with Faisal tried to persuade him to open an account at a bank.
- 3. Faisal lost his patience and hung up.
- **4.** The man told Khaled that he had won a free trip to the Bahamas.
- **5.** Khalled would have to pay a huge amount of money to join a club to go on the trip.

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Your Turn

- Organize students into pairs. Explain that they are to do two role plays: one between Faisal and the man from the Dollar Bank calling to offer their services, and the other between Khaled and the man from the travel agency who offered him a "free trip."
- Call on pairs to present their role plays to the class.

Workbook

Assign page 345 for additional reading practice.



Using realia reinforces new language. For example, students can practice reported speech by restating direct quotes they find in newspapers, magazines, and online. Using realia helps them understand the usefulness of knowing English outside of the classroom.

Additional Activity

Have students work in pairs to role-play a telemarketing call. First, each student imagines he or she is a telemarketer and decides what to try to sell. Students should also think about sales tactics and how to persuade someone to buy their product or service. Then students create their role plays. They take turns being the telemarketer.



- What do people buy from telemarketers? In the U.S., twelve percent buy telephone service; eleven percent buy newspaper or magazine subscriptions; eight percent buy cable or satellite TV service. Less than six percent agreed to buy any other items, such as clothing or computers.
- In the U.S., so many people complained about the amount
 of telemarketing calls they received, that the government
 developed a "Do Not Call" registry. If you put your name on
 this list, telemarketers are not allowed to call you. There are
 "Do Not Call" registries for both cellular phones and landlines.
- Many people believe that telemarketing started fairly recently, but it actually has been around for over 50 years. In the 1950s, a company called DialAmerica Marketing, Inc. began doing direct marketing and sales by telephone. The term telemarketing, however, wasn't used extensively until the late 1970s, when it really took off.



Underline **that** in the conversation.

Practice reading the conversation with a partner.

I really think that telemarketing shouldn't be

allowed.

Khaled: Yes, I totally agree with you. Telemarketers

are a real nuisance.

Faisal: Yesterday a man called me up. He said he

was from the Dollar Bank, and he asked if

he could talk to me for a minute.

Khaled: What did he want?

Faisal: He said that someone had given them my name and that

he was calling to offer their services.

Khaled: What services?

Faisal: He tried to persuade me to open an account with them.

> So I told him I already had an account elsewhere and that I wasn't interested. But he insisted and was very pushy. In

the end, I lost my patience and hung up.

Khaled: Well, I got a call from a man who said he was from a

travel agency. This man said I had won a free trip to the Bahamas and that he was calling me to give me the good

Faisal: Had you entered a contest or anything like that?

Khaled: No. It turned out that everything was for free, but I'd first have to pay a huge amount of

money to become a member of the Jet Set Club. Big hoax!

Faisal: I hate that!

Real Talk

really/totally = used to make a statement stronger

In the end = used to introduce a statement with the final event or result or anything like that = or other similar things; used so that the speaker doesn't have to give a complete list or explain things in more detail

hoax = a plan that is designed to trick someone else

About the Conversation

- 1. What are Faisal and Khaled complaining about?
- 2. What did the man on the phone with Faisal want?
- 3. What did Faisar do
- 4. Why did the man call Khaled?
- 5. What would Khaled have to do in order to go to

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Your Turn

Role-play the following conversations with a partner:

- 1. The one that might have taken place between Faisal and the man on the phone.
- 2. The one between Khaled and the man on the phone.

9 Reading

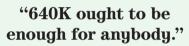


Do you know any famous quotes? Write them down, and compare with a partner.

Quotes, Quotes

"My primary goal is to be an exemplary and leading nation in all aspects, and I will work with you in achieving this endeavor."

King Salman Bin Abdulaziz Al Saud (Custodian of the Two Holy Mosques)



Bill Gates (Founder of Microsoft) in 1981, talking about computer memory

"It is a terrible thing to see and have no vision."

Helen Keller (American author, activist, and lecturer. She was the first deaf and blind person to graduate from college.)



"Half the world is composed of people who have something to say and can't and the other half who have nothing to say and keep on saying it."

Robert Frost (American poet)

"Never let formal education get in the way of your learning."

Mark Twain (Writer)

"Who is wise? He that learns from everyone. Who is powerful? He that governs his passions. Who is rich? He that is content. Who is that? Nobody."

Benjamin Franklin (American writer, diplomat, scientist, and inventor)

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"How could anyone govern a nation that has 246 different kinds of cheese?"

Charles de Gaulle (French president)

9 Reading

READING STRATEGY

Understanding humor and irony

Explain to students that understanding humor in another language can be challenging, but it can also be rewarding. Humor is often more subtle than other functional language such as directions or greetings.

- Ask the **Before Reading** question. Have students write down some famous quotes they know. Some students may want to go online to get quotes. Then have students work in pairs to compare the quotes. Turn it into a class discussion.
- Tell students to try to identify the humor and irony in the quotes on pages 186–187. Explain that some of the quotes are amusing because the speaker intended to be humorous. Other quotes, however, are ironic, meaning a later outcome was very different from what the speaker expected. The quote from Bill Gates, for example, contains an element of irony because at the time it was spoken it seemed valid, but now seems irrational. An example of intentional humor is the quote by Woody Allen. The humor is that a person must be present when he or she is dying.
- Play the audio as students follow along silently in their books.
- Have students work in pairs to discuss each quote.
 Check understanding of the quotes. For example, ask students about the meaning of the quote from Helen Keller. Ask: What does she mean by vision here?
 (creativity, insight, or understanding)
- Make sure students understand the meaning of to be pitied. (when someone feels sympathy for you because of a bad situation) For example: She is to be pitied for having to work such long hours!
- Discuss different ways people can learn. For example, they can learn from a parent or friend, they can learn from experience, and they can learn by going to school. Explain that formal education means by going to school.
- Ask students if they have ever heard of Charles de Gaulle. Explain that he was the president of France from 1959 to 1969. Also point out that cheese is a big part of the French diet.

وزارة التعليم Ministry of Education 2023 - 1445 Check that students know what an archaeologist is.
 Write on the board:

(prefix) archae- = ancient, very old (suffix) -ology = the study of

Explain that an archaeologist is a person who studies ancient societies by studying the remains of old buildings, graves, and so on. Then ask for students to make conclusions about why it is good to be married to an archaeologist. Say: *Tell me in your own words why it is good to be married to an archaeologist*.

- Play the audio again as students follow along silently in their books.
- Have students tell each other some of their favorite quotes.

Language Builder

Point out that some words in English appear to be plural, but actually are singular. Write these sentences on the board for students to think about.

Physics is interesting.

Mathematics is difficult for some people.

Explain that both *physics* and *mathematics* are singular words.

After Reading



- Have students work alone to answer true or false.
- Check answers as a class. Have students read aloud the information in the reading that supports their answers.

Answers

1. false **3.** false

5. false

2. true 4

4. true

6. true



 Have students work alone to use reported speech to say in their own words what these famous people said.
 Have students work in pairs to compare answers, and then have them report to the class.

Answers

- 1. Emerson said to make yourself necessary to somebody.
- Plato said that fools talked because they had to say something even if it was worthless.
- 3. Woody Allen said he was not afraid of death but that he didn't want to be there when he died.
- Charles Duell said in 1899 that everything that could be invented had been invented.

Workbook

Assign pages 346–347 for additional writing practice at word and sentence level.



Teaching Tip

Providing examples and modeling helps make a task clearer for students. Having stronger students present examples provides an excellent opportunity to build self-esteem and make the classroom more student-centered.



Additional Activity

Have students work in groups to share funny or interesting stories that they have heard recently. Tell students to share the stories using reported speech.



Project: Weekly News

Have each student check the local news (using newspapers, magazines, or the Internet) and find three quotes. Have them report to the class on the news events, using reported speech.



An archaeologist is the best husband a woman can have. The older she gets, the more interested he is in her.

Agatha Christie (Writer)

"Wise men talk because they have something to say; fools talk because they have to say something."

Plato (Greek philosopher)

"Make yourself necessary to somebody."

Ralph Waldo Emerson (American writer)

"Everything that can be invented has been invented."

Attributed to Charles H. Duell (Commissioner, U.S. Office of Patents), 1899 "I'm not afraid to die. I just don't want to be there when it happens."

Woody Allen (American director)

"Those who do not complain are never pitied."

Jane Austen (Writer)

After Reading

- A. Answer true or false.
 - 1. _____ Robert Frost said half the people in the world don't say what they want to say.
 - **2.** ____ Gates believed that more than 640K memory was unnecessary.
 - **3.** _____ Jane Austen thought that people had no sympathy for those who complain.
 - **4.** Mark Twain said that people shouldn't let formal education stop them from learning.
 - **5.** De Gaulle thought that it was easy to govern France because people wanted the same thing.
 - **6.** _____ Helen Keller said that having no insight or understanding was worse than being blind.
- B. Report what they said. Use your own words.
 - **1.** Emerson about people:
 - 2. Plato about fools:
 - 3. Woody Allen about death: __
 - 4. Charles Duell about inventions: ___

Discussion

- 1. Which quote or quotes do you like the best? Why?
- 2 Which quotes do you find humorous? Explain why.
- 3. What famous quotes do you know? Who said them and what do they mean?

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10 Writing 🚺



- A. 1. Look at the scene in the picture. Who do you think these people are? How are they feeling?
 - 2. Read the text and answer the questions.
 - Why did she call her brother?
 - What was he doing when she called? Was he pleased?
 - What was the problem? What had she already done about it?
 - How did he react to the news?



he didn't like to be interrupted but she didn't know what else to do. Their mother's condition was deteriorating.

He sounded annoyed when he answered the phone; he was probably in the middle of a meeting. She apologized and stressed that she wouldn't have called if she hadn't thought it was urgent. His tone changed instantly. He asked her what was happening and if everything was all right. He wanted to know if the doctor had been notified and when he would be coming to see their mother. He sounded very stressed and worried.

She tried reassure him by telling him that the nurse was at home looking after their mother and their aunt and that

everything was under control. He asked her to wait for a minute while he took care of something. She heard him speak to some people, probably clients. She heard the words "family emergency" and "health" and realized he was excusing himself. Then there was some noise of chairs being pulled, people moving, and a door opening and then closing. He came back and explained that he had had to interrupt the meeting and reschedule it for another day. She thanked him for having done that and before she had a chance to ask, he interrupted and asked her to hang up so he could be on his way home as soon as possible.

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10 Writing



- Direct students' attention to the pictures. Elicit ideas from students about who the people are, where they are, and how they are feeling. Ask students to speculate on why they're feeling this way. Call on volunteers to report their answers in class.
- Read the directions for 2 with the class. Have students speculate on possible answers.
- Play the audio and have students listen and follow in their book.
- Have students work in pairs to answer the questions.
 Call on pairs to report answers to the class. Ask the rest of the class to listen and comment, agree or disagree.
- Play the audio again sentence by sentence and elicit what each person actually says. For example: He sounded annoyed when he answered the phone.

 Call on a student to say "Hello" (sounding annoyed).

 Go through the text in this manner.
- Organize students in groups of three; a narrator, a man and a woman. Have the narrator read the text sentence by sentence. Have the student who has the woman's/ sister's role to say what is reported. Ask the student who has the brother's role to say the exact words that are being reported. For example, the narrator reads: She apologized and stressed that she wouldn't have called if she hadn't thought it was urgent.
 - The sister says: "I am sorry. I wouldn't have called if I didn't think it was urgent."
 - Have the groups practice using the text. Monitor and help groups that need support.
- Call on groups to demonstrate sections of the text.





- Read the directions for task 3. Have students read the text again and make notes in the chart individually. Then ask students to check with a partner and make changes if necessary.
- Read the directions for 4 and tell students to underline the key words which give directions to the hospital.



- Read the directions. Ask students to think about what they need to do when they give an account of an event. (Present the facts)
- Direct students to the Writing Corner. Have them read the points listed and compare with their own ideas/ notes.
- Have students write their email individually and then exchange their text with a partner. Tell students to comment on each other's work and make suggestions for improvement.
- Call on volunteers to read out their emails to the class.

Workbook

Assign pages 348 for additional writing practice above word and sentence level.



3. Read the text on page 188 and make notes in the chart on what has happened. Compare with a partner.

Who is the patient?		
Where is the patient?		
What happened to the patient?		
Who is looking after the patient?		
Who is with the patient now?		

4. Read the information on the hospital website below:



How to find us:

Head southwest on Bloom Street toward Main Ave.

Turn left onto Main Ave.

Take the 2nd right onto Hinsdown Street.

Continue on Hinsdown Street for 3.1 miles toward North Ave. Enter the hospital grounds from North Avenue and take the first right for the emergency entrance.

Patients can be dropped off at the door.

Address:

Well Hospital, 200 North Avenue NY 12345

Parking:

Well Hospital has an underground ramp garage adjacent to the hospital. It is open 24 hours a day, 7 days a week. Rates are charged on an hourly and daily basis. Purchase an exit ticket from the cashier before you leave.

B. Write an email to your uncle and aunt. Tell them what has happened and give them directions on how to reach the hospital.

Writing Corner

When you write an email to report an event and give information or directions:

•• check facts/content and report accurately.

· write as if you were speaking to the person, i.e. use contracted forms and informal language.

PLL CIL ÖJÜG imperatives to give directions, for example: Take a ..., Turn ..., Go straight down ... and so on.

Ministry of Educabjen and sign off in an appropriate way: Hi/Hello/Dear ... Best/ See you soon ... and so on. 2023 - 1445

11 Form, Meaning and Function

Words Connected with the Environment and Natural Disasters

Some words that we commonly use when we talk about environmental problems and natural disasters are:

global warming flood damage erosion earthquake threaten air pollution tornado rescue water pollution tsunami protect over fishing volcanic eruption hit deforestation forest fire research



News Reporter: Al Gore said that there were many who still did not believe that **global warming** was a problem. The Japanese Fishing industry assured the media that they were **fishing** whales for **research** purposes. The National Weather Service has reported that a **tornado** will **hit** the West Coast at 4 p.m. today.

Negative Questions

We can use negative questions to check information or express surprise.

Isn't there something we can do?

Aren't you going to help?

Don't you want to know what happened?

Haven't you seen the news?

Didn't you ask them about the damage?

Weren't you there to offer support?



A.	interview your partner about a natural disaster triey have read about, neard about, or witnessed. Then report
	their account to the class. Use some reporting verbs and vocabulary words from above.
	1. What happened?

- 2. When did it happen?
- 3. Where did it happen?
- 4. How many people were affected? _____
- **5.** Your question:
- **6.** Your question:
- **B.** Write negative questions for the following situations.
- You just bought a new cell phone. Your friend is still deciding about whether to buy one.

 Aren't you going to buy one too?
 - 1. You recognize an old friend at the mall. The friend doesn't recognize you.
 - 2. Your friend is eating popcorn and is not offering you any.
- 3. You are playing a board game. You want your friend to play the game too.
- Mini & Someone isame and joined your group, greeted everyone, but forgot you.
- 2025. Classes start at eight o'clock. It's 8:30, and your brother is still in bed.

11 Form, Meaning and Function

Words Connected with the Environment and Natural Disasters

- Have students look at the pictures and say what the man's job is. (He's a TV reporter.) Ask students to speculate about the news story. (A tree has fallen onto a car. The weather is very bad. Stormy weather is often to blame for accidents.)
- Ask students to read the words in the vocabulary chart and the example sentences underneath. Tell them to work with a partner and use as many of the words as possible to report on possible environmental reasons for the bad weather shown in the second picture. For example: Global warming has become such a problem that weather patterns around the world are now severely affected. We are experiencing violent storms and more tornados as well as more incidents of flash flooding...
- Call on volunteers to share their ideas and have the class listen for the vocabulary presented in the chart.
 The class should then say which words from the vocabulary chart they heard in their classmates' reports.

Negative Questions

- Have volunteers read aloud the questions in the presentation. Explain that negative questions can also be used in the following ways:
 - to get confirmation (Wasn't Ali at the meeting last night?)
 - 2) to express surprise (Didn't he study for the test?)
 - 3) to urge someone to take action (Don't you want to see a doctor?/ Aren't you going to attend the meeting?)
- The answer to negative questions can be either affirmative or negative. For example, when the question asks for confirmation, the answer is yes: Wasn't Noura at the library? I thought I saw her there.
- When the question expresses surprise that something hasn't happened, the answer is no: Haven't you finished yet? You started hours ago.



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- Read through the directions to the exercise with the class. Brainstorm as a class some examples of natural disasters and write them on the board.
- Put students in pairs and ask them to take it in turns to interview each other about one of the events on the board or another event. Emphasis that they should use as many words as possible from the vocabulary chart in their discussion.
- Call on volunteers to report their partner's account with the class. Make sure that students use reporting verbs and vocabulary accurately. Refer students back to page 182 if necessary, for information on reporting verbs.

Answers

Students' own answers.



- Before students look at the task, read aloud the sample situation: You just bought a new cell phone. Your friend is still deciding whether to buy one or not. Elicit a possible response, telling students to use a negative question.
- Then have them look at the sample response in their books.
- Have students read each situation and write a negative question to begin each conversation. Have them compare sentences in pairs.

Answers

- **1.** Don't you recognize me?
- 2. Aren't you going to offer me any?
- 3. Don't you want you play?
- 4. Aren't you going to say 'hello' to me, too?
- 5. Aren't you going to get up today?



- The U.S. recycles about 32.5 percent of its waste today.
 This amount has doubled in the last decade. Germany leads the EU with the highest recycling rate at 67 percent.
- London used to be considered the city with the worst traffic in the world until they introduced the Congestion Charge. Nowadays, each car which travels within the city during working hours (7 a.m.–6 p.m.) from Monday through Friday must pay a fee of £15. This charge has reduced traffic by 30 percent.

Relative Adverb: Where

 Review the function of the relative pronouns which and who. For example:

The TV journalist <u>who</u> reported on the breaking news story said that world leaders are holding urgent talks today.

The most important item, <u>which</u> is on the agenda, is the recent flash flooding across the continent.

- Elicit that *who* refers to a person (the journalist) and *which* refers to a thing (an item on the agenda).
- Read the example sentences in the presentation and for each sentence ask: What does where refer to? (a location) For example:

That's the place <u>where</u> I grew up. (a town or city)

Dubai is the place <u>where</u> I want to go on vacation.
(Dubai)

Home is where the heart is. (home)

Indirect Questions

- Have students read aloud the questions, taking turns saying the direct question and then the indirect question. Point out the subject-verb word order in indirect questions, explaining that there is subject verb inversion in the first part of the question, not in the second part, which is a noun clause.
- Write other examples of direct questions on the board.
 For example:

Where's the nearest supermarket? Who's the youngest person in our class?

 Have students use these direct questions to ask indirect questions. The questions should begin with *Do you* know...? or Could you tell me...? Have volunteers answer the questions.

Expressing Agreement with So, Neither, Either, Too

- Read through the directions with students and have students take it in turns to read the statements and responses in the presentation.
- Ask students to write down four true statements of their own. They should write two affirmative sentences and two negative statements.
- Students work in pairs saying their statements and having their partner agree with them. Explain that students must agree and that they should choose their preferred response from the grammatically possible choices. For example

A: I will come to school tomorrow.

B: So will I. OR I will too.

A: L'Won't the school bus.

Ministr B: Neither will | OR I won't either.

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 Students should swap roles in their pair so that both students have a chance to agree using: so, neither, either and too

Expressing Disagreement

- Read through the directions with students and have students take it in turns to read the statements and responses in the presentation.
- Ask students to write down four true statements of their own (or they can use the four they have from the precious exercise). Students work in pairs saying their statements and having their partner disagree with them. For example:

A: I will come to school tomorrow.

B: I won't.

A: I won't take the school bus.

B: I will.



Have a volunteer read aloud the sample question.
Have students work with a partner to take it in turns to
ask indirect questions. Partners should try to give any
logical answer they can—even I don't know.

Answers

- 1. Do you know where the main post office is?
- 2. Do you know how often the buses come?
- 3. Do you know what time the bank opens?
- **4.** Could you tell me where the nearest pharmacy is?
- 5. Do you know when the gas station closes?
- **6.** Could you tell me the name of the highway to town?

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- Have two volunteers read aloud the sample statements and responses. For each sample statement and response, ask the class if the response is in agreement or disagreement.
- Have students work alone and respond truthfully to each statement.
- Students then compare their answers with a partner.

Answers

Students' own answers.

Workbook

Assign pages 349–350 for more practice with the form, meaning and function of the structures in the unit.

Relative Adverb: Where

That's the school **where** I attended as a child. Dubai is the place **where** I want to go on vacation. That's the place **where** I grew up. Home is **where** the heart is.

Indirect Questions

Use indirect questions when you ask for information. There is no inversion of the subject and verb in indirect questions.

Direct Questions Indirect Questions

What's the name of the street?

Where is the nearest bank?

When does the store open?

Do you know what the name of the street is?

Do you know where the nearest bank is?

Do you know when the store opens?

Where can I get good pizza? Could you tell me where I can get good pizza?

Expressing Agreement with So, Neither, Either, Too

Use so and too when you agree with an affirmative statement.
Use neither and either when you agree with a negative statement.

Affirmative (+)

A: I ate at the new pizza restaurant.

B: So did I. / I did too

A: I will visit my family on the weekend.

B: So will I. / I will too.

Negative (+)

A: I don't know the answer.

B: Neither do I. / I don't either.

A: I won't go to school tomorrow.

B: **Neither** will I. / I won't either.

Expressing Disagreement

A: **I didn't** like the pizza. A: **I've** been to Muscat.

A: I can rollerblade. A: I am not very tall.

B: I did.

B: I haven't.

B: I can't. B: I am.

- C. Work with a partner. Make indirect questions. Use **Do you know...?** or **Could you tell me...?**
 - What time does the bus arrive? Do you know what time the bus arrives?
 - **1.** Where is the main post office?
 - 2. How often do the buses come?
 - **3.** What time does the bank open?

- **4.** Where is the nearest pharmacy?
- **5.** When does the gas station close?
- **6.** What is the name of the highway to town?
- **D.** Read the statements below and write your response. Compare with a partner.

I don't like fast food. Neither do I. (OR I don't either.)

I like fast food. I don't.

I went to Dubai on vacation. <u>So did I. (OR I did too.)</u> I don't like vacations. I do!

1. can swim

2. I will play tootball on the weekend.

3. I have three sisters.

4. Talant go to school until I was six years old.

2023 - 14/5. I won't be able to go on vacation this year.

12 What They Said

12 Project

- **1.** Find interesting quotations by famous people in business, education, science, history, and so on.
- 2. Make notes in the organizer.
- **3.** Present your findings to the class.









Category	The Quote	Who said it	Explanation of quote
1 Science			
2 History			
3 Business			
4 Education			





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12 Project

- Read through the directions.
- Organize students in groups. Suggest that they focus on areas such as, education, history, science, medicine and so on when they search for quotations by famous people.
- Have students research and find quotations of famous people and make notes in the organizer. Tell students that they can change the categories and/or add categories.
- Ask students to download and print information that they find on the internet. Explain that they will need to be critical and choose information that has been validated
- Elicit ideas and guidelines about poster presentations from volunteers. Have students think back on their list of DOs and DON'Ts for the preparation of poster presentations based on their experience this year.
- Call on a student from each group to present the group's ideas to the class.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to discuss what they found and coordinate the next stage in their preparation.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own.
- Allow students to decide who they will focus on in each category.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case, it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals, and complete the poster in the next lesson.
- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.
- Discuss the meaning/implications of the quotation in
- Display the posters on the wall if you can. Have students choose the poster they like best.

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Additional Activity

Draw students' attention to the G20 Summit logo on page 192. Elicit what students might already know about the G20 and the Summit that was hosted by Saudi Arabia in 2020. If students are not familiar with the topic, share the information in the box below with the class.

Hold a class discussion about the purpose and importance of having intergovernmental forums such as the G20. Allow students to freely share their opinions and ideas.

2020 G20 Summit

The G20 was founded in 1999 as a gathering between finance ministers and central bank governors of the world's 20 largest economies. Today, it continues to be a forum for economic cooperation between Heads of State and government officials. In December 2019, Saudi Arabia was announced as the 2020 G20 Presidency. The Kingdom prepared an ambitious 2020 G20 agenda under the theme "Realizing Opportunities of the 21st Century for All." The agenda focused on three main goals: empowering people, safeguarding planet earth, and shaping new frontiers. Leaders from 20 nations participated in the event hosted by King Salman, including the United States, China, Japan, Germany, and India.

13 Self Reflection

- Write What They Said on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 180 and 181. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

How do you know if someone is annoyed or angry with you as they speak?
Is it always easy to report what people say accurately? Why? Why not?

How can you tell a news reporter from a business leader or scientist from the way they speak?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 182–183, ask them some questions. For example:

What did your friend say when you asked him/her to go shopping with you?

Write the conversation:

You asked your classmate if he/she could help you with your research and he/she said that it was not going to be easy because they were going away for the weekend.

Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart.
 Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 184–185. Call on volunteers to say what the context is in this lesson, for example: telemarketers, the way people say things,
- Have students say what they remember from this section and make notes in the chart.
- Write Quotes, Quotes on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:

Which quote/s did you like? Why? Can you think of realisituations where the quotes apply?

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What does the quote by Mark Twain mean? Is going to school the only way we learn?

"Never let formal education get in the way of your learning." **Mark Twain**

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about reporting events and giving directions. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 188 and 189 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.

Did they have difficulty making decisions in their group? Why? Why not?

Did they feel that they had the chance to present their ideas?

Was it difficult or easy to find appropriate quotes? Why? Why not?

Where did they find information? Where did they find photos?

Did they enjoy the presentation?

Would they change anything if they had the chance to do it again? What?

Did they enjoy designing the presentation? Did everyone contribute?

Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

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Things that I liked about Unit 12:	Things	Things that I didn't like very much:			
Things that I found easy in Unit 12:	Things	that I found diffi	cult in Unit 12:		
	I can do this	I can do this	I need to study		
Unit 12 Checklist	very well.	quite well.	practice more.		
report what people said					
discuss famous quotes					
relate messages					
use reporting verbs and ask reported questions					
use reported speech and make word changes					
form negative questions					
use the relative adverb: Where					
talk about the environment and natural disasters					
express agreement and disagreement with: so, neither, either, too					
My five favorite new words from Unit 12:	If you're : from Uni	still not sure abou t 12:	ut something		
ry of Education	 read through the unit again listen to the audio material study the grammar and functions from the unit again ask your teacher for help 				

EXPANSION Units 9–12

1 Language Review



- **A.** Rewrite the sentences as conditionals. Follow the example.
- We lost the game because we didn't play well.

If we'd played better, we wouldn't have lost/we would have won.

- 1. Khaled had a car accident because he answered his cell phone.
- 2. My mother didn't know we were coming, so she didn't make any lunch.
- 3. He didn't finish his homework because he went to see the football game.
- **4.** Ahmed didn't greet his boss because he didn't see him.
- **B.** Write sentences to speculate about the situations. Use *can't*, *could*, *couldn't*, *must*, *may*, or *might* in your sentences.
- You see lights in the sky at night.

They might be the lights of an airplane.

- 1. You hear a noise in your house early in the morning.
- 2. Your friend passed you by and didn't say hello.
- **3.** Someone rings the doorbell.
- **4.** The team looks sad as they are returning home from the baseball game.
- **C.** Complete the story with the correct form of the verbs in parentheses. Remember to use the past perfect where necessary.



door open. He knew that he ______ (3. lock) the door when he went out.

As he entered the living room, he _____ (4. smell) something in the air.

Someone (5. be) there while he was out, and it _____ (6. can't be)

the cleaning person. It wasn't his day. He knew at once that someone

(7. break) into his apartment. He ______ (8. move) quietly toward the ______ (9. hear) the sound of water coming from the bathroom.

Ministry of Educat Malcolm opened the door and _____ (10. stare) at the man who was lying 2023 - 1445 in a robe on the floor of the bathroom. Was he dead?

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Unit Goals

- Language Review
- Reading The War of the Worlds
- Chant Along Could You Help Me Find the Reason?
- Writing

Write a letter of apology

Project Report and review a story

suppositions, to talk about what is possible, and to

B

Write on the board:

draw conclusions about a situation.

That must be Ahmed who's calling. He said he'd call me at 9:00. It's 9:00 now.

• This exercise reviews the modals can't, could, couldn't, must, may, and might. Referring back to Unit 11, remind students that we use these modals to make

Who broke the window? It couldn't have been Ali. He was at work all afternoon.

That answer can't be right. There must be a mistake.

Have students work alone to rewrite the sentences using the modals. Call on students to read their answers aloud.

Language Review



- This exercise reviews using conditional sentences to talk about hypothetical situations in the past. Referring back to Unit 12, remind students that if + past perfect + would have + past participle is used to talk about things that didn't happen in the past, things you would have done differently, or for advice.
- Go over the example. Point out the two ideas: We lost the game and We didn't play well. Ask: How are these related? Then, read aloud the rewritten example.
- Have students work alone to rewrite the sentences. and then compare answers in pairs. Call on students to write their answers on the board, or have them read their answers to the class

Answers

Answers will vary. Sample answers:

- 1. If Khaled hadn't answered his cell phone, he wouldn't have had a car accident.
- 2. If my mother had known we were coming, she would have made lunch.
- 3. If he hadn't gone to the football game, he would have finished his homework.
- 4. If Ahmed had seen his boss, he would have greeted him.



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Answers

Answers will vary. Sample answers:

- 1. It could be the cat.
- 2. He might not have seen me.
- 3. It must be the mail carrier.
- 4. They must have lost.



- This exercise reviews the past perfect. Referring back to Unit 11, remind students that the past perfect is used to indicate an action in the past that occurred before another action in the past. Using the past perfect makes the order of the actions clear.
- Have students complete the story using the past perfect only when it is necessary.
- Have students work alone to complete the story and then check answers in pairs. To check as a class, have one student read the paragraph aloud.
- Ask: Was he dead? Have students share their own conclusions.

Answers

- 1. noticed
- 2. had left
- 3. had locked
- 4. smelled
- 5. had been
- 6. couldn't have been
- 7. had broken
- 8. moved
- 9. heard
- 10. stared

0

- This exercise reviews using reported speech to talk about what people said. Referring back to Unit 12, remind students that the verb forms change in reported speech. Write on the board:
 - I have a magazine. = She said she had a magazine. I don't like pizza. = He said he didn't like pizza.
- Then write on the board sentences for students to complete. For example:
 - I'm calling my friend. = He said he ____ his friend.
 I learned to swim when I was five. = He said he ____
 to swim when he five.
- Remind students that in reported speech some words that refer to time may be different from the original sentence. For example, write on the board:
 - I saw him yesterday. = He said he had seen him the day before.
- Have students rewrite the sentences using reported speech. Check as a class by having students write their answers on the board so that students can see the correct verb forms and make corrections as needed.

Answers

Answers will vary. Sample answers:

- Qassim told Hameed that he would meet him at seven the next day.
- 2. Mr. Jenkins told his employee, Mr. Taylor, that he had to arrive on time
- 3. Robert told his teacher that he hadn't caught his usual bus.
- **4.** The customer asked the salesperson if the jacket came in a bigger size.
- **5.** Mr. Timms told the judge that he had never seen that man before.
- **6.** The captain told the co-pilot that it might be/have been a falling star



This exercise reviews using reported speech to talk about what extraterrestrial beings said. The activity has two parts: First students work alone to write five questions they would ask an extraterrestrial. They also write the ETs' answers to their own questions. Then, they work in pairs. They take turns reporting the questions and answers to their partner. Tell students they can ask any questions they would like to find out about extraterrestrial rife, for example: What do you eat for breakfast? Do you have schools? Do you play sports? What do you do for fun?

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- Monitor students as they work, offering help as needed.
- Call on students to tell the class one question and answer what their partners reported to them.

Answers

Answers will vary.



- This exercise reviews using should have + past participle. Referring back to Unit 11, remind students that should have + a past participle is used to talk about regrets. They can use this form to talk about things they wish they had or hadn't done.
- Remind students that a *should have* statement can be followed by *but I didn't*. For example:
 - **I should have called my friend on his graduation day.** (But I didn't, and now he is upset with me.)

I shouldn't have yelled at my friend. (But I did, and now he is upset.)

 Have students work alone to write their answers, and then compare answers with a partner.

Answers

Answers will vary. Sample answers:

- 1. The boy should have worn knee pads.
- 2. The girl should have brought an umbrella.
- 3. The man should have remembered to bring the tickets.
- The woman should have closed the window before she left the house.

Workbook

Assign pages 351–354 for review of vocabulary and grammar presented in Units 9–12.

- D. Report what people said.
 - 1. Qassim to Hameed: "I'll meet you at seven tomorrow."
 - 2. Mr. Jenkins to Mr. Taylor, an employee: "You must arrive on time."
 - 3. Robert to his teacher: "I didn't catch my usual bus."
 - **4.** The customer to the salesperson: "Does this jacket come in a bigger size?"
 - **5.** Mr. Timms, the witness, to the judge: "I've never seen that man before."
 - 6. The captain to the co-pilot: "It may be a falling star."
- E. Imagine you make contact with extraterrestrial beings. Write down five questions that you would ask and the ETs' answers. Report the questions and answers to a partner.

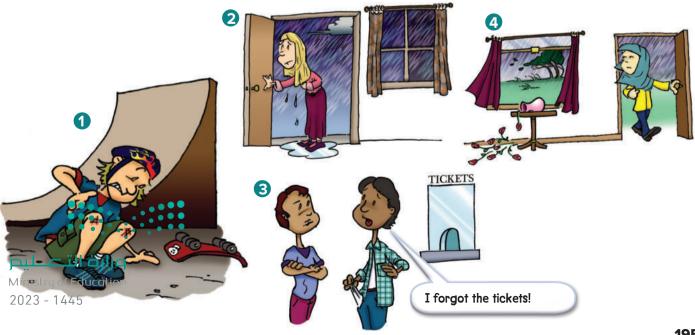


How fast can you travel?

I asked how fast extraterrestrial beings could travel.

They said that extraterrestrial beings could travel faster than the speed of light.

F. What should the person have done or said in the following situations? Write your answers and compare them with a partner.



EXPANSION Units 9–12

2 Reading

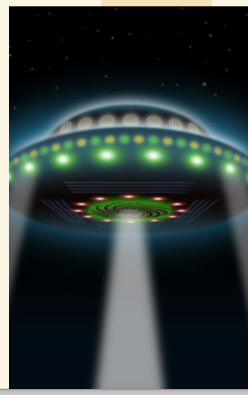


Before Reading

- 1. Read the title and write as many words as you can think of
- 2. Read the text and underline the main event in each paragraph.

THE WAR OF THE WORLDS

- 1 On October 30, 1938, CBS Radio interrupted a live radio program to deliver an important announcement. It said that astronomers had detected blue flames shooting up from the surface of Mars. The broadcast returned to its program, but it was soon interrupted again. This time the news said that a strange meteor had fallen on a farm near Grover's Mill in New Jersey, and then CBS Radio switched over to continuous live coverage of the eerie scene around the meteor crash.
- 2 As the event unfolded, the terrified audience discovered that the meteor was actually some kind of spaceship. The reporter on the scene described the emergence of an alien from the spacecraft. "Goodness, something's wriggling out of the shadow like a gray snake," he said, in an appropriately dramatic tone of voice. "Now it's another one, and another. They look like tentacles to me. There, I can see the thing's body. It's as large as a bear, and it glistens like wet leather. But that face. It . . . it's indescribable. I can hardly force myself to keep looking at it. The eyes are black and gleam like a serpent. The mouth is V-shaped with saliva dripping from its rimless lips that seem to quiver and pulsate . . . The thing is rising up. The crowd falls back. They've seen enough. This is the most extraordinary experience. I can't find words. I'm pulling this microphone with me as I talk. I'll have to stop the description until I've taken a new position. Hold on, will you please, I'll be back in a minute."
- 3 The alien Martian crawled back into the crater, but re-emerged soon afterwards in a gigantic three-legged death machine, and quickly killed the 7,000 armed soldiers surrounding the crater. Then it proceeded across the landscape, joined by other Martians, blasting people and objects with heat rays, while releasing a poisonous black gas against which gas masks proved useless
- 4 Listeners all over the United States began to panic. People filled the roads, hid in cellars, loaded guns, and even wrapped their heads in wet towels as protection from the Martians' poisonous gas. People desperately wanted to defend themselves against aliens. Although the radio broadcast had warned listeners four times that this was a dramatized version of H.G. Wells's story, The War of the Worlds performed by Orson Welles and the Mercury Theater, people simply ignored those announcements. However, by the time the night was over, most people had learned that they were actually <mark>listening to a radio play. The</mark> fact is that the broadcast had reached approximately six million people and had Ministry of producted a huge national scare at a time of the growing tension - 144 and anxiety leading up to World War II.



2 Reading

- Ask students to open their books to page 196 and look at the picture at the bottom of the page. Ask students to describe what they see. For example, ask: What is this? Who is in the spacecraft? Where are they from? What do you think they plan to do?
- Have students read the title, The War of the Worlds.
 Have students say what they think the title means.
 Have a general class discussion about what comes to mind for them when people talk about aliens from outer space and UFOs.
- Remind students that you talked about UFOs in Unit 10. UFO stands for Unidentified Flying Object. This is some kind of light or object in the sky that can't be explained. Most people say that UFOs don't exist, and what people think are UFOs are actually the sun's rays reflecting off of an aircraft, or a satellite, or a meteorite.
- Play the audio for *The War of the Worlds* while students listen and follow along.
- Help students with new vocabulary. Have students scan the reading quickly and say which words and expressions are new to them. Write them on the board. Encourage students to use the context to understand the meanings before you explain them. Words and expressions that may be new include:

detect = to notice or discover something

eerie = strange and frightening

emergence = appearance after being hidden

wriggling = twisting from side to side quickly

glisten = to shine because of being wet or oily

quiver = shake

pulsate = to make movements that are regular, like a heart beating

re-emerge = appear again

- Students might notice that emergence and emergency are spelled the same except for one letter, but have very different meanings.
- Explain that Orson Wells was an American actor and director who worked in film, theater, TV, and radio. He became well-known for the radio broadcast of *The War* of the Worlds, which caused millions of people to panic.

- Have students work in pairs to reread each paragraph, underline the main event, and discuss it. Have them say in their own words what the paragraph was about.
 For the second paragraph, have them use reported speech to talk about what the reporter said as an alien emerged from the spacecraft.
- Review that we use the past perfect to indicate an action that took place in the past before another action in the past. Have students find examples of the past perfect in *The War of the Worlds*. Have them say the sentence and then identify the first action and the second action. For example: *It said that astronomers had detected blue flames shooting up from the surface of Mars.* The first action is *had detected*. The second action is (were) shooting up. Note that were is omitted, but the underlying grammar is (that were) shooting up.
- Review with students that the prefix in- means not.
 For example, indescribable means not able to be described. The prefix re- means to do again. Re-emerge means to emerge again.



After Reading



- Have students work alone or with a partner to find the words in the reading that match the definitions.
- Call on students to read the sentences that contain the answers.

Answers

- 1. eerie
- 2. alien
- 3. wriggling
- 4. blasting
- 5. warned



 Have students work in pairs. Tell them to take turns asking and answering the questions. Check that students are using the correct verb tenses and forms in their answers.

Answers

Answers will vary. Sample answers:

- 1. The broadcast first said that a meteor had fallen on a farm in New Jersey. The meteor was actually a kind of spaceship.
- 2. The alien had a body as large as a bear and its body glistened like wet leather. The alien's eyes were black and gleamed like a serpent. The alien's mouth was V-shaped with saliva dripping from it.
- 3. They moved in a machine with three legs.
- **4.** The Martians blasted people and things with heat rays and released a poisonous black gas.
- Listeners were terrified and they began to panic. They tried to defend themselves against the aliens. They thought that the radio report was real.
- 6. If I hadn't heard the warning that the broadcast wasn't real, I might have thought that Martians were invading Earth and I would have been scared.

Discussion

Check understanding of the word galaxy. A galaxy is
a large group of stars in the universe. The discussion
question is whether they think there may be other
planets somewhere in the universe like Earth that are
able to support life.



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- First have students work alone to write their own reasons for and against there being life in other galaxies. Then organize students into small groups to discuss their reasons for and against intelligent life. Tell them to use what they know about other planets in our solar system to support their reasons.
- Draw a chart on the board. (with a For and an Against column) Have one student from each group report back to the class. As students say their reasons, fill in the chart.
- After all groups have reported, ask students to read the information in the chart on the board. Ask students to conclude which reasons are stronger: For or Against. Students may want to vote on this.

3 Project

- Organize students into groups, and have each group research a short story. Students should complete the organizer and they may want to create illustrations to go with the story they choose. They may also want to roleplay part of the story to make their presentation more interesting for the rest of the class.
- Tell students to prepare a written report on the story to submit after their presentation.

Workbook

Assign pages 355–356 for additional writing practice at word and sentence level.

After Reading

- A. Find words in the reading that mean:
 - 1. mysterious and frightening (paragraph 1)
 - **2.** creature from another world (paragraph 2)
 - 3. twisting and turning your body like a snake (paragraph 2)
 - **4.** causing an explosion (paragraph 3)
 - **5.** to talk about something dangerous that might happen (paragraph 4)
- B. Answer the questions about the reading.
 - 1. What did the broadcast first say about the meteor? What did the meteor turn out to be?
 - 2. What was the alien like?
 - **3.** How did the Martians move on Earth?
 - **4.** What weapons did they use?
 - **5.** What was the listeners' reaction?
 - 6. What would you have done if you'd heard the news on the radio?



Do you believe there is intelligent life in other galaxies? Write reasons for and against. Discuss them with your classmates.

3Project 🍱



- 1. Think about an interesting short story that you have read. Complete the organizer with information from the short story.
- **2.** Use your completed organizer to give your class a report about the story.

	Title of the story:						
	Who is in the story?	Where and when does the story take place?					
	What happened in the story?						
	How did the story end?						
•							
•	Why I liked or disliked the story.						
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Could You Help Me Find the Reason?

10 6 0

69 [1] [6] [6] 70 [A] [6] [6] 71 (8) (5) (6) 12 [] [8]

13 [] [6] [6] 74 () () 15 E 6

16 () ()

7 0 6 6 6 18 (1) (6) (6)

79 [3] [8] [9] 80 (1) [6] [6]

81 (1)

Could you help me see the reason Why I work so long and hard? Could you tell me why I do it? Why I push myself some more? Could you help me find the words? Could you tell me what to think? Could you help me see the reason Why I still can't get an A?

Chorus

I should have done much, much better. Should have corrected on the spot. I should have asked someone to help me. Should not have tried it all alone. They might have noticed all my trials. They might have listened to my plea. Considered all that I'd forsaken And handed that A right over to me.

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Chorus

4 Chant Along

 Tell students that they are going to hear a chant called Could You Help Me Find the Reason? Ask students to cover the lyrics. Direct their attention to the photos. Ask students to describe the young man. For example, ask:

How would you describe the young man? Is he tall or short? What is his hair like? How does he feel? Why do you think he feels that way?

- Have students read the lyrics to the chant. Ask them
 to reread the first verse. Point out that the lines all start
 with could or why. Remind students we use could to
 make a request. Here he is asking: Is it possible for
 you to help me? Ask students what he wants help with.
 Elicit that he wants help understanding why he works
 so hard.
- Play the chant as students follow along silently in their books.
- Ask students to reread the chorus. Point out that he is talking about a hypothetical situation in the past.
- Play the chant again. This time, focus students' attention on the second verse.
- Write on the board: I should have done much, much better. Have students read the sentence in unison.
- Then, divide the class into two groups. Group A reads each line in the verse, pausing for Group B to say in unison. but I didn't after each line.
- Direct students' attention to the lines in the second verse that begin with *They might have...* Discuss with students how he is speculating about how things could have turned out differently if he had tried harder.

- Play the chant again for students to chant along.
 Pause for students to complete certain lines.
- Play the chant through a final time as students chant along.
- Ask students to speculate about the future. Ask:
 What should he do to do better?
 Do you think he'll get a second chance?
 Does he deserve a second chance?



Vocabulary

- Have students work alone or with a partner to find the words and expressions in the chant that match the definitions.
- Call on students to say the line of the chant for each answer.

Answers

- 1. notice
- 2. on the spot
- 3. trials
- 4. plea
- 5. forsaken (forsake)

Comprehension



- Ask students to work individually to answer true or false.
- Check answers as a class.

Answers

- **1.** true
- 2. false
- **3.** true
- 4. false
- **5.** true
- 6. true



 Call on students for their answers. Ask students to say the lines in the chant that support their answers.

Discussion

 Read the discussion question aloud. Have students work in small groups to decide when it is good to forgive, to plea, and to forsake. Ask each group to present their ideas, and explain why.

5 Writing

- Have students each work individually to write a letter.
 Tell them it can be about a real situation or an imaginary one.
- Call on volunteers to read their letters to the class. Or, alternatively, have students exchange letters in pairs and write a response to the letter of apology they receive. Then have pairs form small groups and read their letters aloud.

Workbook

Assign page 357 for additional writing practice above word and sentence level.

Vocabulary

Find words and expressions in the chant that mean:

1.	to see, realize	
_		

- 2. immediately
- **3.** difficulties, tests
- **4.** request **5.** to renounce or abandon

Comprehension

A. Answer true or false.

1.	The vouna	man is regretful	about his	past actions.
••	The young	manistegicual	aboutins	past actions.

- 2. ____ He is not sure about his choices.
- 3. ____ He knows what he has done wrong.
- **4.** ____ He doesn't think he should have asked for help.
- **5.** ____ He is not satisfied with his performance.
- **6.** ____ If he'd tried harder, he'd have gotten an A.
- B. List three things that the young man says he should have done.

1.			

Discussion

In a group, tell each other when it is good to forgive, to plead, and to forsake.

5 Writing 🚺



- 1. Think about something you did that upset a friend of yours.
- 2. Make notes in the organizer. Then use your notes/organizer to write a letter to your friend apologizing for what you did.

	What I did to my friend	What I should have done/ What I shouldn't have done	My apology
•			
•			
كيلحتا	وزارة ا		
Ministry of E	ducation		
2023 - 1445			

1 Big Changes

VOCABULARY

Nouns

biologist citizen currency exploration federation government infrastructure reunification satellite

transmission

Nouns—Global issues

disease pollution economy poverty endangered species security fresh water terrorism globalization traffic global warming unemployment natural disaster

Verbs

affect establish initiate launch lose touch obtain

Adjective

accessible legendary numerous

EXPRESSIONS

Idiom

take for granted

Real Talk

overpopulation

by the way fit in in fact you see

2 Careers

VOCABULARY

Nouns

animation animator computer generated imagery (CGI) flavor microscope qualification sculptor sculpture showroom staff test tube trend

Nouns—Personal qualities related to jobs

adaptability
analytical skills
flexibility
honesty
initiative
integrity
motivation
teamwork skills
work ethic

Verbs

design end up expand experiment visualize

Adjectives

challenging creative crucial efficient hands-on hardworking lucky miniature permanent reliable sociable stuck

EXPRESSIONS



3 What Will Be, Will Be

VOCABULARY

Nouns

appliance shard character shipwreck exploration skyscraper glass steel haircut submarine novel tentacle prediction vision robot visionary rocket whale

Verbs

activate attach dive monitor optimize

Adjectives

gas-powered high-speed

EXPRESSIONS

Real Talk

certainly
No kidding?

4 The Art of Advertising

VOCABULARY

Nouns

brick
classic
combination
compact car
frame
fuel
legend
option
pedal
provider
triumph

Verbs

conduct customize devise opt

Adjectives

bulky portable renewable smooth substantial surgical wireless

EXPRESSIONS



EXPANSION Units 1-4

VOCABULARY

Nouns

access
cell
composition
disinfectant
immune system
infection
lead
literacy
molecule
property
range

Verbs

attach carry out concoct ward off

Adjectives

adept articulate conventional integral preventive striking

Did You Hurt Yourself?

VOCABULARY

Nouns

badge
equipment
fog
helmet
injury
intersection
knee pad
ostrich
risk
shock
snowstorm

Verbs

adjust
avoid
crash
encounter
misjudge
obey
occur
pay attention
prevent
release
skid
speed
swerve
tailgate
weave

Verbs for injuries

break
burn
cut
die
fracture
poke
scar
slip
sprain

Adjectives

aggressive cautious distracted drowsy injured rude severe unconscious

Reflexive pronouns

herself himself itself myself ourselves themselves yourself yourselves

Conjunctions

because so

EXPRESSIONS



وزارة التعطيم

6 Take My Advice

VOCABULARY

Nouns

anorexia appetite carbohydrate counselor eating disorder fitness peer pressure

principle self-worth substance well-being

Verbs

avoid gain weight lose weight regain

Adjectives

achievable bland depressed illegal lean nutritious old-fashioned slim

Verbs and expressions for advice

could had better might ought to should

Two-word verbs

give up put off take up throw away turn down

Three-word verbs

cut down on get along with put up with

EXPRESSIONS

Real Talk

feeling down look out for myself to be honest

You've Got Mail!

VOCABULARY

Nouns

funding junk mail spam supplier travel arrangement

demonstration

Verbs

apologize (for) contact dispatch import inconvenience wonder

Two-word verb

put (someone) up

Adjectives

feasible soaked urgent

Adverbs

currently indifferently

Conjunctions

although as soon as even though in spite of

EXPRESSIONS

Idioms

be on the road
get used to
look forward to
out of mind
out of sight
sneak out
take advantage of

Ending a business letter/email

Best regards

Real Talk

be straight let someone down No way! of course

وزارة التعطيم

8

Wishful Thinking

VOCABULARY

Nouns

amount
benefit
cash
charity
desert island
empire
encounter

extraterrestrial leader laureate mankind philanthropist

prize

quiz show

stock market technology universe wish

Verbs

award benefit divide invest split wish

Adjectives

close handwritten historical lonely

EXPRESSIONS

Idiom

keep in touch

Real Talk

have a ball this guy to me

You wouldn't know...?

EXPANSION Units 5-8

VOCABULARY

Nouns

backboard league basket mansion caribou mastery civilization millionaire coconut opponent court peach fault rally foul rule innovation sailor ladder settler

Verbs

ground originate score serve spread toss treat

Adjectives

harsh indoors rough vertical

EXPRESSIONS



وزارة التعطيم

9

Complaints, Complaints

VOCABULARY

Nouns

button hole signal complaint sleeve housing consumer packaging stain dent pipe technician doorknob warranty refund engine repair windowpane fabric retail outlet

screen

Verbs

check crash dry-clean purchase refrain (from -ing) repaint repair sew sharpen

Adjectives

filthy broken missing cracked flat scratched damaged intact sewn dead leaky stained loose torn dripping faded loose-fitting

EXPRESSIONS

Idiom

faucet

Don't worry.

Real Talk

it sounds like Yes, please, if you could.

10 | I Wonder What Happened

VOCABULARY

Nouns

bull meteorite orbit crater debris pioneer remote control device time bomb fireball fragment tornado hurricane volcano locomotive

Verbs

crash explode gather lose control penetrate smash stick around tease

Adjectives

sophisticated weird

EXPRESSIONS

Idiom Real Talk channel surf Beats me. Excuse me. Gee! never know.

وزارة التعطيم

11 If It Hadn't Happened

VOCABULARY

Nouns

advantage infection antibiotic load candle oil well course penicillin disadvantage regret distance source

Verbs

drill guess

Verb phrases to express regret

could have might have should have

Adjectives

commercial devastated embarrassed heavy immature incandescent widespread

EXPRESSIONS

Idioms

be on good terms fall out with (someone) miss an opportunity

Real Talk

as for (me) breathing down someone's neck go out into the world have one's mind set on something you mean

12 What They Said

VOCABULARY

Nouns

blood pressure candidate nuisance politician power proof pumpkin seed result sports complex tax telemarketing

Verbs

bother complain deteriorate improve interrupt knock down lower persuade raise reschedule scan

Adjectives

annoyed healthy powerful pushy

Adverb

elsewhere

EXPRESSIONS



EXPANSION Units 9–12

VOCABULARY

Nouns

alien landscape anxiety panic astronomer plea broadcast scare coverage spacecraft crater surface emergence tension flame tentacle gas mask trial

Verbs

blast pulsate
crawl quiver
detect re-emerge
force (oneself) switch (over)
forsake unfold
glisten warn
proceed wriggle

Adjectives

continuous eerie indescribable terrified useless

Adverb

desperately

EXPRESSIONS

Idiom

on the scene



Irregular Verbs

Ba	se Form	Simple Past	Past Participle
	be	was/were	been
	become	became	become
	break	broke	broken
	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
		went	gone
	go 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
	sew	sewed	sewn
	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
	tear	tore	torn
	think	thought	thought
	throw	threw	thrown
	wake (up)	woke (up)	woken (up)
	wear	wore (ap)	worn
وزارة التے	win	won	won
y of Education	write	wrote	written
3 - 1/4/5			

MEGAGOAL 1 Audio Track List

CD1						
Track	Unit	Student Book Section				
2 3 4 5 6	Connect Connect Connect Connect Connect	1 3 4 5 7	Listen and Discuss Conversation Pronunciation Listening Pronunciation			
7 8 9 10 11 12 13	Unit 1 Unit 1 Unit 1 Unit 1 Unit 1 Unit 1 Unit 1	1 2 5 6 8 9 10	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading Writing			
14 15 16 17 18 19 20	Unit 2 Unit 2 Unit 2 Unit 2 Unit 2 Unit 2 Unit 2 Unit 2	1 2 5 6 8 9	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading Writing			
21 22 23 24 25 26	Unit 3 Unit 3 Unit 3 Unit 3 Unit 3 Unit 3	1 5 6 8 9	Listen and Discuss Listening Pronunciation Conversation Reading Writing			
27 28 29 30 31 32 33	Unit 4 Unit 4 Unit 4 Unit 4 Unit 4 Unit 4 Unit 4	1 2 5 6 8 9	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading Writing			
34 35	EXPANSION Units 1–4	2 4	Reading Chant Along			

CD2		-	
Track	Unit	Stu	dent Book Section
2	Reconnect	1	Listen and Discuss
3	Unit 5	1	Listen and Discuss
4	Unit 5	2	Pair Work
5	Unit 5	5	Listening
6	Unit 5	6	Pronunciation
7	Unit 5	8	Conversation
8	Unit 5	9	Reading
9	Unit 5	10	Writing
10	Unit 6	1	Listen and Discuss
11	Unit 6	2	Pair Work
12	Unit 6	• • 5	Listening
13	Unit 6	6	Pronunciation
D. 14 — TI	ı ⊬nit:6.	8	Conversation
·· 15	' Unit 6	9	Reading
Ministry of E	dygajtign	10	Writing
2023 - 144	5		

17	Unit 7	1	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading Writing
18	Unit 7	2	
19	Unit 7	5	
20	Unit 7	6	
21	Unit 7	8	
22	Unit 7	9	
23	Unit 7	10	
24 25 26 27 28 29 30	Unit 8	1 2 5 6 8 9	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading Writing
31	EXPANSION	2	Reading
32	Units 5–8	4	Chant Along

CD3	11.2	61	de de Bred Greife
2 3 4 5	Update Update Update Update Update Update	1 2 4 5	Conversation Listening Pronunciation Reading
6 7 8 9 10 11 12	Unit 9 Unit 9 Unit 9 Unit 9 Unit 9 Unit 9 Unit 9	1 2 5 6 8 9	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading Writing
13 14 15 16 17 18 19	Unit 10 Unit 10 Unit 10 Unit 10 Unit 10 Unit 10 Unit 10	1 2 5 6 8 9	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading Writing
20 21 22 23 24 25 26	Unit 11 Unit 11 Unit 11 Unit 11 Unit 11 Unit 11 Unit 11	1 2 5 6 8 9	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading Writing
27 28 29 30 31 32 33	Unit 12 Unit 12 Unit 12 Unit 12 Unit 12 Unit 12 Unit 12	1 2 5 6 8 9	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading Writing
34 35	EXPANSION Units 9–12	2 4	Reading Chant Along

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Key to Phonetic Symbols

Vowels		Consonants		
Symbol	Sample Word	Symbol	Sample Word	
/:/		/1- /	la il va	
/iy/	week	/b/	b ike	
/I/	g i ft	/p/	p ool	
/ε/	b e d	/g/	give	
/æ/	b a d	/k/	car	
/α/	f a ther, b o x	/d/	d ay	
/ə/	m o nth, b u s	/t/	t en	
/ɔ/	small, door	/z/	zero	
/u/	r oo m	/s/	son	
/υ/	b oo k	/ʃ/	sh oe	
/eɪ/	name	/dz/	j ust, gara g e	
/aɪ/	l i ne	/3/	televi s ion	
/ɔy/	b oy	/ t ʃ/	ch eck	
/aʊ/	t ow n	/v/	v ery	
\O\(0\)	old	/ f /	f ine	
/ər/	f ir st	/w/	w ife	
		/y/	y ard	
		/h/	h ere	
		/ð/	th is	
		/0/	th ousand	
		/m/	m ap	
		/n/	now	
		/ŋ/	ri ng	
		/1/	l eft	
		/r/	r ight	





Photocopiable Activities 1 Answer Key

1

Photocopiable Activity

Exercise 1

Sample answers:

- 1. Yes, I am/No, I'm not.
- **2.** I'm having difficulty with Math and Science (or another subject)
- 3. Yes, I am/No, I'm not.
- **4.** I usually walk to school./My father usually drives me to school/I usually go to school by bus./Yes, I am./No, I'm not.
- **5.** They're doing the exercise./They're studying.
- 6. I'm answering the questions./I'm writing.
- 7. I'm going on a picnic./I'm watching the football game.

Exercise 2

- 1. She has gotten married.
- 2. She has had three children.
- 3. She has completed her studies.
- 4. She has gotten her degree.
- 5. She has learnt three languages.
- **6.** She has attended many seminars.

Students' own answers.

Exercise 3

- 1. is studying/wants is relocating/is trying
- 2. is submitting/ are applying/prefers
- **3.** are researching/work
- 4. is enrolling/is thinking

Exercise 4

	results	health	situation	food	boat	rocket
affect	~	~	~	~	~	~
launch					~	~
establish			~			
take for	_	_				
granted	Y	•	•			
transform		~	~		~	~
ration				~		

Sentences will vary.

Exercise 5

elaborate
 3.

3. launched

5. flooded

2. transformed

4. rationed

6. tumbling



g. 6

h. 5

2 Photocopiable Activit

Exercise 1

- **1.** Saeed has been studying since 12.00/for 3 hours. He has read 145 pages.
- **2.** Faisal has been working at the bank for two years/since .../He's been writing reports about businesses./He has written 90 reports.
- **3.** Asma has been trying to get through to her friend for an hour
 - She has called 10 times./She has made 10 attempts./She has tried 10 times.
- **4.** Imad has been using the same laptop for three years./ Imad has had his laptop for three years./He has backed up 2000 files.
- **5.** Hanan has been reading English books for five years. She has read 100 books.

Exercise 2

Answers will vary.

Exercise 3

a. 4 or 1 **c.** 2 **e.** 1 or 4 **b.** 3 **d.** 8 **f.** 7

Exercise 4

Answers will vary.



Photocopiable Activities 1 Answer Key

3

Photocopiable Activity

Exercise 1

Answers will vary. Sample answer:

When I get my high school diploma, I will apply to university to study medicine. I have always wanted to become a doctor. When I graduate, I will move to another country to specialize in microsurgery and work as a surgeon at one of the best hospitals.

Exercise 2

- 1. I'm going to see my dentist at 5:00 pm.
- 2. Maybe I'll invite him/her over.
- 3. I'm going to have a class in two hours/at 10 o'clock.
- **4.** Someone is going to deliver a package between 10.00 and 11.00 am.
 - A package is going to be delivered between 10.00 and 11.00 am.
- **5.** I am going to do my homework tomorrow./I am not going to forget my homework again.

Exercise 3

- **1.** This time tomorrow I will be flying to London.

 A week from today I will be flying to Scotland./I will be arriving in Scotland.
- 2. Before the end of the week, Fahad will be flying to Bahrain./will be in Bahrain A week from today, he will be starting in his new job./he will be working in a large construction company. Two weeks from today, he will be moving into his new

Exercise 4

apartment.

- 1. cure
- **4.** high-speed
- 7. vision

- 2. visionaries
- **5.** monitor
- 3. equipped
- 6. optimize

Exercise 5

Answers will vary. Sample answers:

- 1. Schools will be in 'clever' buildings with 'clever' classes.
- **2.** They will be fully equipped with surveillance systems, electronic boards, virtual keyboards and robots.
- **3.** Teachers will teach online. Occasionally, there will be a face-to-face class.
- **4.** The cleaning will be done by robots and automatic self-cleaning systems.
- **5.** Classes will be like virtual worlds where everything will be demonstrated electronically.
- **6.** Students will use microchips and micro-computers to study and write.



4

Photocopiable Activity

Exercise 1

Answers will vary.

Exercise 2

- 1. The students are gathered in the school yard.
- 2. They are led to their classrooms.
- **3.** The teachers are greeted when they enter.
- 4. Attendance is taken.
- **5.** Assignments are collected.

And the students' ideas.

Exercise 3

renewable source of energy

wise option

portable device

compact car

bulky style

brick building

popular style

Exercise 4

- 1. unimaginable
- 2. inconvenient
- 3. transformed
- 4. status
- **5.** cash



Photocopiable Activities 1 Answer Key

5

Photocopiable Activity

Exercise 1

- **1.** So do I./I never forget to take my keys./I always take my keys.
- 2. Nor have I./I have.
- 3. So did I./I didn't.
- 4. So are we./So am I./I won't.
- 5. So do I./I never do./I don't.
- 6. So will I./I won't.
- 7. So do I./I do.
- 8. So am I./I'm not.
- 9. Neither am I./I am.
- 10. Neither did I./I did.

Exercise 2

- 1. herself
- 2. himself
- 3. yourself
- 4. themselves
- 5. himself
- 6. ourselves
- 7. himself
- 8. myself

Exercise 3

	my hand	my eye	my shoulder	the window	my ankle	the food	myself
break	~	~	~	~	~		
burn	~	~	~	~	~	/	~
cut	~	~	~	~	~	/	~
fracture	~		~		~		
poke	~	~	~		~		~
sprain	~		~		~		
injure	~	~	~		~		~
hurt	~	~	~	~	/		~

Exercise 4

- 1. injured
- 2. burst into
- 3. explosion
- 4. damaged
- 5. blast
- 6. struck
- 7. avoided
- 8. survived
- 9. struck
- 10. recover
- 11. swerved



6

Photocopiable Activity

Exercise 1

- B: Should/had better
- A: should
- B: ought to
- A: could/should
- B: could/ought to/had better
- A: had better
- B: should/should

Exercise 2

- **1.** He'd better stop being aggressive then./He should calm down
- 2. We'd better go back and buy what we forgot.
- 3. You shouldn't eat it./You'd better send it back.
- 4. he shouldn't be upset he can retake it.
- 5. You shouldn't worry. Put yourself on a diet
- 6. You shouldn't worry about flying.

Exercise 3

Answers will vary.

Exercise 4

- 1. put off
- 2. turn it down
- 3. took up
- 4. give up
- **5.** throw away
- 6. turn them in
- 7. turn off

Exercise 5

- **1.** B
- **2.** B
- **3.** B
- **4.** A
- **5.** B
- **6.** B
- **7.** B

Examples will vary.



7 | Photocopiable Activity

Exercise 1

- **1.** for
- **2.** of
- **3.** in
- 4. against
- 5. of/about
- 6. about
- **7.** on
- **8.** to
- **9.** of
- **10.** to

Exercise 2

- 1. communicate
- 2. used to
- 3. access
- 4. dreaming
- 5. avoid
- 6. apologize
- 7. as soon as

Exercise 3

- 1. although
- 2. In spite of
- 3. in spite of
- 4. in spite of

Exercise 4

You should apologize to them for being late.

I have thought of replacing our desktops with laptops.

I have been dreaming of a trip to the Fiji islands for years.

He decided against buying a car because he dislikes driving.

I was downtown and I asked about renewing my driving license.

Exercise 5

Answers will vary. (students' own answers)



Exercise 1

	island	In touch	friends	fun	round	the money	wish	investment
desert	/							
keep		/				/		
close			/					
whole year					/			/
split						/		/
have	/		/	/		/	/	
common			/		/		/	/
wise			/					/

Sentences will vary.

Exercise 2

- **1.** sum
- 2. invest
- 3. give/away
- **4.** set up
- **5.** wisely
- 6. mismanage
- 7. income
- 8. fortune

Exercise 3

- 1. I'd have the roof replaced.
- 2. I'd have the windows replaced/fixed/repaired.
- 3. I'd have the walls fixed and painted.
- **4.** I'd have the old equipment serviced/updated/maintained/fixed.
- **5.** I'd have more teachers employed/appointed.
- **6.** I'd have them reprimanded/I'd have them brought to the office/I'd have them punished.
- **7.** I'd have new books bought/I'd have books donated by friends and supporters of the school.

Answers will vary.

Exercise 4

- **1.** I wish he/she would be quieter. OR I wish he/she would make less noise.
- 2. I wish he/she were more fluent in Arabic/could speak Arabic better OR I wish my French was better/i could speak French well.
- **3.** I wish I could access my emails./I wish the connection wouldn't fail all the time.
- **4.** I wish I had saved more money. OR I wish I could buy a new laptop. OR I wish I had enough money to buy a new laptop.
- **5.** I wish I were old enough to drive. OR I wish I could learn how to drive. OR I wish I were older, then I would be able to drive
- **6.** I wish I were on that plane, flying somewhere./I wish I had travelled more./I wish I could travel./I wish I'd been able to go on a trip.



Photocopiable Activities 1 Answer Key

9 Photocopiable Activity

Exercise 1

- 1. windshield
- 2. hair dryer
- 3. meat grinder/mincer
- 4. window pane
- 5. baby stroller
- 6. flat tire
- 7. warranty
- 8. refund

Exercise 2

- 1. torn/damaged
- 2. stained.
- 3. cracked
- 4. broken
- 5. damaged

What needs to be done with each item to try and fix things.

- 1. The shirt needs to be sewn.
- 2. The leather jacket needs to be cleaned.
- 3. The helmet needs to be replaced.
- 4. The sunglasses need to be replaced/repaired.
- **5.** The laptop case needs to be thrown away/replaced.

Exercise 3

- 1. I'll have it repaired. OR I'll have it replaced.
- 2. I'll have it fixed.
- 3. I'll have them replaced.
- 4. I'll have it changed.
- 5. I'll have it replaced.
- 6. I'll have a second lock put in.
- 7. I'll have it checked.
- 8. I'll have it recharged.
- 9. I'll have them repaired.
- 10. I'll have them replaced.
- 11. I'll have it fixed.

Exercise 4

Answers will vary. Sample answers:

- **1.** Your alarm doesn't ring/Your car won't start/You get stuck in the elevator.
- 2. ... you can't find your umbrella
- **3.** ...and there is a power failure/you get a call from a friend who wants you to go over to his/her place immediately because his/her home has been broken into.



Exercise 1

- 1. devastated
- 2. catastrophic
- 3. virtually
- 4. monitor
- **5.** protect

Exercise 2

- **1.** It can't have been an explosion, it wasn't loud enough. It must have been a car crash. I could hear people yelling.
- 2. It can't have been a lightning. It didn't have the right shape. It must have been fireworks. There were many pretty colors in the sky.
- **3.** He can't be home. He must be out. I keep calling and there is no answer.
- 4. He can't have bought it. He must have rented it.
- **5.** it can't have been an earthquake. It must have been an explosion

Exercise 3

So when his boss arrived, Jo had replied to requests for information by email, he had called the courier and arranged for packages and mail to be picked up, he had called the company lawyer and asked him to come to the meeting in the afternoon, he had filed all the incoming documents, returned calls from customers asking about delivery dates, checked and sent direct mail to customers, prepared a performance report and chart for the meeting and taken care of all pending matters.

Exercise 4

By the time her sister walked in, Mona had put away the paints, brushes, needles and threads, ribbons and beads into the drawers or hid them under things and arranged the box and cushion on the bed.



Photocopiable Activities 1 Answer Key

11 Photocopiable Activity

Exercise 1

Answers will vary. Sample answers:

- 1. oil rig, oil deposits, oil products, oil well, oil field
- **2.** heavy machinery, heavy industry, heavy metal, heavy material, heavy load
- **3.** electric power, electric charge, electric iron, electric cooker, electric appliance
- heavy security, security measures, security device, security officer, security department, security alert
- **5.** hurt somebody, hurt your arm/leg, nose, hurt yourself, hurt feelings

(students' own sentences)

Exercise 2

- 1. the wheel
- 2. penicillin
- 3. light bulb
- 4. regret
- 5. property/possessions
- 6. diamond/emerald

Exercise 3

Answers will vary. Sample answers:

- **1.** It the remote control hadn't been invented, people would have to get up and change channels manually while watching television.
- 2. If air conditioning hadn't been invented, it wouldn't have been possible for people to live in very hot or very cold areas
- **3.** If gold hadn't been discovered, a number of counties would have remained poor.
- **4.** If forests had been protected, earth's climate wouldn't have changed as much as it has.
- **5.** If the Internet had not been made available to the public, we wouldn't have been able to communicate by email.

Exercise 4

- Everyone would have been happier if we hadn't ordered Chinese food.
- **2.** I wouldn't have missed class yesterday if I hadn't overslept.
- **3.** If I'd worked with the rest of the group I'd have been able to participate in the poster presentation.
- 4. If he'd found out/known that the dealer was going to have special offers, he wouldn't have bought a new car when he did.
- **5.** I wouldn't have gone shopping with my parents if I'd known that my friend was going to come over.
- 6. I wouldn't have switched my cell phone off if I'd known that my friend was going to call about a school project. OR
 - My friend would have got through if I hadn't switched off my cell phone.



Exercise 1

- 1. powerful
- 2. knocked down
- **3.** recent
- 4. pressure
- 5. feasible
- 6. improve
- **7.** result

Exercise 2

- 1. He promised to build a new school in his home town./He said he would build a new school in his home town.
- **2.** He promised to help homeless people./He said (that) he would help homeless people.
- **3.** He said (that) he had already donated part of the money to charity.
- **4.** He said (that) he would like to finance medical research.
- **5.** He said (that) he was thinking of financing research into alternative sources of energy.
- **6.** He said (that) he wouldn't squander his money. He said he would use it wisely.

Exercise 3

Answers will vary. Sample answers:

Jed - Jim, I am only going to play for fifteen minutes max./I am not going to play for more than fifteen minutes.

 ${\bf Jim}$ – Yeah, yeah. I don't believe that. You'll just keep me out of the game./You'll play the whole game.

Jed- Jim, please. I only want to play for a while because my parents are here and they've never seen me play before. This is the first time they've come. You know they're always at work and can't make it to any game.

Jim - Yeah, yeah,...

Coach – Jed! Come here! Do you know what you've done? Can't you think of anyone else but yourself? Can't you see you're wrecking the team? You'll never play again, if I have anything to do with it

Jed – No, coach listen. That's not true ...

At school

Jed – Hi Jim.

Jim – Do you know this guy?

At the science lab.

Jim: Mat, can you ask Jed if he's done with the microscope?



A

- 1. overpopulation
- 6. pollution
- 2. global warming
- 7. natural disaster
- 3. fresh water
- 8. endangered species
- 4. security 5. traffic
- 9. economy

Page 218

В

- **1.** is
- 9. affects
- **17.** is
- 2. live 10. wants
- 18. affects

- **3.** am
- **11.** is

- **19.** talk

- 4. have
- **12.** take
- **20.** want

- 5. watch
- 13. makes
- **21.** know

- **6.** do
- 14. cut down **15.** burn
- **22.** is 23. needs

7. is 8. am

С

16. means

- 1. She lives in Blumenau, Santa Catarina, Brazil.
- 2. Carolina's sister, brother, and father watch TV every evening.
- 3. She is interested in global warming.
- 4. They talk about the rain forests and global warming.
- 5. The whole world needs to help reduce global warming.

Page 219

D

- **1.** is
- 9. are meeting
- **17.** want

- **2.** is **3.** think
- 10. don't know **11.** is
- **18.** want

- 4. is finishing
- **12.** lives
- **19.** love

- 5. are / doing
- 13. is visiting
- 20. don't / come **21.** is

- 6. am making
- **14.** is
- **22.** have

- **7.** Are
- **15.** are / going
- 8. am
- **16.** is
- E
- 1. are they meeting
- 3. do they want to go
- **2.** is Sepa • • • are they going Page 220
- ورارة التحليلون
- Minitrysactauca Porhad 2023 - 1445
- 3. launched
- 4. increased

G

- 1. has wanted
- 3. has lived
- 2. have affected
- 4. have lost

- 1. went **2.** saw
- 5. were
- 6. were
- **7.** sat 8. ate
- 3. have been
- 4. loved

Page 221

- **1.** F **2.** T
- **3.** T **4.** T
- **5.** T
- 6. F
- **7.** F **8.** T

9. learned

10. has been

Page 222

J

Answers will vary. Sample answers:

- 1. A: I live in Jeddah./In Jeddah
- 2. A: No, I'm not.
- 3. A: Germany and France./I have visited Germany and
- **4.** A: On business./I have been out of the country on
- 5. A: For 20 days./I've been out of the country for 20 days.

Answers will vary. Sample answers:

- People can access files without having to move. They can communicate through email and have meetings through video conferencing
- **Home:** People have access to information on the internet. Online television has gained ground.
- School: Students can take computer-based tests Interactive boards have been introduced in a lot of schools.

Page 223



Answers will vary. Sample answers:

- 1. I went about a month ago.
- 2. I stayed for about two weeks.
- 3. I visited mosques, museums, and malls.
- **4.** I went shopping and driving in the desert.
- 5. I saw new skyscrapers, and interesting artwork.
- 6. fascinating, exciting, fabulous, fun, interesting, adventurous, unique, luxurious

Answers will vary.

Page 225

N

1. didn't go 8. didn't arrive **15.** made 2. wanted 9. decided 16. discussed **3.** waited **10.** didn't think **17.** sat 4. lived **11.** tried 18. completed **5.** was 12. reached 19. wanted 6. damaged 13. watched 20. didn't want

0

7. caused

1. He wanted to write a report (about natural disasters).

14. talked

- 2. They lived in the same town.
- 3. It damaged the road (and caused a traffic problem).
- 4. No, they didn't. They went by bicycle.
- 5. No. they didn't. They watched a documentary.
- 6. He completed it last night.
- 7. Yes. he did.

Page 226

Р

1. f **4.** C **2.** d **5.** b **3.** e **6.** a

Q

1. was sleeping, flooded 4. located, was studying 5. Was ... traveling, made 2. heard, was **3.** weren't rationing, started 6. was representing, flew

- 1. Ahmed Zewail was teaching in California when he won the Nobel Prize.
- 2. They were crossing the border from Iraq when the earthquake happened.
- 3. The water supply was running out when the rescue team
- 4. Was Sabah doing medical research when the Internet went down?



وزارة التعــلام

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Page 227

Α

1. initiative 3. honesty / integrity 2. work ethic 4. teamwork skills

Page 228

В

- 1. Yes. He has been taking computer science for three years.
- 2. Yes. He has been speaking Spanish for three years.
- **3.** Yes. He has been studying French for two years.
- **4.** Yes. He has been playing basketball for four years.
- 5. Yes. He has been working in a restaurant for two years.
- **6.** Yes. He has been answering phones for two years.



Answers will vary. Sample answers:

- 1. I have been studying English for four years.
- 2. I have been working at a bookstore for one year.
- 3. I have been playing football for ten years.

Page 229

- 1. have been doing / has won / have been working /
- 2. have been working / have been doing / have sent / have
- 3. have been doing / have met / have been working / have traveled

Page 230

E

- 1. interested in working 2. good at using
- **3.** good at speaking
- 4. good at writing
- **5.** interested in using
- 6. good at studying
- 7. good at finding
- 8. good at finding
- 9. interested in having

Page 231

- 1. He has been working with snakes since he was a
- 2. Tony's father has been handling snakes for twenty years.

WORKBOOK 1 Answer Key

- 3. He's handled nearly 1,000 snakes.
- **4.** He's been earning his living from snakes for five years.
- **5.** Tony is so comfortable around snakes because he has been working with them since he was a little boy.

Page 232



Answers will vary. Sample answers:

- **1.** Hameed has written more than 150 reports and countless emails.
- 2. He has been a sales manager for the last two years.
- **3.** He is interested in signing new contracts.
- 1. Ali has been studying for the last ten years.
- 2. He has been doing his internship in a hospital in Riyadh.
- **3.** He has spent more than 12 years of his adult life studying and specializing.



Answers will vary. Sample answers:

- 1. How did you find out about the job?
- 2. Why are you applying for it?
- **3.** What are some of your strengths?
- 4. How do you feel about teaching large classes?
- 5. Have you taught teenagers before?

Page 233



Answers will vary. Sample answers:

- **1.** The man on the left is an architect or perhaps a civil engineer. The man on the right is a researcher/specialist.
- 2. The civil engineer needs to check the blueprints and supervise work at the construction site.

 The researcher needs to make appointments for interviews and search for information on the web.
- **3.** There are some dangers in the first man's job because he needs to spend time in and around buildings under construction and construction sites.
- **4.** Architects and civil engineers work in and out of the office. They have a creative and challenging job. A researcher/specialist works in comfortable surroundings with other specialists.
- **5.** demanding, creative, challenging, interesting, rewarding, methodical, systematic, detailed, crucial



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Page 234



Answers will vary.

Page 235

K

- **1.** What does Rana do? She's a nurse.; Where does she work? She works in a hospital.
- 2. What do you do? I'm a chef.; Where do you work? I work in a hotel restaurant.
- **3.** What do your uncles do? They are lawyers.; Where do they work? They work in an office.
- **4.** What does Aisha's father do? He's a sales manager.; Where does he work? He works at the shopping mall.
- **5.** What does Faisal do? He's a car mechanic.; Where does he work? He works in a garage.

L

1. work	6. I do	11. to
2. do you do	7. do they do	12. in
3. on	8. play	13. at
4. doesn't work	9. When	14. don't
5. have	10. on	

Page 236

М

1.	who	4.	who
2.	which	5.	who
3.	which	6.	who

Ν

- **1.** Some passengers were sleeping while the pilot was landing the plane.
- The baby was crying while Nawal was talking on the phone.
- 3. It was raining while we were driving home. playing tennis
- **4.** Faisal was working on the weekends while he was studying at university.
- **5.** I was doing my science homework while my sisters were watching a film.
- **6.** Dan was organizing the conference while you were preparing your speech.

0

1. was	4. who	7. who/that
2. while	5. was	
3. were	6. which/that	

3

What Will Be, Will Be

Page 237

Α

- 1. Will / tell
- 6. will not work
- 11. will live

- 2. Of course
- 7. will have
- 12. will be able to

- 3. will be
- 8. Will / spend
- 13. will feel

- **4.** Will / work
- 9. I hope not
- **5.** I hope not
- 10. will not need

В

- **1.** Are / going to become
- 2. I think so.
- 3. are going to sell
- 4. Are / going to be
- **5.** are going to pass
- **6.** are going to have
- 7. am going to go
- 8. am not going to know

Page 238

С

Answers will vary. Sample answers:

- 1. Cars won't have wheels.
- 2. Cars are going to fly.
- 3. Robots will carry things.
- **4.** Cities in the future won't have trees.
- 5. There will be steel sidewalks.
- **6.** Cities won't have bus stops.

Page 239

D

- 1. am going to travel
- 2. will visit
- **3.** Will you go/Are you going to go
- 4. will spend
- **5.** Will you stay/Are you going to stay

E

- 1. am going to fly
- **5.** will buy
- 2. am going to go
- 6. will be/is going to be
- 3. are going to spend
- 7. will go
- 4. will take

Page 240

F

Answers will vary. Sample answers:

- 1. I will be writing a report for class next week.
- 2. I will be visiting some relatives in Australia this summer.
- **3.** I am going to be studying in college in five years.

1. 4. Fam go find to be working as a biologist in 10 years.

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G

- 1. Yes, she will.
- 2. Yes, they will.
- 3. No, we aren't. We're going to be flying in a plane.
- 4. Yes, they are.
- 5. No, I won't. I'll be launching my rocket tomorrow.

Page 241

Н

Answers will vary. Sample answers:

- **1.** There is no reason anyone would want a computer in their home.
- 2. He accurately predicted the moon landing.
- **3.** He predicted that space travel would soon become common.
- **4.** Science and technology will affect the future in very powerful ways.
- **5.** The impact of science and technology in the future will depend on how we decide to use it.

Page 242



Answers will vary, but should follow the model.

He will move to a large house.

He will be travelling all over the world.

He will have two cars, one for the city and an SUV for the country

J

Answers will vary. Sample answer:

On Friday, I am going to visit my aunt and uncle. We are going to drive to their house which is about 50 km from the center of town. Maybe we will spend the night there and return on Saturday morning.

On Saturday, I am going to study and do all my homework. Then I'm going to meet my friends at the mall. We'll go shopping and then have a burger at the fast food restaurant. Then maybe we'll go to a friend's house to watch a DVD.

Page 243

K

Answers will vary. Sample answers:

- **1.** Both the buildings show towers. In photo A, the tower is a modern skyscraper. In photo B, the tower is part of a castle.
- 2. These buildings are constructed from different materials. In photo A, the tower is probably made from glass and metal. In photo B, the tower was made from brick.

3. These buildings are unlikely to change significantly in the next 50 years. However, architects and engineers will probably make the modern skyscrapers 'greener' by installing wind turbines and solar panels on the roof.

Page 244



Answers will vary.

Page 245

М

1. C

3. a **4.** C **5.** c **6.** a **7.** a **8.** a

2. b Ν

1. f **3.** a **4.** d

2. c

5. e **6.** b

Page 246

0

Answers will vary. Possible answers:

- 1. I probably will visit the United Kingdom.
- 2. I will visit several museums and maybe do some shopping.
- 3. I probably will travel by plane.



Answers will vary. Possible answers:

- 1. A: Your parents don't speak English, do they?
 - **B:** No, they don't. They do speak French.
- **2. A:** The school will close for the vacations soon, won't it?
 - B: Yes, it will close next week.
 - A: It doesn't rain often in Saudi Arabia, does it?
 - **B:** No, it doesn't. It is warm and sunny most days.
- 4. A: Your friends are not all scientists, are they?
 - B: No, my friends have many different jobs.
- **5. A:** The weather usually gets extremely hot here in the summer, doesn't it?
 - **B:** Yes, but winter is very pleasant weather.
- **6. A:** We won't drive the same kind of cars in the future. will we?
 - **B:** No, they will be safer and cause less pollution.
- 7. A: Your mother isn't from Jeddah, is she?
 - B: No, she is from Riyadh.
- 8. A: You're going to study in the United States next year, aren't you?
 - B: Yes, I am going to be there for sixth months.

وزارة التحــلام

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Page 247

Α

1. compact 3. options 5. smooth 4. classic 2. customize

Page 248

В

1. were made 7. are shown **2.** were bought 8. is not launched 3. were produced 9. have been asked 4. were sold 10. Have/been affected 5. were told 11. will be spent 6. is spent 12. will be asked

C

- 1. The Longest Marriage
- 2. The Tallest Man
- 3. The Most Expensive Movie
- 4. The Most Valuable Slice of Cake

Page 249

D

- 1. more expensive / cheaper
- 2. more comfortable / more special
- 3. healthier / more refreshing
- 4. smaller / larger

Page 250

1. not as warm as 3. as healthy as 2. not as expensive as 4. as hot as

F

1. Smell 2. tastes 3. sound 4. Look

Page 251

G

Answers will vary. Sample answers:

- 1. They use stories and pictures.
- 2. They try to show people that they can meet their needs by buying products.
- 3. Three of the needs are friendship, success, and escape.
- 4. Companies are advertising during children's TV shows.

Answers will vary. Sample answers:

- 1. was invented / were also invented
- 2. was invented/patented/was made/was sold
- 3. was processed / used / was made / were soaked
- **4.** are equipped / have been updated- were updated / was installed-has been installed / were trained-have been trained

Answers will vary. Sample answers:

- 1. a smart phone or laptop
- 2. biscuits or crisps
- 3. a car or motorcycle
- 4. a car dealer / a model car company
- 5. a soft drink / a gadget/ shoes
- 7. watches, cell phones, travel, airline
- 8. soft drink / vacation / hotel
- 9. a printer / a car

Page 253



Answers will vary. Sample answers:

- 1. Watch: reliable/reliability, precision, quality, style Pen: smooth, elegant, prestigious, traditional
- 2. Watch: scuba diving/in the water, at work Pen: at work, at home
- 3. Watch: important, successful, professional, casual Pen: knowledgeable, respectful, accomplished

Page 254



Answers will vary.

Page 255



- 1. That, these
- 3. This, an
- 5. A, that

- 2. That, an
- **4.** These, those
- 6. those

- 1. What are these/those? They're sculptures.
- 2. What is this/that? It's an airplane.
- 3. What is this/that? It's an electric car.
- 4. What are these/those? They're smartphones.
- 5. What is this/that? It's a computer users' magazine.

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202 Students' own answers (starting with imperatives).

Page 256

0

- 1. yours, mine
- 3. hers. her
- 2. your, my
- 4. vour. ours



- 1. Whose **4.** too
- **7.** one
- 10. theirs

- **2.** yours
- **5.** my
- 8. enough
- **11.** his

- 6. which
- 9. their
- 12. enough

3. my mine

Page 257

Α

- 1. global warming
- 5. natural disaster
- **2.** Traffic
- 6. microscope
- 3. motivation
- 7. qualifications
- 4. steel
- 8. rockets/satellites

В

Additional answers will vary. Sample answers in parentheses:

Global Issues: pollution, poverty, disease (climate change, famine, human rights, war)

Personal Qualities: flexibility, adaptability, integrity, honesty (optimism, compassion, loyalty)

Scientific Tools: rocket, satellite, submarine, microscope (telescope, thermometer, radar)

Page 258

C

- 1. are / living
- 6. am not working
- 2. am living
- 7. am looking
- 3. are / taking
- 8. is looking
- 4. am taking
- 9. am going
- 5. Are / working
- D
- 1. have / been working
- 2. have been working
- 8. have been
- 3. have met
- 4. haven't made
- 10. have done
- 5. have / been saving
- 11. haven't spent

7. Have / tried

9. have been going

6. have been saving

E

- 1. will do
- 5. Will / buy
- 2. will be
- 6. are going to get
- 3. will publish
- 7. will be
- 4. am going to give
- 8. is going to take

Page 260

F

- 1. My brother will be attending
- 2. Will you be attending
- 3. I am going to be working
- 4. Are you going to be living
- 5. will be saving
- 6. you are not going to be working

Page 261

G

- 1. Cures have been discovered, for many diseases.
- 2. Many more cures will probably be found.
- 3. Football is played by most young people in Brazil.
- 4. I was surprised by his letter.
- **5.** The package will be mailed this afternoon.
- 6. All the windows have been washed (by my sister).

Н

- 1. coolest
- 5. more unbelievable
- 2. smaller
- 6. amazing
- 3. more compact
- 7. more unbelievable
- 4. lighter
- 8. better

Page 262

1

Answers will vary. Sample answers:

Laura

- 1. She'll take her final examination next week.
- **2.** This summer she is going to travel to Singapore to visit relatives.
- **3.** After college she's going to work as a teacher in high school.

Edson

- 1. Next week, Edson is going to play basketball with his team.
- 2. This summer, he is going to have a vacation and then start training for the season.
- **3.** He is going to work as a physiotherapist with athletes. Ministry of Education

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J

Answers will vary. Sample answers:

- 2. buy a house He saved money.
 - He wants to move into the new house.
- **3.** do an MA He got a scholarship.
 - He wants to study in another country.
- **4.** teach at university She applied for a job. She got the job.

Page 263

K

Answers will vary. Sample answers:

- **1. A.** A civil engineer reads blueprints. He inspects roads and buildings for safety.
 - **B.** A pharmacist distributes pharmaceuticals to customers. He gives advice on which remedies are available without a prescription.
- 2. A. creative, good at math, good at design
 - B. organized, polite, careful, tidy
- **3. A.** He needed to study structural engineering.
 - **B.** He needed to study pharmacology.

Page 264



Answers will vary.

5 Did You Hurt Yourse

Page 265

Α

- **1.** d **3**
- **3.** e **4.** f
- **5.** b **6.** q
- **7.** c **8.** h

5. helmet

- **2.** a
- 1. equipment

2. avoid

- **3.** injured
- 4. obey

Page 266

С

I <u>myself</u>
they themselves
we ourselves

you and I <u>ourselves</u> he <u>himself</u> you <u>yourself</u>

(singular)

it <u>itself</u>
she <u>herself</u>
you <u>yourselves</u>
(plural)

D

- myself
 yourself
- 4. myself5. himself
- 7. themselves8. himself

- **3.** himself
- **6.** yourself
- 9. ourselves



1. g **2.** f

3. e **4.** h

5. b **6.** c

7. d **8.** a

F

1. so

4. so **5.** so

7. because

2. because

8. so

3. because

6. because

Page 268

G

1. c

3. e

5. b **6.** d

2. a

Answers will vary. Sample answers:

4. f

1. Neither have I.

I haven't eaten anything all day, so I can eat a lot at the restaurant tonight.

2. So did I

I went to bed late last night because I watched a movie on TV.

3. So did I.

I visited my uncle last weekend because I wanted to give him a present for his retirement.

4. Neither do I.

I very seldom cut myself because I'm careful.

5 So do I

I always brush my teeth before I go to sleep, so I don't have to go to the dentist.

Page 269



1. F

2. T

3. ⊺

4. F

5. T

Page 270



Answers will vary. Sample answer:

The driver was trying to find his cell phone

He was not watching the road and didn't see the truck coming toward him

He could have dropped what he was holding and focus on



Answers will vary. Sample answers:

<u>படி குற்றி</u> bly hurt himself./He must have hurt Ministrhimself badlyo Maybe he didn't survive?

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2. He probably suffocated./He must have suffocated due to lack of oxygen.

Page 271



Answers will vary. Sample answers:

- **1.** He is fastening the baby in the child seat.
- If he doesn't take safety measures the baby might get hurt.
- 3. The child seat should be placed on the back seat of the
- 4. They should ensure the child locks are activated.

Page 272

М

Answers will vary.

Page 273

Ν

- 1. must pay attention to the road
- 2. mustn't fall asleep at the wheel
- 3. must ask the driving instructor for advice
- 4. mustn't sit in the front seat
- 5. must fasten her seat belt
- 6. mustn't tailgate
- 7. mustn't run across the street

0

- 1. should wear
- 2. Should the baby sit / The baby shouldn't sit
- **3.** should stop
- 4. shouldn't ride
- 5. shouldn't talk
- **6.** should

Р

- well
 patiently
 badly
 Luckily
- 7. carefully
- 10. hard11. easily

- 3. late
- **6.** fast
- 8. clearly9. safely

Page 274



- 1. across from
- 2. next to
- 3. between

R

Answers will vary. Possible answers:

- **1.** It's across from the bank hotel. It's between the subway station and the pharmacy.
- 2. It's next to the bank. It's across from the mall.
- **3.** It's between the pharmacy and the bookstore. It's across from the bank.

- 1. far from
- 2. near
- 3. straight
- 4. Take
- 5. across from
- 6. between

Take My Advice

Page 275

Α

- 1. fitness
- **3.** lose control

4. hunarv

- 5. turn down
- 2. avoid
- 6. pressure

Page 276

В

- 1. should
- 3. might
- **5.** should
- 7. ought to

- 2. could 4. shouldn't
- 6. ought to
- 8. might

Page 277



Answers will vary.

Page 278

- 1. give up
- 4. get along
- 7. put up with

- 2. put off
- 5. turn down
- **3.** throw away
- 6. take up

E

- 1. give up
- 4. turned down
- 2. threw away
- 5. gets along with
- 3. put off
- 6. take up

- F
- 1. put it off
- 4. throw it away
- 2. put up with it
- **5.** throw them away
- 3. throw it away
- 6. put up with you

Page 279



2. Pauline Phillips Pub. Feathle Philips

Mini4: Margol Howard / Eppie Lederer's

2023 - 1445 234 WORKBOOK 1 Answer Key

Page 280



Answers will vary. Sample answers:

Please don't worry. Email your friend and ask him/her to scan the pages you need and send them to you.

Hi.

Why don't you go ahead and tell me what you are having difficulty with? Just tell me which are the relevant pages in our Math book so I can check. I will call as soon as I work things out and help you myself.

Hello.

No need to be desperate. You left it on the shelf with the science books when Sabah turned up. Don't you remember? Anyway, I picked it up and put it in my bag. I'll give it to you tomorrow morning at school.

Page 281



Answers will vary. Sample answers:

Nouns: father, son, university, course, problem,

decision, prospects, salary, perks, cost, size,

location

Verbs: consider, think about, change, make a choice,

decide.

Adjectives: careful, the best, suitable, challenging,

well-paid, exciting, fast, large, spacious

Answers will vary. Sample answers:

You'd better think carefully about what you want to do.

Why don't you decide according to your skills, background and preferences?

I would advise you to search for a small flat near the university.

You should prepare for the interviews. I would be very happy to help you rehearse.

You ought to buy a car that is reliable, and not the fastest. You don't need a spacious house until you have your own family. You'd be better off buying a smaller flat.

Page 282



Answers will vary.

K

- 1. much
 9. little
 17. often/much

 2. little
 10. often
 18. lot

 3. few
 11. lot
 19. often
- 3. few
 11. lot
 19. often

 4. lot
 12. many
 20. often/much

 5. much
 13. much/often
 21. few

 6. much
 14. few
 22. little

 7. lot
 15. lot

16. many

Page 284

8. much

L

Answers will vary. Possible answers:

- 1. take cough syrup
- 2. use a skin cream
- 3. stay in bed, take medicine/painkillers
- 4. relax, drink warm tea or milk
- 5. take painkillers
- 6. take vitamins, relax



Positive: excited, fine/OK, glad, great, happy, relaxed, strong, wonderful

Negative: afraid, angry, bad, bored, nervous, sad, sick, sleepy, terrible, tired



Students' own answers

7 You've Got Mail

Page 285

Α

Answers will vary. Samples answers:

- 1. I wonder if he is mad at me.
- 2. It thought they were spam!
- 3. I need to call him and apologize for my last email.

В

1. c **2.** e **3.** b **4.** d **5.** a

Answers will vary. Samples answers:

1. I don't have access to my email

Thinklabout ou all the time

Mini**3**: Ureally needed to relax

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- 4. you could put me up?
- 5. my vacation in New York City

Page 286

D

1. of/about	5. of	9. to/for
2. for	6. in	10. to
3. to	7. about	11. against
4. of	8. on	12. about

Е

1. to	2. of	3. about	4. of
1. LO	2. UI	J. about	 UI

Page 287

F

Answers will vary. Sample answers:

- 1. to sleeping late on the weekend
- 2. in starting our vacation early
- 3. against giving a test tomorrow
- 4. of going to the gym every day
- 5. about going to the dinner on Saturday
- 6. of getting a new computer
- **7.** on cooking dinner for us
- 8. in winning the championship this year
- 9. about driving my brother's car to school
- **10.** of riding his bike across the country

G

1. Although	4. Although	7. although
2. in spite of	5. although	8. Although
3. in spite of	6. In spite of	

Page 288

Н

1. hear	3. get	5. get	7. start	9. are
2. arrives	4. take	6. go	8. finishes	10. graduates
1. g	3. d	5	. a 7	'. h

6. e

Page 289

J

2. f

1.	F	3.	F	5.	Τ
2.	Τ	4.	F	6.	Τ

4. c

8. b

K

Answers will vary. Sample answers:

- **1.** My favorite form of communication is emailing because it is reliable and fast.
- Yes, I do. I have to communicate fast for professional reasons.
- **3.** I never write letters./I write letters once or twice a month to people who don't have email.
- **4.** I usually call family members or arrange to see them.
- **5.** I call, text message, email or communicate face to face.



Answers will vary. Sample answers:

- 1. I would call and if he didn't answer I would text him.
- 2. He could text message or email.
- 3. I would send a telegram.
- 4. I would prefer to talk to him face to face

Page 291

М

Answers will vary. Sample answers:

Actions: monitor weather, watch, call, notify, warn, alert, prevent, evacuate, threaten, protect

- **1.** Weather changes are monitored closely so that damage by storms can be prevented.
- 2. The controller watches the screen very carefully so that accidents can be avoided.
- **3.** Large screens are used so that conditions can be shown clearly over a broad area.

Page 292

N

Answers will vary.

Page 293

0

- 1. used to send
- 4. used to use
- 2. used to have
- **5.** used to carry
- 3. didn't use to have
- 6. used to write

Р

- 1. Did Fahd use to check his email all the time?
- 2. Did people use to leave messages on telephone answering machines?
- 3. Did students use to write on paper/in books/on tablets?
- **4.** Did you use to go to bed early?

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Page 294

Q

- 1. There are
- **5.** There is
- 2. There is
- 6. There are7. There is
- There isThere is
- **8.** There is

R

- **1.** The
- **2.** The

6. – 7. –

3. the

8. the

4. –

9. the

5. –

10. A or The

8 Wishful Thinking

Page 295

Α

- 1. leader
- 3. empire
- 5. desert island

- 2. technology
- 4. prize

В

Answers will vary. Sample answers:

- **1.** Scientists use technology like satellites to study the universe.
- **2.** The man is stressed out because of work. He wishes that he were on a desert island. He wouldn't be lonely there.
- **3.** The man participated in a game show on television, and he won a very large prize.
- King Abdulaziz Al Saud was a historical leader. He was responsible for the unification of Saudi Arabia.

Page 296

С

- 1. were not (weren't)
- 2. would be
- 3. asked
- 4. would not answer (wouldn't answer)
- 5. did not have (didn't have)
- 6. would help
- 7. would believe
- 8. did not say (didn't say)

D

- 1. If I had the cash right now, I would buy a cell phone.
- **2.** If Larry wanted a summer job, he would apply for the job at the library.

- **3.** If Ahmed didn't have an English test next Sunday, they'd go on vacation with us.
- 4. If my shirt had holes in it, I'd buy a new one.
- 5. If I liked baseball, I'd go to the game with you.

Е

Answers will vary. Sample answers:

- **1.** If I could be the leader of my country, I'd work to improve the environment.
- **2.** If I won a large cash prize on TV, I could travel to every country in the world.
- **3.** If I lived on a desert island, I could surf and swim all the time.
- **4.** If I met an extraterrestrial, I might ask about life on other planets.
- 5. If I had more time, I could watch more TV.
- **6.** If I worked for a charity, I might build houses for homeless people.
- 7. If I found 5,000 riyals on the street, I might try to find who lost it.
- 8. If I lived in a foreign country, I could teach English.

F

- **1.** Tommy wishes that he didn't have to pay the municipal fees on his house.
- **2.** Charles wishes that he was good enough to play professional basketball.
- 3. Kevin wishes that his friend would listen to him.
- **4.** David wishes that he didn't have to do homework every night.
- **5.** Joanna wishes that she could see her parents this year.
- **6.** Maria wishes that there wasn't so much traffic in the city.

Page 298

G

Answers will vary. Sample answers:

- 1. the traffic wasn't so bad
- 2. it wasn't so noisy at the restaurant
- 3. he didn't have a lot of homework
- **4.** he was 18
- 5. her computer wasn't so slow
- 6. it wasn't so hot today
- 7. there was something good on TV tonight
- 8. she didn't have a fever



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- **1.** a **4.** b **5.** c
- **3.** a **6.** c

Page 300

1

Answers will vary.



- 2. If she didn't have a toothache she wouldn't need to see the dentist
- **3.** Asma wouldn't do so well at school if she missed classes.
- **4.** Adel would go to a picnic with his friends if he hadn't to study over the weekend for his test.
- **5.** They would go to their house in the country more often if they didn't need to work so hard.
- **6.** If there wasn't such a huge range of models I would know which laptop to choose.

Page 301



Answers will vary. Sample answers:

- 1. If I had some time off, I'd go on a trip.
- 2. If I had enough money, I'd invite my friend to come along.
- 3. I wish I had the time and the money to do it.
- 4. I wish my friend could accompany me

Page 302



Answers will vary.

Page 303

М

- 1. _C_ shopper
 6. _N produce

 2. _C_ bargain
 7. _C spice
- 3. C price
 8. C carpet

 4. C market
 9. N jewelry
- C market
 N jew
 N livestock
 N fish

WORKBOOK 1 Answer Key

Ν

See answers above. Students should note the noncount nouns: **livestock, produce, jewelry,** and **fish**.

0

Page 304

Р

- 1. habits
- 2. shop online
- 3. make payments
- **4.** buy
- **5.** expensive
- 6. spend
- **7.** money

Q

Students' own answers

EXPANSION Units 5–8

Page 305

Α

- 1. because
- **4.** so
- **7.** so

- **2.** so
- 5. because
- 8. because

- 3. because
- 6. because

В

- **1.** Abdullah burned himself on the hot stove while cooking eggs this morning.
- 2. Saeed and Fahad slipped on the ice, but luckily they didn't here themselves.
- 3. Hameed taught himself-French last year.
- 4. Noura saw herself in a lot of the photos that Jennifer

<u>tooki th</u> <u>th</u>g lj<u>at</u>k.

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Page 306

С

- **1.** f **3.** h
- **5.** c
- **7.** d

- **2.** b
- **4.** a
- **6.** g
- **8.** e

D

- 1. in spite of
- **5.** although
- 2. In spite of
- 6. although
- **3.** Although
- 7. as soon as
- 4. as soon as
- 8. in spite of

Page 307

Е

- 1. Ali wishes he had time to play tennis every day.
- **2.** Ahmed wishes he didn't have to go to work this afternoon.
- 3. Abdullah wishes he spoke English.
- 4. I wish my brother would lend me his new computer.
- 5. They wish they knew how to ski.



Answers will vary. Sample answers:

- 1. I'd buy a new computer
- 2. I would be on time
- 3. he might let me drive it
- 4. he would live in Thailand
- 5. I might do better on my tests
- **3.** Thingin do better on my to
- 6. I'd talk with Gandhi7. we might play football better
- **8.** I'd definitely go to the new Indian restaurant next to the post office

Page 308

G

Answers will vary. Sample answers:

- **1.** I think it's best if you don't use your phone while you are driving. It's really dangerous.
- 2. Why don't you tell the caller that you cannot speak now and that you will call back later.
- 3. Don't you feel it's safer to keep your eyes on the road?
- **4.** Try not to resolve issues while driving, It's very distracting.



Answers will vary, but should follow the example in the chart.

П

Answers will vary. Sample answers:

Feelings: happy, excited, ecstatic, exhilarated, enthusiastic, satisfied, rewarded, confident, determined

- 1. Yesss! We're the best! It's all been worth it.
- 2. I can't believe it! We've won.
- 3. I knew we'd do it. I told you all but you wouldn't listen.
- **4.** I'm just so happy; this is a great moment that I'll remember for the rest of my life.

Page 310



Answers will vary.

9 Complaints, Complaints

Page 311

Α

Answers will vary. Sample answers:

- **1.** The computer crashed./The computer needs to be repaired.
- 2. The car has a dead battery./The battery is dead.
- 3. The carpet has a stain./The carpet is stained.
- 4. The wall needs to be repainted.
- **5.** The car has a flat tire.
- 6. There's a dripping faucet./The faucet is dripping.
- **7.** The truck has a cracked windshield./The windshield is cracked.

Page 312

В

- 1. broken
- 6. torn
- 2. sewn
- 7. repaired
- 3. damaged
- 8. painted
- 4. scratched
- 9. cleaned
- 5. stained
- **10.** fixed

С

- 1. needs to be dry-cleaned
- 2. need to be sharpened •
- 3. need to be dried

Laceds to be joy

Mini5trneedsto-beitepainted

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- 6. need to be washed
- 7. needs to be repaired

Page 313

D

- **1.** The kitchen needs to be cleaned. She's going to have the kitchen cleaned.
- **2.** The living room needs to be decorated. She's going to have the living room decorated.

E

- 1. The cabinet door needs to be repaired.
- 2. The clothes need to be washed.
- **3.** The delivery man needs to be paid.
- 4. The cat needs to be fed.
- **5.** The pizza needs to be eaten.

Page 314

E

- 1. A: We're having the garage door repaired.
 - **B:** Why are you having the garage door repaired?
 - A: The garage door is broken.
- 2. A: We're getting the sidewalk fixed.
 - **B:** Why are you getting the sidewalk fixed?
 - A: The sidewalk is cracked.
- **3. A:** We're having the roof replaced.
 - **B:** Why are you having the roof replaced?
 - A: The roof is damaged.
- **4. A:** We're having the doorknob checked.
 - **B:** Why are you having the doorknob checked?
 - A: The doorknob is broken.
- **5. A:** We're getting the window fixed.
 - **B:** Why are you getting the window fixed?
 - A: The window is broken.

Page 315

G

Answers will vary. Sample answers:

- 1. You need to know a few things.
- **2.** You need to check the price of the car and how much oil is in the car right now.
- **3.** The most important thing is to take the car for a ride.
- **4.** You need to test drive the car on city streets and on the highway.
- 5. You should have a mechanic look at the car before you buy it.
- **6.** You need to keep copies of everything you sign.



Answers will vary. Sample answers:

- 1. The pants are too long.
- 2. The memory stick doesn't work
- 3. The TV is faulty.
- **4.** There are two buttons missing from the shirt.
- 5. The sunglasses are too small.
- 6. The jacket is torn at the back.
- 7. The hair dryer has a loose cable
- **8.** There are 15 pages missing from the end of the novel.



Answers will vary. Sample answers:

I'm sorry to hear your laptop has crashed. You need to have it checked by a technician or better still you need to have it replaced. I'll be over in ten minutes to help.

Best

Hi.

No, I'm afraid there are no open stores at this time but you can have it fixed very quickly. I'll give you a ring as soon as I get the address and tell you where to go.

Best

Page 317



Answers will vary. Sample answers:

Complaint: This is the fifth time you have been two hours late this month.

Answer: I am sorry but I come by bus and it is not very reliable.

Complaint: You've said that before and I told you to take a taxi if the bus is late and charge it to the company. You never listen to anything I say.

Answer: Of course, I do. Honest! I don't mean to be late. Please give me one more chance to prove that I can be reliable.

Complaint: You have not been reliable about anything in the two months you've been here. When are you likely to

Answer: I am really and truly sorry. I'll get a bike, that way I





Minianswersdwillward

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Page 319



1. vet **4.** vet 2. already 5. already

М

3. Just

Students' own answers.

Page 320

1. them **4.** US 2. them **5.** me 3. them 6. you



- 1. I need to call my friends.
- 2. Ali often complains about the cost of running his car.
- 3. Do you need to buy snacks?
- **4.** He doesn't like to share his laptop.
- 5. We don't need to send an invitation.
- **6.** Faris asked him to hold the elevator door open.

Page 321

1. meteorite / crater 3. tornado / debris 2. volcano 4. bulls

Page 322

В

- 1. Carl and John looked in the living room for the keys, but their little brother had taken them into the bedroom.
- 2. When the football game came on TV, they hadn't cleaned up yet from the party.
- 3. It started to rain, but Karen had left her umbrella
- 4. They didn't take any photos on their vacation because they had forgotten their camera.
- 5. He fell asleep while studying because he had stayed up late every night this week.

С

1. went

8. Was

2. had never been

9. had hung

3. saw

10. had placed

4. was

11. had put

5. had never seen

12. saw

6. Was

13. was

7. did / know

14. didn't like

Page 324

D

1. can't

3. might

5. can't

2. must

4. must

6. might



Answers will vary. Sample answers:

He must have gone buying a car.
 He might have received a parking ticket.
 He could have had the car repaired.

He must have called a friend.
 He might have been late for a meeting.
 He could have forgotten an address.

He must have studied too much.
 He might have been bored.
 He could have not slept well last night.

Page 325



Answers will vary. Sample answers:

- 1. They had lived a very quiet life on their farm.
- 2. They had never talked to so many people before.
- 3. They had never seen a meteor before.
- 4. She still carries a piece of the meteorite.

Page 326



Answers will vary.



Answers will vary. Sample answers:

You must have forgotten to put it in your bag.

You might have left It at home.

You must have dropped it in the car.

Someone must have stolen it.

might have left that my mother's house

Minils Impust still be both little table.

2028mu\$t44ave forgotten that I'd taken it out of my bag.

I must have forgotten I put it there.

I might have taken it out of my bag and gone off to do something else

Page 327



Answers will vary. Sample answers:

Before the fire	Now (during the fire)	After the fire
smoke	flames	put out the fire
explosion	building	check for live ash

- 1. The fire must have started in one of the 5th floor flats.
- **2.** The building had been evacuated when the fire fighters arrived.
- 3. The building will probably be torn down.

Page 328



Answers will vary.

Page 329



- **1.** The man ate the pizza and drank the soda, so he wasn't hungry or thirsty.
- **2.** We can study hurricanes or the planetary system.
- **3.** I read the science book, and I saw the scientific documentary, too.
- **4.** I like hot air balloons, but/yet I am scared of heights.
- 5. It could be a helicopter or a plane.
- **6.** I don't like guessing, so I will wait for the facts.
- 7. It might be a weather balloon or a UFO.
- **8.** I wanted to get home quickly, so I took a shortcut through the park.
- **9.** I don't think the human race can live on another planet, but/yet scientists are investigating the possibility.
- **10.** The remote control can turn off the TV and switch channels, but it can't switch on my computer.

Page 330



Answers will vary. Possible answers:

The city may have won an award.

The sculpture could have been donated by a local businessman.

The city council must have decided the park needed to attract more tourists.

М

Answers will vary. Possible answers:

- **1.** The sculpture is expensive to maintain. If the city removes the sculpture and puts a bench in its place, more people might visit the park.
- **2.** The sculpture is an eyesore. If it is replaced with trees, the city will be greener. People will visit the park and appreciate the beauty of nature.
- **3.** If we leave the sculpture in the park, birds might sit on it and make the place messy.
- If this happens, the council will have to have to clean it all the time.

11 If It Hadn't Happened

Page 331

Α

- 1. penicillin
- 4. source
- 7. heavy

- 2. unemployed
- 5. advantages
- 8. oil well

- 3. regretted
- 6. drilled

Page 332

В

- 1. should have been
- 2. should have told
- 3. should have stopped her
- 4. shouldn't have panicked
- 5. should have controlled
- 6. shouldn't have let
- 7. should have realized
- 8. should have won

С

Answers will vary. Sample answers:

- 1. I shouldn't have gone to the mall with Tim.
- 2. I should have studied for the history test.
- 3. I should have apologized to Camilla.
- **4.** I shouldn't have walked to school in the rain.

Page 333



Answers will vary. Sample arswers:

- 1. I should have asked for directions.
- 2. I should have gone to the football game.
- . We shouldn't have brought all these things.

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4. Ali loves pizza! He can eat a whole pizza. / He should have eaten only two slices of pizza.

Page 334

E

Answers will vary. Sample answers:

- 1. If I had driven. I would have asked for directions.
- 2. If my friends had asked me, I would have gone to the library.
- If I had packed for the trip, I would have taken shorts and T-shirts.
- **4.** If I had ordered a pizza, I would have only eaten two slices.

Ē

Answers will vary. Sample answers:

- **1.** If I had grown up in Canada, I could have spoken English and French in school.
- 2. If I had grown up in the United States, I might have liked to watch football.
- **3.** If I had listened to my father, I would have bought a new car instead of a used car.
- **4.** If Mei had called me earlier, I could have bought her a pizza, too.
- **5.** If I had studied more, I might have passed the biology test.

Page 335

G

- 1. What is dreaming?
- 2. What causes dreaming?
- 3. Do we dream in color?
- 4. What does sleep research involve?

Page 336

Н

Answers will vary (please see list of sample regrets provided in the workbook.)



Answers will vary. Sample answers:

- 1. doing something dangerous / broke my leg
 If I hadn't done something dangerous, I wouldn't have
 broken my leg.
- 2. being mean to a friend / made me very unpopular If I hadn't been mean to a friend I wouldn't have become so unpopular.

3. telling someone something I shouldn't have / hurt his/her feelings and upset him/her If I hadn't told her anything, her feelings wouldn't have been hurt and she wouldn't have been upset.

Page 337

J

Answers will vary. Sample answers:

How people benefit from jobs in the oil industry

Secure employment, benefits, pay, career opportunities, security, housing, education, family, higher standards of living, training opportunities, oil rig

- **1.** If oil hadn't been discovered, industry wouldn't have developed the way it has.
- **2.** If oil hadn't been discovered, automobiles wouldn't have developed the way they have.
- **3.** If oil hadn't been discovered, a number of countries wouldn't have developed into rich nations.

Page 338

K

Answers will vary.

Page 339

L

Present	Simple Past	Past Participle
appear	appeared	appeared
be	was/were	been
become	became	became
build	built	built
cool	cooled	cooled
discover	discovered	discovered
do	did	done
import	imported	imported
invent	invented	invented
keep	kept	kept
make	made	made
preserve	preserved	preserved
put	put	put
use	used	used

1. have tried
2. Invented Jijg
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3. kept

4. imported

5. put

8. preserved

6. built

7. appeared

9. became10. have cooled

Page 340

Ν

Students' own answers.

0

2. had been

4. have been able to

3. weren't able to

5. are able

12 What They Said

Page 341

Α

1. power

3. had knocked down

2. had bothered

4. had raised

Page 342

В

Answers will vary. Sample answers:

- 1. had to pick it up
- 2. wanted to talk to you about publishing an article
- 3. he was only in town until the day after
- 4. he had not been free last week
- 5. wanted to meet you for dinner



Answers will vary. Sample answers:

- **1.** Jason's mom told him that he would do all of the homework for Mr. Wilson's class.
- 2. Jason said that Mr. Wilson could give less homework to the class
- 3. Jason's mom explained that he wouldn't play football.
- Jason assured his mom that he would finish all the homework.
- **5.** Jason's mom agreed that Mr. Wilson just might be right from time to time!

Page 343

D

- 1. who had made the plans for the park
- 2. why they hadn't asked for his ideas
- 3. if the Parks Department had planned an area for bicycles
- 4. if there was a path where people can jog

- **5.** if there would be lots of benches
- 6. where the football field would be
- 7. how many tennis courts there would be
- 8. when the park would open
- 9. if the plans included some basketball courts
- 10. why they didn't include a place for family picnics
- 11. how they could do all these things



Ken Clark of WWT introduced his guest the young swimming champion Omar and welcomed him to their show. He started by asking Omar how old he was when he started swimming. Omar answered that he had been swimming ever since he could remember. Ken Clark said he remembered him mentioning that at the "Sports News" interview and he asked him what his main advantage was in freestyle. When Omar told him that he thought it was speed and pace, Clark agreed with him and asked him if he would like to watch a video with some comments from people who knew him. Omar asked whether the comments were good. Clark answered that he thought they were and added that some of his friends thought that he was sometimes too quick to jump to conclusions, but never held grudges against people. Alan said that Omar was really cool, a good friend, and always helped people but he sometimes tried too hard. He thought that he didn't need to prove anything.

Page 345



T 2. F

3. ⊤

Τ

4. F

5. F

Page 346



Answers will vary. Sample answers:

Participants in the conversation: two business associates

A: Ret

B: Saeed

Topic of the conversation: A new proposal

R: Hello Saeed! How's everything?

- S: Great, thanks! Have you received the new proposal?
- R: Yes, I have Saeed. Thanks a lot. It looks really interesting.
- S: Hmm. I'm not sure I like that comment (laughing) interecting? Is that all? ●
- **R:** Of course not. I just don't want to say any more till after the board decision.
- S: I knew Ret I'm only kidding. I'll be in touch in two days.

 "R: OK, Saeed. Best of luck with the new oil rig!

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Н

Answers will vary. Sample answers:

- **1.** The teacher greeted us/said good morning. Then she said that she hoped we had everything we needed, pens, pencils, extra paper.
- **2.** She asked us to keep our test booklets closed and just write our name on the front page.
- **3.** Then she said the time was ten minutes past eight and told us/informed us that we had to complete the test by ten minutes past ten. She added that we had 2 hours.
- **4.** She told us to open/she suggested that we open our test booklets and start writing. She asked us to keep our eyes on our paper and not speak to each other. She told us to raise our hand if we needed anything.

Page 347



Answers will vary. Sample answers:

News Topics: sports, celebration, foreign affairs, new commerce, environment, education, new government projects

1. sports

Our National Football Team are on their way back with the trophy!

2. celebration

The National Day is celebrated all over KSA.

3. foreign affairs

The visiting Prime Minister has just signed a new commercial agreement that will increase employment opportunities by 20%.

4. education

A new, state of the art, elementary school has just been opened in Jeddah.

Page 348



Answers will vary.

Page 349



1. countryside

3. harm

5. hit

2. city

4. news



Answers will vary. Possible answers:

- 1. Haven't you brought your computer?
- 2. Haven't you left yet?
- **3.** Don't you like what I've ordered?
- 4. Haven't you watched the news?

М

- 1. Where / live?
 - Q: Where do pandas live?
 - A: They live in forests in southwestern China.
- 2. How/many?
 - Q: How many wild pandas are there?
 - A: About 1.600.
- 3. How / work to protect pandas?
 - **Q:** Who is working to protect the pandas in their natural habitat?
 - **A:** The Chinese government and conservation organisations.
- 4. How much / eat?
 - Q: How much does a panda eat?
 - **A:** An adult panda eats up to 95 pounds (45 kg) of bamboo a day.
- **5.** How long / eat / a day?
 - Q: How long does a panda eat for each day?
 - A: For about 16 hours.

EXPANSION Units 9–12

Page 351

Α

- 1. damaged
- 4. repainted
- 7. cracked

- 2. repaired
- 5. broken
- 8. torn

- 3. scratched
- broken
- 6. decorated

В

- 1. 'm having the house painted
- 2. I'm getting the carpet cleaned
- 3. I'm going to have the old TV fixed
- 4. She's getting the living room redecorated
- **5.** 're going to have the damaged roof repaired.

Page 352

С

- 1. had watched
- 4. had failed
- 2. had left
- 5. had received
- 3. had decided 6. Had / taken

وزارة التعطيم

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D

Answers will vary. Sample answers:

- 1. Greg couldn't have been at home.
- 2. Adel may be in a cast for six weeks.
- 3. Stephanie may pass her test tomorrow.
- **4.** They must be excited about their vacation.
- 5. The car might have been on sale.
- 6. Daniel must be sick.
- **7.** My friend might have forgotten to call me back.



Answers will vary. Sample answers:

- 1. The car needs to be repainted after the crash.
- 2. The flat tire on my car needs to be repaired.
- 3. The hole in Thomas's jeans needs to be sewn.
- **4.** The old kitchen needs to be redecorated.
- **5.** The new knives don't need to be sharpened.

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Answers will vary. Sample answers:

- 1. I shouldn't have eaten so much food.
- 2. I should have been more careful.
- 3. Hanan should have studied with Karen.
- 4. Fahad should have warmed up more.
- 5. I shouldn't have had that much coffee at dinner.
- 6. I should have brought a sweater.
- 7. I shouldn't have bought the book.
- 8. I should have paid more attention.

G

- **1.** If Mark had gone to bed early, he wouldn't have been tired.
- **2.** If Ibrahim hadn't lived in Paris for three years, he wouldn't have learned to speak French.
- **3.** If I hadn't bought a new computer, I would have gone on vacation with my friends.
- 4. If it hadn't rained all day, I wouldn't have taken a nap.
- 5. If Sarah hadn't been sick, she would have been at school today
- **6.** If my brother had learned how to swim, he would have learned how to water-ski.

Page 354

Н

- 1. he had seen that little red sports car
- 2. he hadn't seen it
- 3. Qassim would get a car like that
- 4. was probably his father's car

WORKBOOK 1 Answer Key

- 5. was usually so quiet and shy
- 6. maybe he had changed
- 7. that he was going to call Qassim
- 8. he was going to do that

Page 355



Answers will vary. Sample answers:

- 1. said that he had tried to stop
- 2. said that the other driver was talking on his cell phone
- 3. said that he saw the driver on his cell phone
- 4. said that was not true at all



See examples. Answers will vary depending on the accident.

Page 356



Answers will vary. Sample answers:

Nouns: mosque, monument, tower, dome, trees,

water, fountain, people, sight, lawn. workers, artists, artisans, craftsmen, construction,

Verbs: design, build, construct, complete, open,

allow, name, remember, honor, bury, employ

Adjectives: magnificent, breathtaking, beautiful, elegant,

expensive, rare, great, unique

- **1.** The Mosque of the Prophet in Madinah is one of the most beautiful mosques in the world.
- 2. The construction took years to complete.
- **3.** Thousands of workers, artisans and craftsmen were employed to do the work.

Page 357



Answers will vary depending on the accident that was witnessed.



Grammar and Vocabulary Review

Exercise 1

Write answers to the questions. OR Ask and answer with a partner.

- 1. Are you spending a lot of time studying these days?
- 2. Which subjects are you having more difficulty with?
- **3.** Are you studying another language?
- **4.** How do you usually get to school? Are you doing the same these days?
- **5.** What are your classmates doing at the moment?
- 6. What are you doing right now?
- **7.** What are you doing this weekend?

Add your own ideas ...

Exercise 2

Talk or write about achievements. Complete the texts.

I really admire Mona. She's only 22 and she has already done so much.

1. get married

She has gotten married.

- **? 2.** have three children
- She has had three children.
 - **3**. complete her studies
 - 4. get her degree
 - **5**. learn three languages
 - **6**. attend many seminars

Tip:

If you want to emphasize completion of something or stress the fact that you or someone else has done something worthwhile, i.e. an achievement or accomplishment, use present perfect.

Now think of somebody that you admire. Make a note of the things he or she has accomplished. Then report to your partner or the class.



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_				۰		-
_	V	r	~	i	C	- 72

Fill in the blanks with the correct form of the verbs in brackets. Use present simple or present progressive.

'	<u> </u>
1.	Farah (study) is studying very hard this semester. She (want) wants to get good grades.
	Her family (relocate) to another city and she'll have to go to a new school
	Farah (try) her best.
2.	Adel (submit) his application form to the admissions office. A lot of
	students (apply) online these days but he (prefer) to
	do it in person.
3.	A lot of students (research) online courses. They need some flexibility
	with their schedule because they (work)
4 .	My brother (enroll) in the medical faculty today. He (think)
	of specializing as a heart surgeon but he knows it's very demanding.

Exercise 4

Match the words to form collocations. Tick the items that can be combined.

	results	health	situation	food	boat	rocket
affect	~					
launch						
establish						
take for granted						
transform						
ration				~		

Choose some of the items and write sentences. Look for examples in Unit 1.

Prood is usually rationed during a war.

Exercise 5						
	L-1	W/	M/O	110	_	- No
		×		10	_	- 77

Choose words from the list and fill in the blanks. Make sure you use the right form of each word.

tumble launch transform flood elaborate ration

- 1. Handmade carpets with _____ patterns are sold at considerably higher prices.
- **2**. The old part of town has been ______ . Beautiful old buildings were renovated last year.
- 3. Many countries have _____ communication satellites into space.
- 4. During dry spells in hot countries, water is ______ to make it last through the summer.
- into markets in African, Europe, and the States.

Ministry of The whole structure came ______ down when the earthquake hit, and buried at 2023 - 144 gast 15 people.

Grammar and Vocabulary Review 🥥

Exercise 1

Read the situations and write sentences. Follow the example.

- **1.** Saeed went to the library and started studying at 12:00. It is now 3:00 p.m. and he is still there. He was on page 5 when he started and he is now on page 150.
- Saeed has been studying since 12:00/ for 3 hours. He has read 145 pages.
- **2.** Faisal got his job at the bank two years ago. He still works there. He writes reports about businesses. He is finishing his 90th report.
- **3**. Asma is trying to get through to her friend. She started calling about an hour ago but cannot get through. This is her 10th attempt.
- **4**. Imad bought his laptop three years ago. He still uses the same laptop because he is very happy with it. He backs up all his files. He has now got about 2000 back up files.
- **5**. Hanan started reading English books five years ago. She reads about 20 books every year. She is in the middle of her 100th book.

Exercise 2

Think about your interests and skills/abilities. Tick the right column. Then write sentences about yourself or your partner. Follow the example

	Interested	Not interested	Good at	Not good at
learn languages				
communicate with people				
take pictures				
listen to people				
collect information				
learn about cars				
give advice				

ho I am not interested in learning languages but I am interested in learning about cars.

<u>La idinäylöd</u> at collecting information.

Ministry of Education Add your own ideas about things you are interested in or are good at. Compare with a partner. 2023 - 1445

Exercise 3

- a. communication skills
- **b**. teamwork skills
- **c**. honesty/integrity
- **d**. intitative/motivation
- e. interpersonal skills
- **f**. organizational skills
- g. adaptability/flexibility
- h. computer skills

- 1. He always manages to get through to people.
- 2. He always tells the truth and sticks to his beliefs.
- **3**. He affects co-workers positively and is always happy to work with others.
- 4. People are always keen to talk to him and they know he listens
- **5**. He is adept at using word-processing and graphic design programs.
- **6**. He can work in any type of context and adapt to conditions.
- **7**. He is a very good organizer. He sets up systems that can be maintained by everyone.
- **8**. He does not need to be monitored in order to work hard and do a good job. He sets his own goals and will not stop till after he has achieved them.

Exercise 4

Answer the questions. Then look at the answers and find suitable jobs/professions depending on your qualities.

- 1. Do you like working with other people?
- **2**. Are you willing to make decisions and act upon them or do you prefer to be told/asked what to do?
- 3. Do you visualize ideas or do you simply put them into words using previous models?
- 4. Do you like analyzing complex situations?
- **5**. Do you like resolving problems?
- 6. Are you creative?
- 7. Do you welcome challenge?
- **8**. Add some of your own ideas.



Grammar and Vocabulary Review

Exercise 1

Answer the questions about yourself. Or ask and answer with a partner. Make a note of the answers. Add more questions.

	You	Your partner/ friend
Have you made plans about your future?		
What will you do when you get your high school diploma? Are you sure?		
Will you apply to university?		
Which faculty? Why?		
What will you do when you graduate?		
Will you move to another city/country? Why? Why not?		
Where will you work?		

Now write about yourself or your partner.

Exercise 2

What would you say in each case?

- 1. You've arranged to see your dentist at 5:00 pm.
- ? I'm going to see my dentist at 5:00 pm.
- 2. You want to invite your friend over but you are not absolutely certain.
- 3. You have a class in two hours. It is 10:00 am now.
- 4. You have arranged for someone to deliver a package between 10:00 and 11:00 am.

Pillod Himse forgotten to do your homework for today. Your teacher is going to be back tomorrow. Ministry of EWhat do you say to her?

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	ad the situations and write sentences about the future. Follow the example.
1.	You have arranged to spend a week in London and a week in Scotland. Your flight is leaving tomorrow at 5:00 pm. It is 6:00 pm now. This time tomorrow I will be flying to London. A week from today I
2.	Fahad has to be in Bahrain by the end of the week. He has a new job in a large construction company. He has to start working next week. Two weeks later he is going to move to his new apartment. Before the end of the week, Fahad
	A week from today, he
	Two weeks from today, he
Ex	ercise 4
Fil	in the blanks with words from the list.
vis	sion optimize equipped visionaries monitor cure high-speed
 3. 5. 7. 	Researchers hope to find a for cancer in the next decade predict a complete transformation of households. Houses will be with robots who will do all the housework vehicles will run on "clean" fuel. Intelligent buildings will be able to lighting. Intelligent appliances will sources of energy in order to preserve the environment. This of a fully integrated household system is not a new concept.
	ink about what schools will be like in the future. Use words from the list to talk/write about ur ideas.
	ntegrated equipped glass monitor activate optimize robot
1.	What kind of buildings will they be in?
	What will the building be equipped with?
2 .	
	Who will teach?
	Who will teach? Who will to the cleaning?

Grammar and Vocabulary Review 🥘

Exercise 1

Read and complete the questionnaire. Make a note of the answers. Then ask your partner.

Market Survey: The most popular stores and more

	You	Your friend
Where do you and your friends buy clothes?		
What is the trendiest clothing store in town?		
Where do you buy accessories?		
What type of accessories do you buy?		
Which cell phone company do you use?		
How much do you spend on shopping every month?		
How much is your weekly/monthly allowance?		
What do you spend it on?		

Use your notes to write a short report about yourself or your partner. Begin like this:

My partner gets ... as a weekly allowance. He/She spends most of it on ...

Now ask others in class about their partners. Make a note of each answer.

Use your notes to write a short survey report.

PBest Rags is the most popular clothing store in town. It is as nice as ... but has better prices.

Exercise 2

Talk or write about set procedures at school using the passive.

- **?1.** The students <u>are qathered</u> in the school yard. (gather)</u>
- **2.** They _______to their classrooms. (lead)
- 3. The teachers when they enter. (greet)
- **4.** Attendance _______. (take)
- " **5.** Assignments ______. (collect)

 2023 - 1 4 4 6 more sentences. Think about things that take place at different times of day.

Exercise 3

Match the words to form collocations. Provide real-life examples.

The Mini Cooper is a compact car.

renewable	building
wise	appliance
portable	style
compact	option
bulky	source of energy
brick	device
popular	car
	wise portable compact bulky brick

1	
2.	
3.	
4.	
5 .	
6 .	
7.	

Exercise 4

Replace the underlined words/phrases with words and phrases from the unit.

A world without cars and computers is <u>impossible to imagine</u>. Early computers were <u>not convenient</u> because they took up a lot of space. More compact desktop computers <u>greatly</u> changed the way things were done.

Credit cards are considered a <u>sign of high social standing</u>. In the beginning, it was difficult for people to accept cards instead of <u>banknotes and coins</u>. Gradually, plastic money took over and became a standard method of payment.

1	
2.	
3 . ¯	
4 .	
5. [–]	



Grammar and Vocabulary Review 🥥

Ex	xercise 1
Αç	ree or disagree with the following statements. Follow the examples:
1.	I often forget to take my keys when I go out. agreement So do I. disagreement I never forget to take my keys. I always take my keys.
2.	I have never broken my arm.
3.	I had a long vacation last summer.
4 .	We're going to watch TV tonight.
5 .	I often hurt myself when I use a sharp knife.
6.	I will be leaving for the States in two months.
7 .	I very seldom have trouble sleeping.
8.	I'm sorry to hear that Nasser will be moving.
9.	I'm not sure it's a good idea to spend all our allowance in one day.
10.	I didn't understand what the speaker was trying to say.
Ex	xercise 2
Co	emplete the sentences with the correct reflexive pronouns.
2. 3. 4. 5. 6.	Sabah should take care of if she wants to be healthy. Adel hurt while he was chopping wood. Careful! Don't hurt This knife is sharp. They were trying to start a barbecue and they burnt He was very pleased and proud of when he won the race. We managed to assemble the bookcase He injured while he was trying to get out of the car.
	I didn't think I could do well on the test but I surprised

Exercise 3

Study the table and try to find as many combinations/collocations as possible.

	my hand	my eye	my shoulder	the window	my ankle	the food	myself
break							
burn							
cut							
fracture							
poke							
sprain							
injure							
hurt							

Exercise 4

Fill in the blanks of the escape stories with words or phrases from the list. Make necessary changes to the words.

explosion burst into damage strike recover injure swerve blast survive avoid strike

A 33- year-old woman	was seriously	when her gas oven exploded				
and	flames. The	_ blew the wall off an apartment				
building,						
and	a number of homes.					
The family living next door described the moments following the, which happened in the early hours of Sunday morning. "Had the blast gone the other way, my two kids would have been killed," said the mother. My older son was almost by a flying brick. Luckily, he was quick to cover his head with a pillow and it. It was a narrow escape.						
fracturing his skull in tw just over his left eye wh in critical condition for s	Felipe Massa, 28, o places. Massa was nile he was traveling at 270 kpl some time. No one thought he and return to driving o	by a heavy spring h. He fell into coma and was was going to survive. But he				
who was crossing the r	hit by a car that oad. The boy was seen picking hed into a shop window nearb					

وزارة التعطيم

Ministry ใช้ โลย You Plad or witnessed a narrow escape? Tell the class about it. 2023 - 1445

Grammar and Vocabulary Review 🥥

Exe	ercise 1
Rea	ad the dialogue and fill in the blanks with should , ought to , could , or had better .
B : `	I haven't been feeling very well lately. I get tired very easily and I feel down all the time. You arrange to see the doctor. You look a bit pale. Yes, I know. I really take care of myself but there is so much to do. I don't seem
B:	to find any time for myself. Don't you think you take it easy for a while. You have been working very hard over the last two months.
:	I know. I am not sure but I take a few days off and have a short vacation somewhere quiet.
	Is that what you want? You invite someone to come along with you. Is it a good idea for you to be on your own if you're feeling down?
	You're right. You can't come, can you? No, of course not. This is a very busy time for you. I ask my sister to go with me.
1	Great idea! You also watch your diet. You haven't had a healthy meal for some time now. All I've seen you eat is junk food. You give it up and put yourself on a healthier diet. You're probably right. I'll do that.
Exe	ercise 2
Rea	ad the situations and make suggestions or give advice. Follow the example.
? 2.	Omar has become a very aggressive driver. I'm afraid he is going to cause an accident one of these days. He'd better stop being aggressive then. / He should calm down. We went shopping a few days ago and bought all kinds of things but forgot to buy the things we need most in the house.
3.	This dish tastes funny.
4.	Abdullah is really upset. He failed his driving test.
5.	l keep putting on weight. I am really worried about it.
6.	They need to go to Egypt but they hate flying.
Exe	ercise 3

Write about a problem or difficulty that a friend might have and advise him/her.

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take up put off throw away turn off turn in give up turn down

1. We had to _______ the meeting because many people were sick.

2. Listen to my offer before you _______ it ______. I promise you, it's a good one.

3. He stopped playing golf and _______ riding. He says it has changed his life.

4. He had to _______ driving when he started having trouble with his eyes.

5. You need to _______ or give away old things that you no longer use.

6. I borrowed some books from the library for a week. I'll need to ______ them ______ soon.

7. Please _______ the lights and lock the door when you leave.

Exercise 5

Choose the right explanation. Then provide a real-life example for each word or phrase.

\red Comfort food: spaghetti with cheese, mushrooms, and tomato sauce...

- 1. Comfort food is ...
 - A Healthy food that makes you feel energetic
 - B Food that you eat to feel good
- 2. Junk food contains...
 - A Many vitamins
 - B Lots of carbohydrates
- 3. Food is bland if ...
 - A it has a strong taste
 - B it doesn't have much taste
- 4. A nutritious meal is ...
 - A a meal that contains all the minerals and vitamins that your body needs
 - B a meal that contains a lot of fat and starch
- 5. Something is achievable if it ...
 - A cannot be realized
 - B can be realized
- 6. A relative term is a term that ...
 - A always means the same, has a consistent meaning
 - B can be defined differently, does not have one set meaning
- 7. Condiments are ...
 - A the main ingredients used in a dish
 - B additional ingredients served with a dish





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2023 - 444 hey bought a lot of things **although** / **in spite of** the high prices.

Exercise 1

Grammar and Vocabulary Review

Fi	ill in the blanks with the correct prepositions. Use <i>for</i> , <i>of</i> , <i>to</i> , <i>against</i> , <i>on</i> , <i>in</i> , or <i>about</i> .
?1 .	I apologized <u>to</u> my friend.
-	l apologized to my friend <u>for</u> not calling back.
	. You're thinking resigning, aren't you?
	. He succeeded getting the job that was advertised.
	They decided moving to Switzerland because they prefer warmer climates.
	. I'm dreaming spending some time in a cool and quiet place.
	. She asked becoming a library member and got quite a lot of information.
	. He insisted carrying all the heavy lugagge to help.
	. I look forward seeing you again soon.
	. I'm tired waiting at the bus stop for at least 30 minutes at a time.
	She's used getting up early In the morning.
E	xercise 2
Fi	ill in the blanks with the right words or phrases.
	access avoid used to apologize as soon as communicate dreaming
(2	is good to be able to (1) with you again. We have all gotten so 2) emails, we often forget what it is like not to have (3) to the
	nope you are enjoying your vacation. You had been (4) of a long and relaxing amily vacation for a long time and you certainly deserve one after all the hard work.
W	/hat's the weather like there? It's so cold here, we (5) going out as much as
р	ossible. The snow is good to look at but not so comfortable to walk through in our area. It's froz
SC	olid and is extremely slippery.
Ιv	wanted to (6) for not driving you to the airport the day you left. I got an urgen
	om work and had to get there (7) possible. I promise to be at the airport to m
у	ou when you get back.
H	ave a great time and don't let anything worry you. See you in two weeks.
	nad
1111	iuu iuu
E	xercise 3
\overline{C}	hoose the correct option.
	and an animal priorit
4	
	We didn't get to the airport on time although / in spite of the traffic was not too heavy.
2	We didn't get to the airport on time although / in spite of the traffic was not too heavy. Level though / In spite of the rain, there were a lot of people in the park. ESHEPHSISTED on helping even though / in spite of being too tired.

Exercise 4 Match to form sentences. You should apologize < the new bus schedules. I have thought of buying a car because he dislikes driving. I have been dreaming of a trip to the Fiji Islands for years. He decided against replacing our desktops with laptops. to them for being so late. I was downtown and I asked about **Exercise 5** Write answers to the questions. OR Ask and answer with a partner. 1. Are you used to writing emails to your friends? 2. Are there any emails that you avoid opening? Why? 3. Do you apologize when you have done something wrong? Why? Why not? 4. How do you behave when you get excited about something? **5**. Are there things you are tired of and would like to change? **6**. What do you dream of doing in the future? Add your own ideas ...



Grammar and Vocabulary Review 🥥

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Ev	M	~	ic	- 1

Match the words to form collocations. Tick the items that can be combined.

		island	in touch	friends	fun	round	the money	wish	investment
•	desert	~							
	keep								
	close								
	whole year								
	split								
	have				~				
	common								
	wise								

Choose some of the items and write sentences. Look for examples in Unit 2. PWhat would you want to take with you if you were going to a desert island? Exercise 2 Fill in the blanks with words from the list. invest mismanage set up wisely sum income fortune give away If one wins a large (1)_____ of money as a prize, there are a number of options for him to choose from. He can: • (2)_____ the money • (**3**)_____ it ____ to charity • (**4**)_____ his own business help his family study travel • buy lots of things, etc. Some winners use their prize money (5) and others (6) it and end up broke. I don't know what is harder. Having a moderate (7)_____ all your life or being poor, as opposed to becoming rich and then losing it all? There have been winners who have spent their entire (8) within a few weeks and had

and their money to obtain more and spend it

Ministry to improve their lives and the lives of others.

Exercise 3

If you were the principal of a school that had these problems, what would you do to solve them?

- 1. The roof leaks.
- I'd have the roof replaced.
- 2. The windows are broken.
- 3. The walls look dirty and damaged.
- **4**. There isn't funding for new equipment.
- **5**. There is a shortage of teachers.
- **6**. Some of the students damage school property.
- **7**. The school library doesn't have enough books for the students.

Do you think there might be more problems? If so, what kind of problems? How would you deal with them? Discuss or write your answer.

Exercise 4

What would you wish for in these situations?

- 1. Your younger brother/sister is making a lot of noise as you try to do your homework.
- 📍 I wish he/she would be quieter. OR I wish he/she would make less noise.
- 2. Your cousin from France is visiting you. His Arabic is not very fluent.
- 3. You try to access your emails when you realize that your connection has failed.
- **4**. You would like to buy a new computer but you haven't saved enough money.
- 5. You would really like to learn how to drive but you are not old enough.

keen traveler but you haven't been able to go on a trip for some time.

You lift your head and watch a plane fly by with regret.

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Grammar and Vocabulary Review 🥥

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Write the words for these appliances or objects.

1. the front "window" of the car	W
2. the thing you use to dry your hair	h
3. the machine that butchers use to grind meat	m
4 . the glass sheet that is fitted into window frames	w
5 . another word for a baby carriage	b
6. a tire that is deflated/has no air in it	f
7. the agreement/document that covers repairs or replacement for a period of time	w
8. the money that is returned to the customer if an item that was purchased is faulty or has been returned	r

Exercise 2

Read the situation. Then write what was wrong with the items. Use words from the list.

damaged stained broken torn cracked

Jack had just bought some new clothes that he was really happy with. In his excitement, he tried to cross the street too soon and a car drove past, splashing him and his purchases with muddy water. He got scared and dropped his bags as he tried to avoid another car that was about to go past. When he collected himself, he walked to the middle of the street and picked up his new clothes. They were a mess.

- 1. His new shirt had a large hole. It was
- 2. His new leather jacket had large muddy spots that would not come off. It was ______.
- 3. His new helmet had a thin line running across it. It was _____.
- **4**. His sunglasses were in pieces. They were ______.
- 5. His new laptop case was full of holes and the handle was broken. It was ______.

What needs to be done with each item to try and fix things?

1. The shirt needs to be sewn.

2. 3.

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E	kercise 3
	ne owner of the apartment is very eager to rent it. How do you think he responds to some of e comments that his prospective tenants make?
1.	There is a leaky pipe in the kitchen. I'll have it repaired. (repair)
2.	The faucet is dripping. (fix)
3.	There are loose floorboards in the living room. (replace)
4.	The windowpane is broken in the bedroom. (change)
5.	The doorknob is broken. (replace)
6.	The door only has one lock. (put in)
	elal has taken his car in for a service and repairs. What do you think the chief mechanic who is charge of the garage says to him?
7 .	I was here a couple of weeks ago but the engine has started making a funny noise. (check)
8.	Oh, and I have trouble starting the car. There seems to be a problem with the battery.
9.	And look at the body. The driver's side is full of dents. I don't know when those happened. (repair)
10.	I've also realized that my tires are really worn. (replace)
11.	Can you also do something about the air conditioning? It isn't cooling! (fix)
F	ercise 4
"If	anything can go wrong, it will." According to Murphy's Law, what goes wrong in each situation? rite or discuss your ideas.
2.	You have an important meeting early in the morning It's pouring rain outside
3.	Your favorite TV program is about to start

وزارة التعطيم

Grammar and Vocabulary Review

Exe	ercise 1
Fill i	n the blanks in the text with words from the list. Make sure you use the correct form of each word.
vir	tually catastrophic protect devastate monitor
	t summer, fires (1) large sections of forests and burnt homes to the ground in a nber of areas including the Mediterranean and Australia.
(3)_	ere fire zones had been created, the effects were not as (2) Fire prevention is non-existent in some countries. In such cases, the fires are set to clear forested as so they can be sold as prime land for construction. Forestry services try to (4)
soo is al	vement in the forests on limited funding. If nothing is done to (5) against arson n, we might lose more forested areas. That will pose an immediate threat to our ecosystem which ready taxed with carbon dioxide.
Exe	ercise 2
	ke suppositions, speculate, and draw conclusions about things. Use can't , must , may , or might . The more than one answer for each item.
	just heard a loud bang and all the car alarms went off. (explosion/car crash) It can't have been an explosion; it wasn't loud enough. It must have been a car crash.
_	I could hear people yelling. Someone may have been hurt.
	saw this blinding flash in the sky but there was no noise. Then a few moments later there was such a loud racket. (lightning/fireworks)
3. l	keep on calling his home number and there is no answer. (home/out)
4 .	saw him driving a very expensive SUV. It was brand new. (buy/rent)
5 .•[oid you feel the tremor? The whole building shook for half a minute. (earthquake/explosion)

Exercise 3

Read about Jo's tasks and say/write what he had managed to do when his boss returned.

Jo's boss had left a list of things for him to do. So Jo set out to do everything as fast as possible and he managed to complete the first six tasks.

- 1. reply to requests for information by email
- 2. call the courier and arrange for packages and mail to be picked up
- **3**. call the company lawyer and ask him to come to the meeting in the afternoon
- 4. file all incoming documents and set aside the ones that need to be answered
- 5. return calls from customers asking about delivery dates
- 6. check and send direct mail to potential customers
- 7. prepare a performance report and chart for the meeting
- 8. any other business?

See you around 9:00 a.m.

So when his boss arrived, Jo
and was in the process of preparing the performance report. He was quite pleased with

himself and hoped that his boss would be too.

Exercise 4

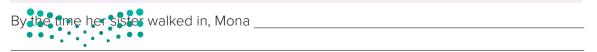
Read about Mona's plan. Then:

- **a.** Write about all the things she managed to do before her sister entered the room.
- **b.** Finish the story.

Mona was preparing a surprise for her sister. Everyday after school she went to their room and worked on what she was making for her. Her sister loved ornate boxes and pretty cushions, so Mona had decided to paint a small wooden box, decorate it with beads, and line it with velvet. She was also embroidering a beautiful blue cushion for her.

This afternoon, she was going to put the finishing touches on both and leave them on her sister's bed before she got back.

Suddenly, she heard her sister's voice. She quickly put away the paints, brushes, needles and threads, ribbons and beads into drawers or hid them under things, and arranged the box and the cushion on the bed.



صلحتاا قبازم

 2023 - Worha was standing near her desk, pretending to be looking at her emails. Her sister ...

Grammar and Vocabulary Review 🥥

	y to match these words with as many other words as possible to form collocations.
1.	oil:
•	oil rig, oil deposits, oil products, oil well, oil field
2.	heavy:
3.	electric:
4 .	security:
5.	hurt:
	noose some of your collocations and make sentences.
I.	
2.	
 3. 	
3.	
3. 4.	
3. 4.	
3 . 4 . E)	xercise 2
3. 4. Re 1.	ead the descriptions/definitions and name the items.
3. 4. R∈ 1.	Rercise 2 Pead the descriptions/definitions and name the items. The thing that made transport of heavy loads and people possible
3. 4. Example 1.	ead the descriptions/definitions and name the items. the thing that made transport of heavy loads and people possible the medication that helped combat infections and saved lives

Exercise 3 Complete the sentences. Use **would/wouldn't** in your answers. Think about how things might or could be/have been different. 1. If the remote control hadn't been invented, 2. If air conditioning hadn't been invented, 3. If gold hadn't been discovered, _____ 4. If forests had been protected, _____ 5. If the Internet had not been made available to the public, **Exercise 4** What would you have done differently? 1. We ordered Chinese food, but it was not very good and nobody was happy. 2. I missed a class yesterday because I overslept. 3. I didn't work with the rest of the group, so I was not able to participate in the poster presentation. 4. Mr. Lee bought a new car, and then he found out that the dealer had special offers on this type of car a month later. 5. I didn't know that my friend was planning to come over, and I went shopping with

6. I didn't expect any calls, so I switched off my cell phone. My friend kept calling about a school project and couldn't get through.



my parents.



Grammar and Vocabulary Review

Exercise 1							
Fill in the blank	s in the news ite	ms.					
recent fea	sible improve	powerful	result	knocked do	wn	pressure	
damaged, r	vening, a (1) oofs have been (een any reports c	(2)	an	id there have b	peen	power cuts in t	the area.
•	o (3) ealth problems s					-	-
3. Interviewer	: Professor Hark				for th	ne masses is go	oing to be
Dog C. Havile	(5)				:1 - 1- 1		
Prof. Harkii	n: Well, I wouldn'	•					
				_		average perso	
						ology everyday	
		wiii be sat	er and Ci	reaper space	uave	el for everyone.	But not
	lifetime, I fear.						
	the \$5 million-pri		ot of pron	nises about wh	nat he	e would or wou	ldn't do v
The winner of money. Report	the \$5 million-pri		ot of pron	nises about wh		e would or wou	
The winner of money. Report 1 I will build a home town.	the \$5 million-pri what you heard		ot of pron	nises about wh			
The winner of money. Report 1 I will build a home town.	the \$5 million-pri what you heard new school in my		ot of pron	nises about wh	2 1		ss people.
The winner of money. Report 1 I will build a home town. 3 I have alread of the mone	the \$5 million-pri what you heard new school in my	him say.	ot of pron	nises about wh	2 1	will help homeles	ss people.

								-
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Read the text and reconstruct the conversation. Write what you think Jed, Jim, and the coach actually said to each other.

Jed and Alan are chatting about an incident during their last football game.

Jed: But Alan, I explained to Jim that I wasn't going to play for more than fifteen minutes. He didn't believe me, at least that's what he said. He thought I was trying to push him out of the game. I know he's been benched enough times, he didn't need this. I tried to tell him that I only wanted to play for a while because my parents had come to watch me play for the first time ever. They hadn't been able to come before because of work commitments. But no, he wouldn't have any of it. He refused to listen to me. He didn't even change. He just picked up his gear and walked out. And then, of course, coach gave me an earful. He accused me of splitting the team. He told me I had no team spirit, that I was selfish and didn't think of anyone else. That's not true. It is not...Of course, I think of my teammates and I care about the way other people think of me. I really hate this.

Alan: Well, have you managed to contact Jim since then?

Jed: This is what I am trying to explain to you. He refuses to speak to me. I walked up to him at school and he looked right through me. He asked the guy who was with him if he knew who I was and they started laughing. Then, we had to work together on our science project and he only wanted to confirm that each one of us remembered exactly what had to be done. He only spoke to me through someone else. He needed the microscope, so he asked Mat to find out if I was done with it. This is ridiculous...

Think about a misunderstanding with a friend and tell your partner or write about it. Use reported speech and reporting verbs.

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