# **MEGA**

# TEACHER'S GUIDE

## **MANUEL DOS SANTOS**

JILL KOREY O'SULLIVAN

ELI GHAZEL - DANAE KOZANOGLOU





#### MegaGoal 3 Teacher's Guide

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# Contents





# Scope and Sequence

|                   | -   |   |   |
|-------------------|---|---|---|
|                   | Unit Title                                      | Functions   | Grammar   |
|                   | Connect<br>Pages 2–5                            | Express opinion and viewpoint,<br>argument; agree and disagree<br>Make deductions about the past and<br>the present   | can't be – must be/must be + -ing – can't have<br>– must have   |
| 1                 | Two Is Better<br>Than One<br>Pages 6-19         | Discuss how people/animals can help<br>each other<br>Negotiate<br>Words connected with museums and galleries<br>Express enthusiasm  | Other, others, and another Emphatic do Simple present tense vs. present progressive Gradable and non-gradable adjectives  |
| 2                 | Influential People Pages 20-33                  | Talk about fame and fortune Discuss options Asking and telling about personal experiences   | Used to versus be used to Would for repeated action in the past versus used to Was/Were going to (future in the past) Present perfect simple tense Past simple vs. present perfect  |
| 3                 | What Will They Think<br>of Next?<br>Pages 34-47 | Discuss technology invented over<br>the last one hundred years<br>Make predictions about life in the year 2100<br>Persuade<br>Words connected with space and the<br>planetary system: part 1            | Future perfect Future perfect progressive The future with dependent time clauses Simple present: be and information questions Simple past: be and be born Regular and irregular verbs in the past   |
| 4                 | The World of TV<br>Pages 48–61                  | Talk about TV films and documentaries Identify genres of TV films Agree and disagree with opinions Words connected with space and the planetary system: part 2  | Both and, not only but also, either or, neither nor Independent clauses with and, but, or, so, and yet Comparatives and superlatives I'd rather/I'd prefer  |
|                   | EXPANSION Units 1–4 Pages 62–67                 | Language Review Reading: Is Anybody Out There? Language Plus: Idioms with world   |   |
| 5                 | Do You Really<br>Need It?<br>Pages 68–81        | Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something Express preference: I'd rather/I'd prefer Words connected with shopping habits | Adverb clauses  Because, because of, since, and now that (In order) to and so (that) Conditional sentences with when, if, even if, in case, only if, and unless Where, wherever, and everywhere   |
| 6                 | The Gender Divide Pages 82-95                   | Talk about gender differences and similarities Discuss stereotypes Ask for and give directions Words connected with hobbies and interests   | Verbs + infinitives or gerunds with different meanings Passive forms of infinitives and gerunds Auxiliary verbs after but and and Present perfect progressive vs present perfect simple with time markers Adjectives + preposition + gerund |
| 7 Ministry 2023 - | Everyone Makes  Mistakes  Pages 96-109          | Talk about famous mistakes in history Discuss personal mistakes Apologize Respond to an apology Words connected with business   | Modals and passive modals in the past<br>Count and non count nouns<br>Expressions of quantity: some, any, a lot of, much,<br>many, enough, plenty of, few, a little, hardly any   |

| Listening   | Pronunciation  | Reading   | Writing   |
|---|--|---|---|
| Listen and identify features of<br>spoken discourse versus<br>written discourse                 | Recycling and using familiar<br>stress, intonation patterns,<br>expressing disbelief,<br>surprise, query |   |   |
| Listen for sequence of<br>events in a summary about<br>Dr. Abdullah Al-Rabeeah                  | The English /r/  | Animal Partners   | Write an essay about two friends Write and prepare a PowerPoint presentation about symbiotic relationships in teams (Project)   |
| Listen for sequence in a<br>lecture about the history<br>of money                               | Past tense endings: /t/, /d/, and /ɪd/   | Sheikh Sulaiman<br>bin Abdul-Aziz<br>Al-Rajhi:<br>A Success Story | Write a descriptive biographical essay about a person's life Research and make a poster presentation about a person you admire (Project)  |
| Listen for specific<br>information in a talk about<br>the future of newspapers                  | Consonant clusters   | An Out-Of-This-<br>World Vacation                                 | Write a discursive essay about a future development in Saudi Arabia and its impact on you and on society Research and make a PowerPoint presentation on future changes and their impact in a particular area that you are familiar with (Project) |
| Listen for specific information<br>from a TV interview about<br>office designs                  | Linking vowel sounds   | The Formula<br>behind Detective<br>Stories on TV                  | Write an expository essay about the formula of a TV film genre Create and present a storyboard on important events in a person's life (Project)   |
|   | Tools for Writing: Commonly co<br>Writing: Write an expository ess<br>or technology and how              |   | a common device<br>ure  |
| Listen for specific details in<br>a lecture on advertising<br>techniques                        | To before consonants and vowels  | Ads Everywhere:<br>Do You "Buy" It?                               | Write a letter to your local newspaper<br>Create and present a new advertisement for an<br>existing product (Project)   |
| Listen for specific details in<br>a discussion about young/<br>new and experienced<br>drivers   | Rising and falling intonation on tag questions   | Do Men and<br>Women Speak<br>the Same<br>Language?                | Write an essay about the communication features of men or women from different cultures Research and make a PowerPoint presentation on communication methods through time (Project)   |
| Listen for specific information fin stories about mistakes  PLLCII align  Ministry of Education | Reductions of modals + have: could have, should have, might have, must have                              | Happy Accidents   | Write a descriptive and personal narrative<br>Research and make a poster presentation about<br>indispensable home inventions (Project)  |

# Scope and Sequence

|    | Unit Title                                   | Functions  | Grammar  |
|----|--|--|--|
| 8  | Against the Odds Pages 110–123               | Discuss remarkable events and coincidences Express surprise  | Such that/so that Reducing adverb clauses Past progressive Was/were going to; was/were about to Past perfect tense Past perfect progressive and past simple  |
|    | EXPANSION Units 5-8 Pages 124-133            | Language Review Reading: The Impact of a Changing World on Human Language and Communication Reading: Phobias: Nothing to Fear  |  |
|    | Update<br>Pages 134–137                      | Express opinion/view, argument, agree and disagree,/belief, disbelief Make deductions/past and present Ask for and give clarification Make suggestions Summarize/recap | Can't be — must be/must be + -ing — can't have — must have  Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, would — hypothesis, modals for ability, possibility, adverbs, gerund, e.g. capable of -ing    |
| 9  | Beauty Is Only<br>Skin Deep<br>Pages 138-151 | Discuss beauty products and practices throughout history Talk about the importance of beauty products Make a complaint Respond to a complaint                          | Noun clauses beginning with that Noun clauses after verbs Noun clauses after adjectives Noun clauses as subjects of sentences Needs to be done; get/have done Present and past participles   |
| 10 | They Said, We Said<br>Pages 152–165          | Discuss gossip and rumors Tell a secret Promise to keep a secret Words connected with the body   | Noun clauses as reported speech versus quoted speech Rules and exceptions to the sequence of tenses Noun clauses beginning with whether or if Modal auxiliaries for the present and future: must, should, ought to, may, might, can, could |
| 11 | Express Yourself Pages 166–179               | Discuss world languages Talk about the English language Ask someone to repeat something Words connected with different kinds of vacations                              | Adjective clauses and relative pronouns Relative pronouns as subjects and objects of adjective clauses Future forms with will and be going to Conditional sentences with if-clauses (present) Wish/If only                                 |
| 12 | Lost and Found<br>Pages 180–193              | Conduct an interview Express regret Express understanding Words connected with historical monuments  | Using where and when in adjective clauses Using whose in adjective clauses Conditional sentences with If-Clauses (Past) As if/as though Inversions   |
|    | EXPANSION Units<br>9-12<br>Pages 194-203     | Language Review Reading: It's a Mystery Language Plus: Idioms about mysteries  |  |

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Ministry of Education 2023 - 1445

| Listening  | Pronunciation  | Reading                                      | Writing  |
|--|--|--|--|
| Listen for specific details in a<br>news story about identical<br>twins who were separated<br>at birth         | Dropped final consonants   | Survival Against the<br>Odds                 | Write a descriptive essay about your vision of the future in Saudi Arabia in 2030 Research and design a cartoon strip about a survival story (Project)   |
|  | Language Plus: Idioms about for Tools for Writing: Run-on sente Writing: Write an essay about a                                    | nces   | re   |
| Listen for specific information/<br>draw conclusions<br>Listen and identify language<br>functions in discourse | Recycle and use familiar<br>stress, intonation patterns,<br>to express attitude or<br>feelings, e.g. disbelief,<br>surprise, query |  |  |
| Listen for specific information in a lecture about fad diets   | Stress on affirmative and negative auxiliary verbs   | Changing Concepts<br>of Beauty in<br>History | Write a persuasive essay about the importance of beauty Research and evaluate cosmetic products and make a poster presentation (Project)   |
| Listen for specific details in a rumor as it is spread   | Question intonation  | Psst. Pass It On.<br>(Why We Gossip)         | Write a summary of an article about gossip<br>Research harmful rumors and make a<br>PowerPoint presentation (Project)  |
| Listen for specific details in<br>stories about people making<br>mistakes in English                           | Emphasizing different words<br>in a sentence to convey<br>different meanings   | Invented Languages                           | Write an email to a friend giving news and discussing differences between your language and English Research and identify specific similarities and differences between English and Arabic; make a PowerPoint presentation (Project) |
| Listen for specific details in<br>stories about lost and<br>found items  | The dropped <i>h</i> sound at the beginning of pronouns and auxiliary verbs  | Look What I Found!                           | Write a personal narrative describing a time that you lost and found something important Research a discovery story and make a PowerPoint or poster presentation (Project)   |

**Tools for Writing:** Using the definite article with geographical nouns **Writing:** Write an essay about an unexplained mystery

Tools for Writing: Sentence fragments

Writing: Write an informational essay about a condition or disorder that involves the human mind



Ministry of Education 2023 - 1445

#### **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<br>3 Expansion Units | 10 pages<br>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 pointof-use 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

MegaGod has two brand new and innovative digital components: the interactive Whiteboard Software for classroom use and the ActiveBook for self-study. Through a variety offinite pictive applications the content of the books in comes to life on the board in class or on the computer screen at home in a way that enhances the learning and teaching process.

#### 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.

#### 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

Ministry of Education 2023 - 1445 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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2023 - 1445

#### 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

## Introduction

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 "texts," in placing gonversations, announcements, "advertisements, news reports, etc.

2023 - 1445

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 Ministry of Education fluency, grammar, punctuation. 2023 - 1445

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 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, etc. Let students bring their own experiences,

Ministry of Education 2023 - 1445

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 may you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

مرارة التحليم Ministry of Education 2023 - 1445

#### 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 and underline the words or phrases that provide facts and/or opinions.

# What do you think?

Collaborative learning promotes teamwork in class. Learners work together in small or large teams. However, it is not always easy for individuals to work effectively with others. Some learners prefer to work on their own first, then share ideas and information. Others are reluctant to share, because they want to impress the teacher with their performance. Negative competition in class tends to prevent students from



working together, as they feel that they need to keep what they know to themselves, in order to gain credit against everyone else in class.



# Who are they? How do you feel about them?

What do people mean when they say that someone is "self-made"? They usually refer to success stories of individuals who have been able to recognize and utilize opportunities in their lives, for the purposes of improving their personal living standards, gaining respect in their community, and helping others. Can you think of successful "self-made" people in your country? Who pare they? Haw de you feel about them?

Ministry of Education

2023 - 1445



# Unit Goals

Vocabulary

Collaborative learning "Self-made" people **Future studies** TV commercials

Functions

Express opinion and viewpoint, argument; agree and disagree Make deductions about the past and the present

Grammar

can't be - must be/must be + -ing - can't have - must have

Listening

Listen and identify features of spoken discourse versus written discourse

**Pronunciation** 

Recycling and using familiar stress. intonation patterns, expressing disbelief, surprise, query

For example:

Fact: Collaborative learning promotes teamwork./ Learners work together in ... teams./

Some ... prefer to work on their own first, then share ... / Others ... reluctant to share ... they want to impress with their performance./

**Opinion:** ... not always easy ... to work ... with others./ Negative competition tends to prevent students from working together, as ... in order to gain credit. Accept whole sentences or content words only, if students suggest them. The point of this task is to make students identify words or phrases that convey information/facts and/or opinion.

- Have students read each text and identify facts and opinions.
- Play the whole audio again. Have students listen and read along in their books.

### **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.

- · collaborative learning
- "self-made" people
- future studies
- · infomercials

Ask students to try and guess what each item refers to.

## **Listen and Discuss**

- Have students open their books to pages 2 and 3 and quickly scan titles and pictures to help them explain the meaning of the phrases on the board. Elicit ideas.
- Play the audio for each topic on pages 2 and 3 and have students listen and read along in their books. Pause at the end of each text and have students comment and compare their initial ideas to the meaning/information in the text.
- Call on a volunteer to read the directions at the top of page 2. Put students in pairs and give them a few minutes to read the first text and underline words of phrases that provide facts and/or opinions. Call on a Ministryollufiteer ใช่ provide an example, or give one yourself. 2023 - 1445

## 2 Pair Work

- Go over the directions.
- Have students find and read the questions in each text and make sure they are all clear about what they are expected to do.
- Remind students of the expressions for Expressing Opinion/Feeling/Preference – Agreeing/Disagreeing box. Write the expressions on the board.
- Give students some ideas for discussion, ask or write on the board:

What do you think of collaborative learning? Is it better than learning independently?
Who, in your community, is a good example of a 'selfmade' person? How does this person contribute to their community?

How useful is the skill of foresight? Would you choose to study such a subject? Why? Why not? How influenced are you by 'infomercials'? Can you give some examples of interesting/boring/amazing infomercials you have seen on TV?

- Put the students in groups or pairs and have them discuss the points raised by the questions. As students work, go around and help as needed with vocabulary.
   Write some of the more useful words and phrases that students ask for on the board for everyone to see.
- Discuss B as a class. Expand on the topic students find the most interesting by having them research it further outside of class.



# Would you take a course on future studies?



Have you heard of the terms 'future studies' or 'strategic foresight'? Future Studies is an interdisciplinary field that studies and analyzes current and past changes with respect to tomorrow. For example, many people believe that the Earth's ecosystem will collapse in the near future, while others believe that it will survive. A foresight approach would analyze and highlight the assumptions underpinning such views. Would you choose to take a course on future studies at university?

# Would you buy it?

Infomercials are longer television commercials that include demonstrations of product features and customer comments. A toll-free telephone number and/or website is included for potential buyers accompanied by "an offer you can't refuse".



## 2 Pair Work 💹



A. Before you discuss each issue, brainstorm and think of:

phrases you can use to express your opinion/view ways to agree and disagree arguments to support your view

pil cileating with topic would you like to know more about? Why? Which topic do you find least Ministry of Education Why? 2023 - 1445

## 3 Conversation 🔟



Listen and practice reading the conversation in pairs. Then act it out.

Adnan and Yahya are high school students. They are walking along the corridor, chatting during break.

**Adnan:** You've heard, haven't you? Our

chemistry teacher has been

transferred.

Yahya: It can't be true. I saw him yesterday. He can't have left. I thought he must still be teaching in our

Adnan: Yes, so did I. But apparently, he has been transferred to his hometown. So someone else is going

to be teaching chemistry.

Yahya: I am sorry to hear that.

Adnan: I saw someone new walking into the chemistry lab. He must be our new teacher...

Let's have a look. No, it can't be. I don't believe it. He must be looking for me. Yahya:

What are you talking about? That must be our new teacher. Adnan:

Yahya: No, it can't be.

Adnan: Oh, come on. Why not?

Yahya: Because that's my uncle! He must have known about this but never told me.

**Adnan:** He must have wanted to surprise you! It's good news, isn't it?

#### **Your Turn**

A. Role-play a conversation like the one above with a partner. Use phrases from the box.

#### **Making Deductions**

(present) It can't be true. / He must be ...

He must be ...ing ...

(past) He can't have ... (left.)

He must have ... (known) ... / He must have ... (wanted) ...

**B.** Read the situations and make deductions.

He must be home. / He can't have left. **1.** Your father's car is in the garage.

They ...

**2.** Your cousin's bicycle is in the garden. He/She ...

3. You can't turn on your new computer. lt ...

**4.** Your best friend is not at school today. He/She ...

**5.** Word in the minutes late. Your friends don't

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2023 - 1445





## 3 Conversation

- Have students open their books to page 4 and have a quick look at the photo. Ask them to close their books and talk about what they think the conversation is going to be about. List ideas on the board.
- Write these questions on the board: Where are Adnan and Yahya? What are they doing? (at school/walking along the corridor, chatting) Play the first part of the conversation and have students listen with their books closed. Call on volunteers to answer. Add more questions:

Where has the chemistry teacher been transferred to? (his home town) Who is the new teacher? How does Yahya feel about it? (Yahya's uncle, he's surprised, concerned – accept any answer that is justified)

Call on volunteers to answer in class.

- Play the audio again. Have students listen and follow in their books.
- Put students in pairs. Have them practice reading the conversation. Tell students to try and act out the conversation as best they can. Encourage them to rehearse more than once. Advise them to look up after they've had a quick look at their lines as they role-play.
- Have them switch roles and repeat.

#### **Your Turn**

- Have students read the directions.
- Direct students' attention to the box of phrases for Making Deductions.
- Go over the expressions with the students. Have them find examples in the conversation.
- Ask them to think about the meaning of the expressions.

It can't be true.(1) I saw him yesterday. He can't have left.(2) I thought he must still be teaching in our school.(3)

I saw someone new walking into the chemistry lab. **He** must be our new teacher... (4)

Let's have a look. No, it can't be.(5) I don't believe it. He must be looking for me.(6)

What are you talking about? That must be our new

teacher.(7) No, it can't be.(8)

Because that's my uncle! He must have known about this but never told me.(9)

He must have wanted to surprise you!(10)

MinistrAsk students questions such as these:

(1) Why does Yahya use can't? Why doesn't he say: It's not true? OR It might not be true? (He is confident that the teacher hasn't left because he had seen him earlier. In other words he has reached this conclusion. belief based on the fact that the teacher was there the previous day.)

(2) Why does Adnan use **must** in this example? What helped him reach that conclusion? (He saw the person going into the chemistry lab, so he assumed that he was the new teacher.)

- (6) Why does he say this? Why not, "He must look for me."? Is the meaning the same? (Obligation)
- Point out the difference in form when deductions refer to the present as opposed to the past. Give them more examples if necessary.

You are at the library studying. Your friend is there with you. You see him/her pick up his/her books and walk towards the librarian. What do you think?

He must be leaving./He must be running late for class.

You are at the library studying. Your friend came in with you. You look for him but can't see him anywhere. He **must have left**. (past)

- Arrange students in pairs to do the role play. Tell them that first they should decide on where they are and what they are doing together.
- Tell them to make notes about the situation if they want but they should not write the conversation down. Remind them that this is speaking practice.
- Call on a few pairs to act out the role plays for the class.
- Have students read the directions and the example for B. Give them some time to read the rest of the items and elicit ideas. Accept all reasonable answers.

#### Answers

- 1. He must be home./He can't have left.
- 2. He must have arrived earlier./He must be in./He must have walked to the park.
- 3. It must be broken./There must be a problem.
- 4. He/ She must be sick.
- 5. They must have left./They must be at the restaurant.

## 4 Speaking

- Have students look at the photo and talk about it.
- Have a student read aloud the directions and list of features
- Have students close their books and listen.
- Play the audio again for students to identify and mark the features of the spoken text.
- Play the audio a third time for students to check their answers.

### Audioscript

I'd been waiting for some cash [pause]... to be deposited in my account, so I kept checking every day. About a week ago, Thursday ... I was near the bank so I checked again, for the umpteenth time. I thought ...I hoped to find some cash. [chuckle] So I put my cash card in the ATM and keyed in my password... I couldn't believe it... the money was in the account... Great! I pushed ... sorry, pressed ...you know...the button... (uhmmm) to withdraw the money, waited and took out my card.[ phew..] I was so pleased...what a relief ... (uhmmm) the ... I turned around and started walking away... very happy ... but I thought I'd check to make sure the money was OK... I looked in my bag. ... Nope, no money in my bag... Searched my pockets ... (uhmmm) nothing. I ran back to the ATM. ...checked the slot ... nothing there. I put my card in to check ... disaster! ...the money had been withdrawn... but I didn't have it! ... Where was it? ... I felt sick at my stomach... and there were so many bills to pay ... This was really embarrassing! ... anyway, I called the emergency number of the bank and told them what had happened ... (uhmm) feeling really foolish ... what would they think of me? ...

They promised to check the next day. ... The man I spoke to told me not to worry... Did you know? ...ATMs have a security feature that pulls back the bills if you don't take them within fifteen or twenty seconds... I didn't know that. ...Also, he told me that this sort of thing happens all the time...Imagine! ... at least I wasn't the only one ....

- Have students read the written text. Elicit features they
  notice, e.g. complete sentences, different connectors,
  range of verb forms, punctuation, paragraphing. Point
  out the density of the written text with ideas, thoughts,
  results and consequences organised and connected,
  rather than fragmented in short utterances (incomplete
  sentences).
- (Written text: I then checked my account to only get a confirmation that the amount I had requested had in fact been withdrawn. Spoken text: I put my card in to check... disaster! ...the money had been withdrawn...but I didn't have it! ...Where was it? ...)
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- Ministry of Education 2023 1445

- Play the CD again, pausing from time to time to allow students to compare with the written story.
- Call on students to comment. You may wish to give students a copy of the audioscript to help them compare the two pieces of discourse.

#### **Answers**

|                          | Spoken Text | Written Text |
|--------------------------|-------------|--------------|
| pauses and fillers       | ~           |              |
| false starts & re-starts | ~           |              |
| complete sentences       | ~           | ~            |
| incomplete sentences     | ~           |              |
| re-ordering              | ~           |              |
| re-wording               | ~           |              |
| self-correction          | ~           |              |
| connectors               | ~           | ~            |
| punctuation              |             | ~            |
| intonation               | ~           |              |

- Have a student read the directions for 2 and 3 in class.
   Encourage students to make suggestions. Tell them that they are free to talk about any type of incident they like.
   Tell them to only make notes, not write the whole story.
   They are supposed to tell the story in class, as they observe their audience and repeat or stress parts of it to make it livelier and/ or more interesting.
- Give students time to think and make notes. Then have them tell the story to their partner. Draw a chart like the one below on the board for students to copy and use to make notes.

| Actions/<br>People | Events | Objects | Places | Feelings |
|--------------------|--------|---------|--------|----------|
|                    |        |         |        |          |
|                    |        |         |        |          |
|                    |        |         |        |          |

Call on volunteers to tell the story in class.

# 4 Speaking 🞑

1. Listen and compare the written text with the spoken account of the incident. Tick the features that you identify in each or both.

|                          | Spoken<br>Text | Written<br>Text |
|--------------------------|----------------|-----------------|
| pauses and fillers       |                |                 |
| false starts & re-starts |                |                 |
| complete sentences       |                |                 |
| incomplete sentences     |                |                 |
| re-ordering              |                |                 |
| re-wording               |                |                 |
| self-correction          |                |                 |
| connectors               |                |                 |
| punctuation              |                |                 |
| intonation               |                |                 |



# Has it happened to you or someone you know?

About a week ago I went to check my bank account for the umpteenth time, hoping that I'd find some cash. I placed my card in the machine, keyed in my password and to my great delight; there was the money in my account. So I pressed withdrawal, took my card out of the machine, as I was supposed to, and happily walked away...

I must have taken about ten steps or so, when I thought of checking to make sure that I'd put the money away securely. I searched my small bag and my pockets to no avail. I immediately turned and rushed back to the ATM. As I had feared, there was no cash in the slot.

I then checked my account to only get a confirmation that the amount I had requested had in fact been withdrawn. I was really upset and embarrassed. I called the bank and reported the incident. They promised to check the following day.

Fortunately, the machine had a security feature which pulled back cash that was not collected within fifteen or twenty seconds!

I was feeling really foolish to have done such a thing but then I was told that it happens all the time! Would you believe it?

2. Work in pairs. Think about an incident you heard or read about or something that happened to you or someone you know. Make notes.

It might help to write the actions/verbs in the order they happened and then add people, objects and places. Lastly, don't forget to also convey the manner in which things happened. Use your voice, علامات توالم apyclamations, adjectives and adverbs.

Ministry of Educ Now use your notes and tell your partner or your class.

2023 - 1445

# 1 Two Is Better Than One

## Listen and Discuss 🕡



- 1. Name some famous duos, or pairs, who have left their mark in history (for example, a husband and wife team or a pair of siblings). Tell the most legendary story you know of a famous pair.
- 2. Read the texts about some famous family members from history. Do you think their close relationship made it easier for them to achieve certain goals?

## Marie and Pierre Curie (1894–1906)

Maria Sklodowska was born in Warsaw in 1867. She was the daughter of a secondary-school teacher. She studied in local schools and received some training in science from her father. Because women were not allowed to attend university in Poland in the 19th century, Maria left Poland to study at a French university in 1891. Now known by the French name Marie, she worked hard in a laboratory that was owned by Pierre Curie.

> Pierre Curie was born in Paris in 1859. He received his early education at home and then joined the Faculty of Sciences at the Sorbonne. He was promoted to professor in 1900.

Marie and Pierre Curie got married in 1895. Although poor, they were devoted to each other and their research. Their studies of radioactive substances were carried out under difficult conditions. Their laboratory facilities were hardly adequate and

they had to do a lot of teaching to earn a living.



In 1898, the couple discovered the elements polonium and radium. They eventually won the Nobel Prize for Physics in 1903 for the discovery of radioactivity. When Pierre died in 1906, Marie honored his memory by continuing their work. In 1911, Marie Curie won another Nobel Prize, this time for chemistry. She was the first person to win the Nobel Prize twice.

Ministry of Education 2023 - 1445

# Unit Goals

Vocabulary Partners, marriages, and siblings

Cooperation Symbiotic pairs

- Functions Talk about famous marriages and sibling relationships in history Discuss how pairs can help each other Negotiate
- Grammar Other, Others, and Another Emphatic Do

- Listening Listen for sequence of events
- **Pronunciation** The English /r/ sound
- Reading **Animal Partners**
- Writing Write an essay
  - **Function** Simple Present versus **Present Progressive** Words Connected with Museums and Galleries

Form, Meaning and

### **Warm Up**

- With students' books closed, discuss the introductory question. Ask: Who are some famous husbands and wives from history? Who are some famous brothers or sisters? Elicit answers and write their names on the board.
- Review the list of famous partners on the board. Ask: What is each of these partners famous for? Call on volunteers to share what they know about each.
- Write on the board the title of the unit: **Two is better** than one. Ask students to predict what Unit 1 will be about. (famous marriages and famous siblings)

## **Listen and Discuss**

• Ask students to open their books to pages 6 and 7. Give them a moment to scan the pages and look at the pictures. Ask: What famous marriage is discussed on these pages? (Marie and Pierre Curie). What famous siblings are discussed? (Orville and Wilbur Wright). Check to see if any of these people were named by students in the Warm Up. Find out by a show of hands how many students are unfamiliar with each pair.

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- Have students read the text and answer the second introductory question: Do you think their close relationship made it easier for them to achieve certain goals? Discuss the answer as a class, calling on various students to give their opinions and explain their reasons.
- Play the audio for each pair on pages 6 and 7. Have students listen and read along in their books.
- To check students' understanding, pause the audio after each pair to ask a few comprehension questions. Ask questions, such as the following: (Marie and Pierre Curie)

Where did Marie and Pierre meet? (in a laboratory in France)

What did they discover together? (the elements polonium and radium) (Orville and Wilbur Wright)

Who were the Wright brothers? (inventors and aviation pioneers)

Why were they famous? (They built and flew the first successful airplane.)

What did their homemade wind tunnel help them do? (design and build the most efficient wings and propellers that had ever been made)

- Play the complete audio again. Have students listen and read along in their books.
- Point out the dates that are given in the text after the Curie couple's names. Ask: What do these dates refer to? (the date of their marriage). Then point out the dates given after Orville's and Wilbur's names. Ask: What do you think these dates refer to? (their years of birth and death)

#### **Quick Check**



- Have a volunteer read aloud the exercise directions.
   Call on another student to read aloud the list of words in the left column. Ask students to search the texts on pages 6 and 7 for the words and underline them.
- Have students work individually to match each word to its meaning. Tell students to use the context of the word in the text to help them find the correct meaning.
- Have students compare answers in pairs.
- To check answers as a class, call on pairs to read aloud their matches.

#### **Answers**

**1.** c **2.** e **3.** b **4.** f **5.** d **6.** a

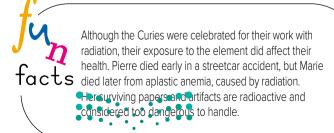


- Call on a volunteer to read aloud the directions.
- Have students work in pairs to answer the questions, referring back to the text as necessary to find the answers.
- Check answers as a class by calling on pairs to read aloud the questions and answers.

#### **Answers**

Answers will vary. Sample answers:

- 1. Because women were not able to attend university in Poland.
- They had to work long hours in order to earn a living and their laboratory did not have a lot of facilities.
- 3. The discovery of radioactivity made them famous.
- **4.** They received a Nobel Prize for Physics in 1903 and Marie Curie won another Nobel Prize in chemistry in 1911.
- **5.** They focused on developing a reliable pilot control system, rather than more powerful engines.
- **6.** They gained mechanical skills by working with bicycles, motors, and other machinery in their shop and they developed their skills as pilots by testing gliders.



## وزارة التعطيم

Ministry of Education 2023 - 1445

#### 7 Teacher's Guide

## **2** Pair Work

- Ask students to read the directions silently. Ask a student to explain the task to the class, helping as necessary. Emphasize that the famous people do not have to be married couples or siblings.
- Arrange students in pairs to choose a famous person in history. Ask them to write a list of at least three reasons that explain their choice.
- Have each pair join another pair to form a small group.
   Then have the groups discuss each famous person and what they contributed to the world.
- To conclude the exercise, have each group list their famous people on the board. Take a class vote on which person seems to have had the greatest impact on the world.

### Workbook

Assign page 221 for practice with the vocabulary of the unit.



### Teaching Tip

MegaGoal includes many opportunities for pair and group work in each lesson. Create a system to ensure that students rotate partners in order to work with all of their classmates.



## **Additional Activity**

As an extension to the vocabulary exercise, Quick Check **A**, ask students to identify the part of speech of each word. Then have them work in pairs to complete a word family chart for each word, identifying the noun, verb, adjective, and adverb forms. Have them try to complete the chart by themselves before checking their work in a dictionary. Their completed charts might look like the following:

| 5        | 5       |            |             |
|----------|---------|------------|-------------|
| Noun     | Verb    | Adjective  | Adverb      |
| devotion | devote  | devoted    | devotedly   |
| pioneer  | pioneer | pioneering | X           |
| reliance | rely    | reliable   | X           |
| extent   | extend  | extensive  | extensively |
| legend   | X       | legendary  | legendarily |
| aviation | aviate  | X          | X           |





The Wright brothers, Orville (1871–1948) and Wilbur (1867–1912), were inventors and aviation pioneers who built and flew the first successful airplane. They were not the first to build and fly experimental aircraft, but they were the first to invent airplane controls that made powered flight possible.

The Wright brothers differed from other inventors of the time because their focus wasn't on creating more powerful engines. What they did focus on was developing a reliable pilot control system. Their homemade wind tunnel provided the data the brothers needed in order to design and build the most efficient wings and propellers that had ever been made. They gained valuable experience and mechanical skills by working with bicycles, motors, and other machinery in their shop for years. They developed their skills as pilots through extensive glider tests, from 1900 to 1903, until their first powered flight.

Competing researchers and entrepreneurs challenged the Wright brothers' abilities and skills as inventors. The Wright brothers' work has had a lasting impact on aviation and aerodynamics.

### **Quick Check** ✓

- A. Vocabulary. Match each word to its meaning.
  - **1.** \_\_\_\_\_ devoted **a.** airplane
  - **2.** \_\_\_\_\_ pioneer
  - **3.** \_\_\_\_\_ reliable **c.**
  - **4.** \_\_\_\_\_ extensive
  - **5.** \_\_\_\_\_ legendary
  - **6.** aviation
- a. airplane manufacture, development, and design
- **b.** trusted to work well
- **c.** dedicated
- **d.** famous
- e. a person who starts or is involved in a new method or activity
- f. something that covers a wide range of ideas and details
- B. Comprehension. Answer the questions about the famous pairs in history.
  - 1. Why did Marie Curie leave Poland after school?
  - 2. Why were conditions difficult for Marie and Pierre Curie?
  - **3.** Which discovery made Marie and Pierre Curie famous?
  - **4.** How many Nobel Prizes did they win? When?
  - **5.** How were the Wright brothers different from other experimenters?
  - 6. How did the Wright brothers gain mechanical skills?
  - 7. How did they develop their skills as pilots?



Ministry of Edisatiss historically famous people with your partner. Choose a person who has changed the 2023 - 1445world for the better. Explain to your partner why you selected the person.

# **3** Grammar 鷆



## Other, Others, and Another Other/Others

Other can be used as an adjective before a plural noun to mean "additional" or "further." Many scientists feel that global warming can be reversed. **Other** scientists disagree.

Others can be used as a pronoun to mean additional or other persons or things. Many scientists feel that global warming can be reversed. **Others** disagree.

#### Another

Another can be used as an adjective or a pronoun.

As an adjective, it means an alternative to something previously considered.

I know you want to go to Mexico on vacation, but I have another idea.

As a pronoun, it means an additional one of the same kind.

That was a good cup of coffee. I think I'll have another.

Whether used as an adjective or a pronoun, another is only used with singular nouns.

Incorrect: I think I'll have another beef burgers.

Note: Don't confuse other, others, and another with the pronouns each other and one another. Note that each other and one another, which are inseparable phrases, are used to express a mutual relationship.

My friends have deep trust in each other. I know that none of them could let down the others.

### Emphatic Do

Do is usually used as an auxiliary in negative and question forms of the simple present and past tense. However, the auxiliary do can also be used before the infinitive in affirmative sentences to add special emphasis.

I do enjoy his company.

He **does** like to talk.

We can also use emphatic do to show a contrast between expectations and reality.

**A:** You didn't call me yesterday. **B:** I did call you yesterday.

We usually get along very well, but we **do** have arguments occasionally.

**Note:** Emphatic *do* is strongly emphasized in speech.

| A. Complete each sentence with other, others, or another.                          |
|--|
| <b>1.</b> He says he is so full of beef burgers. He says he could not eat          |
| 2. You can use that topic for your paper. I have a few in mind for my paper.       |
| <b>3.</b> They like their cats so much that they are talking about getting kitten. |
| 4. You can keep that pen. I have two or three pens in my backpack.                 |
| <b>5.</b> There are six people in line ahead of us.                                |
| <b>6.</b> Cover your mouth when you cough so that won't catch your cold.           |
| ய் சர்த்தி நீத்தேcovered from a cold, and already I'm getting one.                 |
| nistry of Education  |
| 023 - 1445   |

## **3** Grammar

#### Other, Others, and Another

• Explain to students that these common English words often cause confusion for English learners. They are related words, but each has a different meaning.

#### Other/Others

 Read the explanation with the class. Write the example sentences on the board. Point out that in these sentences, other and others have a similar meaning although they function differently in the sentences.

#### **Another**

• Read the explanation with the class. Write the example sentences on the board and discuss them. For example:

I know you want to go to Mexico on vacation, but I have another idea.

Point out that in this sentence, another idea can be substituted with the words a different idea.

#### That was a good cup of coffee. I think I'll have another.

Point out that in the second sentence, another means an additional cup of coffee.

 Write additional sentences on the board and have students complete them with other, others, or another. For example:

I'm almost done. I just need \_\_\_\_ minute. (another) He watches the news. He doesn't watch any TV *program.* (other)

I only ate one cookie. John ate the \_\_\_\_. (others) One student is from Brazil. The \_\_\_ are from

**Venezuela**. (others) One student is from Brazil. The \_\_\_\_ is from

Venezuela. (other) One student is from Brazil. \_\_\_\_ is from Venezuela.

• Read aloud the **Note**. Explain that the phrases each other and one another are interchangeable. They can be used in the same situations. Elicit from students additional examples using each other and one another. For example:

All of the students in the class are nice to one another II of the students in the class are nice to

Ministreacheathertion

(Another)

We get along so well because we understand each other./We get along so well because we understand one another.

#### Emphatic Do

- Read the explanation with the class. Ask volunteers to read aloud the examples. Make sure that they stress the emphatic do. Point out that the emphatic do is used as an auxiliary verb in these statements and changes form (do, does, did) as it does in negative statements and questions.
- Write the following scrambled sentences on the board. Ask two volunteers to arrange the words in order on the board to form sentences.

play/like/Ann/do/to/video games/.

(Ann does like to play video games.)

enjoy/that/we/reading/gossip column/do /.

(We do enjoy reading that gossip column.)

#### Language Builder

The emphatic do can also occur at the beginning of an imperative sentence. For example:

Do come in!

Do be nice to your sister!

Do do your homework tonight!

Imperatives like these are correct without the initial do. Adding do simply makes them stronger.



- Ask a volunteer to read aloud the directions.
- Have students work individually to complete the
- Have students check their answers in pairs. Then call on students to read aloud their completed sentences.

#### Answers

1. another 2. others

3. another **4.** other

**5.** other 6. others 7. another

### B

- Ask a volunteer to read aloud the directions. Focus students' attention on the photo. Ask: How do these people feel about the new shopping mall? (They are happy about it.) Elicit another idea that students could use as a basis for the example. For example: Other people are upset about it.
- Have students work individually to write a second sentence for each item. Point out that there isn't only one correct answer for each.
- Have students check their sentences in pairs. Then call on students to read aloud their sentences. Since answers may vary, call on a few students to give their answers for each.

#### **Answers**

Answers will vary. Sample answers:

- 1. Others do not.
- 2. Another thing you can do is conserve water.
- 3. The other has blond hair.
- 4. My other class is biology.
- **5.** Another synonym is *good-looking*.
- 6. I need another one.
- 7. There are three others in front of us.
- 8. Another thing you should do is eat healthy foods.

## C

- Ask a volunteer to read aloud the directions and the example sentence.
- Remind students that sometimes the verb in the sentence will change form. For example, write this sentence on the board: **He feels tired**. Elicit from students that the rewritten sentence would be He does feel tired.
- Have students work individually to rewrite each sentence, adding do, does, or did.
- To check answers, ask volunteers to write their new sentences on the board. Look at each sentence as a class. Do not immediately point out any errors; let students try to find and correct them first.

#### **Answers**

- 1. I do hope you get better quickly.
- 2. He des anioy playing on his own.
- 3. He does need to find a job soon.
- 4. I did ask my friend to join us.
- **5.** This stare does have the best selection.

2023 - 1445

#### O

- Ask a volunteer to read aloud the directions and the example sentence.
- Tell students that they should first match the sentence parts for each item. Then they should go back and rewrite the sentences, adding do, does, or did.
- Have students work individually to complete the activity.
- To check answers, call on volunteers to write their completed sentences on the board.

#### **Answers**

- 2. e I'm afraid of heights, though I do fly occasionally.
- 3. b I forgot to call my friend, but I did send my friend an email.
- 4. f I didn't have a lot of time, but I did manage to finish my homework.
- **5.** a She doesn't want to go shopping, but her sister does want to go shopping.
- 6. d Although she's a bit guiet, she does have a great sense of humor.

### Workbook

Assign pages 222–224 for practice with the grammar of the unit.



## Teaching Tip

When presenting new grammar, avoid getting into detailed explanations. Try to get your students practicing and speaking as soon as possible. The best way for students to understand a new grammar point is to see and hear correct examples, and then practice it themselves.



## Additional Activity

Emphasize to students that an important aspect of using the emphatic do is stressing it in speech. Have students practice saying aloud the sentences in exercises **C** and **D** with emphatic stress.



Mumtaz Mahal was given this name by her husband. It means Jewel of the Palace. Taj Mahal means Crown Palace.

- B. Read each sentence. Then use your own ideas to write a second sentence, using other, others, or another.
- Some people are happy about the new shopping mall. Others are upset about it.
  - 1. Many young people like to socialize on the Internet.
  - 2. One thing you can do to help the environment is recycle.
  - **3.** Two of my three sisters have brown hair.
  - **4.** English isn't the only class I have on Mondays.
  - **5.** Attractive is one synonym for pretty.
  - 6. My backpack is ripping.
  - **7.** We're not the first people in line.
  - **8.** One thing you should do for your health is exercise.
- **C.** Rewrite each sentence, adding **do**, **does**, or **did** for emphasis.
- I feel tired. I do feel tired.
  - 1. I hope you get better quickly.
  - 2. That child plays quietly.
  - **3.** He needs to find a job soon.
  - 4. I asked my friend to join us.
  - **5.** This store has the best selection.
  - **6.** The teacher noticed you were absent.
- **D.** Match the sentence beginnings and endings. Rewrite the sentences, adding **do**, **does**, or **did** for emphasis.
- 📍 We don't usually watch TV, but we do watch that program.

  - **3.** I forgot to call my friend, \_\_\_\_ **c.** but we watch that program.
  - **4.** I didn't have a lot of time, \_\_\_\_
- 5.. She doesn't want to go shopping, \_\_\_\_ e. though I fly occasionally.

- **1.** We don't usually watch TV, <u>c</u> a. but her sister wants to go shopping.
- 2. I'm afraid of heights, \_\_\_\_ b. but I sent my friend an email.

  - **d.** she has a great sense of humor.
- 6. Although she's a bit quiet, \_\_\_\_ f. but I managed to finish my homework.





## 4 Conversation 🚇



Badr: I'm really excited that we're going to share

an apartment to save money while we study

in New York.

**Adnan:** I am, too. But, you know, a lot of friends end

up arguing about chores. So, I was thinking it might be a good idea for us to divide up the

chores before we move in.

Yeah. I do think we should discuss that. Badr:

I'm sure we can work out a fair division of

chores.

**Adnan:** Of course, we'll each clean our own room.

And since there are two bathrooms, how about if I clean one and you clean the other?

Badr: That's fair. And each week we can take turns

cleaning the rest of the apartment.

**Adnan:** Hey, do you want to do our laundry together

so that only one of us has to go to the laundromat each week?

Badr: We're on the same wavelength. I was just going to suggest that.

Adnan: I really don't like folding the wash. If I wash the laundry, would

you be willing to do the folding?

Badr: No sweat. And how about cooking? I don't mind cleaning, but

cooking is really not my cup of tea. Would you do the cooking

if I did the cleaning up?

**Adnan:** Sorry, but if there's one chore I hate, it's cooking.

Badr: Well, it looks like we're going to be eating a lot of takeout!

## About the Conversation

**1.** What problem are Badr and Adnan trying to avoid?

2. How do Badr and Adnan divide up the chores?

**3.** What chore does neither of them want to do? What solution does Badr offer?

## **Your Turn**

Role-play with a partner. Pretend that you are dividing up responsibilities for something you are doing together, such as working on a school project. Figure out a list of tasks, and then discuss who will be responsible for each المعنا المنافقة إلى المنافقة المنافقة

Ministry of Education 2023 - 1445



on the same wavelength = thinking the same thing No sweat. = No problem.

not my cup of tea = a polite way to say you don't like something

### **Negotiating**

How about if I...and you...? I think it would be fair if... I'm sure we can work this out. OK, I'll agree to...if you will... Would you (be willing to)...if I...?



## 4 Conversation

- Direct students' attention to the photo. Ask: What are the boys doing?
- Play the audio. Tell students to listen with their books
- To check comprehension, ask: What is the relationship of the boys? (They are going to share an apartment while they study.)
- Play the audio again. Have students listen and read along in their books.

#### Real Talk

- Draw students' attention to the Real Talk box. Point out that the words in this box are highlighted in blue in the Conversation. Explain that these are usually idiomatic or slang words and expressions that students may not be able to find in their dictionaries. They are defined here. Model the phrases for students to repeat.
- Ask: Who says "on the same wavelength"? (Badr says this, meaning that he agrees about doing laundry together.) Give another example of this phrase. For example, say: My husband and I were not on the same wavelength last Saturday. He wanted to stay home and watch a film, but I wanted to go out shopping. Ask: Who is someone that you are usually on the same wavelength with? Elicit answers from a few volunteers.
- Ask: Who says "No sweat"? (Badr says this, meaning that he doesn't mind doing the folding at all.) Explain that this phrase is also very informal and would usually be said among friends. Students would not use this expression with a teacher or someone else they speak to with respect.
- Ask: Who says "not my cup of tea"? (Badr says this, meaning that he doesn't like to cook and probably is not very good at it.) Give an example of something that is not your cup of tea. For example: **Gardening is not** my cup of tea. The flowers that I plant never grow. Ask a few students to say something that is not their cup of tea.
- If necessary, explain that takeout is food that is ordered at a restaurant and eaten at home.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

### وزارة التعــلام Ministry of Education 2023 - 1445

#### **About the Conversation**

- Have students work in pairs to answer the questions, referring back to the conversation to find the answers.
- Check answers by calling on pairs to read aloud the questions and answers.

#### **Answers**

- 1. They don't want to argue about chores.
- 2. They will both clean their own rooms. They will each clean a bathroom. They will take turns cleaning the rest of the apartment. Adnan will wash the laundry and Badr will fold it.
- 3. Neither of them wants to cook. Badr suggests they order takeout food often.

#### **Your Turn**

- Call on a student to read the directions aloud.
- Direct students' attention to the box of phrases for Negotiating. Ask: Which phrases in the box were used in the Conversation? Who says them? (Badr says I'm sure we can work out a fair division of chores. Adnan says ...how about if I clean one and you clean the other? Adnan asks If I wash the laundry, would you be willing to do the folding? Badr asks Would you do the cooking if I did the cleaning up?)
- Arrange students in pairs to do the role play. Tell them that first they should decide what they are doing together. Elicit a few additional ideas, such as planning and cooking a meal or working on a project.
- Have students write down the list of tasks involved and then discuss the list, negotiating who will do each task.
- Make sure that students understand that this is speaking practice, and they do not have to write the conversation down.
- Call on a few pairs to act out their role plays for the class.

## 5 Listening

- Ask students If they know who Dr. Abdullah Al-Rabeeah is. Call on a volunteer to give some information.
- Have a student read aloud the directions and list of events. Tell students that they will listen in order to number the events in the correct order.
- Play the audio as students just listen.
- Play the audio again for students to number the events in the correct order.
- Play the audio a third time for students to check their answers.

#### **Answers**

- 1 He realizes he wants to become a doctor.
- 2 He graduates from King Saud University.
- 3 He gets his Master's in Pediatric Surgery.
- 4 He is a member of the Canadian Board of Pediatric Surgeons.
- 5 He is assistant professor at King Saud University.
- 6 He becomes Executive Director of Health Affairs at the National Guard.
- 7 He is appointed Minister of Health.
- 8 He and his team perform surgery on Polish twins.
- 9 He is honored by the Polish community.

## Audioscript

Dr. Abdullah Al-Rabeeah is highly respected in the medical field for his contribution to pediatric surgery and his expertise in separating conjoined twins. The work of Dr. Rabeeah and his team of medical specialists has enriched the lives of many children and their families around the world.

Abdullah Al-Rabeeah was born in Saudi Arabia. From a young age he knew that he wanted to help others and chose medicine as his career. He proved to be an excellent student and, by the age of 25, he had received a Bachelor of Medicine and a Bachelor of Surgery from King Saud University in Riyadh. He continued his studies in Alberta, Canada, where he was awarded a Master's in Pediatric Surgery in 1985 and became a member of the Canadian Board of Pediatric Surgeons in 1987.

Dr. Rabeeah soon returned to Saudi Arabia and became an assistant professor of pediatric surgery at King Saud University and a pediatric surgery consultant at several hospitals in the Kingdom. From 2005 to 2009, he held the position of Executive Director General of Health Affairs at the National Guard, and in February 2009, he was appointed Minister of Health.

In January 2005. Dr. Raboean and his team made medical history by separating a pair of conjoined twins after 15 hours of surgery. This was the 9th successful operation of its kind performed at the

This was the 9th successful operation of its kind performed at the Health Affairs at the National Guard, Medical City in Riyadh. The Ministry of Education

2023 - 1445

twins' mother, from Poland, had heard of the excellent facilities there and requested help for her daughters. The 14-month-old girls were brought to the Kingdom after Crown Prince Abdullah generously agreed to the operation.

When the two girls finally came out of the operation theater, the relieved mother told reporters, "The day of separation of the twins is the happiest event in my life." In February, the Polish Ambassador held a special reception to honor Dr. Rabeeah and his team for their outstanding achievement.

This operation and others since prove that humanitarian assistance and medical care have no geographical borders.

## **6** Pronunciation

- Play the audio. Have students listen and read along in their books.
- Play the audio again. Have students listen and repeat, or speak along with the recording.

## 7 Vocabulary Building



 Have students work individually to match the words with the definitions.

**5.** c

#### **Answers**

**1.** e **2.** a **3.** b **4.** d

**B** 

• Have students compare answers with a partner.

## Workbook

Assign page 225 for additional reading practice.

## Teaching Tip

Even at an advanced level, students may need pronunciation practice. Assess the sounds students have trouble with and incorporate pronunciation exercises to practice them.

## Additional Activity

To give students additional practice with the English /r/ sound, write these tongue twisters on the board for students to practice:

Round the rugged rock, the ragged rascal ran. Four furry gorillas ran after a butterfly.

## 5 Listening 🧴



Listen to a summary about Dr. Abdullah Al-Rabeeah, a famous pediatric surgeon. Then number his achievements in the correct order/in chronological order.

| He and his team perform surgery on Polish twins.                       |
|--|
| He becomes Executive Director of Health Affairs at the National Guard. |
| He realizes he wants to become a doctor.                               |
| He graduates from King Saud University.                                |
| He is assistant professor at King Saud University.                     |
| He gets his Master's in Pediatric Surgery.                             |
| He is honored by the Polish community.                                 |
| He is appointed Minister of Health.                                    |
|  |



## 6 Pronunciation



He is a member of the Canadian Board of Pediatric Surgeons.

\_\_\_\_ He is appointed as a consultant in the Royal Court.

While most languages have the /r/ sound, it is pronounced differently in different languages. Listen and practice the English /r/ sound in these sentences.

- 1. Dr. Rabeeah is respected for his contribution to pediatric surgery.
- 2. They have enriched the lives of children around the world.
- 3. He received a Bachelor's of Surgery from King Saud University in Riyadh.
- **4.** After the operation, the mother was relieved.
- **5.** The Ambassador held a reception to honor Dr. Rabeeah.

# Vocabulary Building



A. You will see these words in the reading on pages 12 and 13. Match the words with their meanings.

- **1.** \_\_\_\_compensate
- a. ways in which something lacks what it needs
- **2.** \_\_\_\_\_deficiencies
- **b.** causing great fear
- fearsome
- c. animals that live by hunting others
- d. extremely valuable; priceless
- \_\_predators
- e. to overcome a weakness with a strength

... Ministry of EBccheck your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary. 2023 - 1445

## 8 Reading



## **Before Reading**

Do you think animals ever form partnerships to help one another? Explain.



For animals in the wild, each day is a struggle to survive. They must continually search for food, while at the same time keeping themselves safe from predators. Some animals have learned that teaming up with another animal makes the struggle to find food, shelter, and safety a bit easier. This kind of special relationship in which animals depend upon and benefit from one another is called symbiosis.

One of the most visually surprising examples of symbiosis occurs between the fearsome African crocodile and the small plover bird. When a plover is nearby, a crocodile will open its long, sharp-toothed jaws to invite it inside. You might assume that the plover would quickly reject this invitation and fly off. Yet surprisingly, the plover does hop inside. Perhaps even more amazingly, the crocodile, normally known for its aggression,



does not snap its mouth shut and have the plover for a snack. Instead, it remains still, not closing its mouth until the plover leaves. How can this strange behavior be explained? The answer is symbiosis. The plover picks out all the small pieces of meat stuck between the crocodile's teeth. In doing so, it cleans the crocodile's teeth, which prevents it from getting infections. Because the crocodile can not clean its own teeth, it depends on the plover to perform this service. In return, the crocodile provides an easy meal for the plover.

In some cases of symbiosis, like the crocodile and the plover, each animal in the pair benefits from their relationship in a different way. However, in other cases, the animals share a common goal. This is true of the honeyguide bird and the ratel, a furry creature with short legs and long claws. Both these animals live on grasslands in Africa and have an appetite for honey. As its name suggests, the honeyquide has a special ability for locating beehives. However, this small bird cannot open a beehive to get at the honey. To accomplish this, it teams up with the ratel. Ratels are a perfect match for the honeyquide as they love honey, are large enough to



crack open a hive, but have no ability to find hives themselves. The honeyguide flies over grasslands looking for a hive. When it does spot a hive, it swoops down and makes a noise to alert the ratel. The ratel uses its claws to tear open the hive. After eating its fill, the ratel invites the honeyquide to finish the leftovers.

Another two animals that team up to compensate for their own weaknesses are the zebra and the ostrich. These two animals often travel together. This is no surprise since they are a perfect match. While the giant, flightless ostrich has poor senses of both smell and hearing, the zebra has acute senses of smell and hearing. On the other hand, the zebra has terrible eyesight, while the ostrich has excellent eyesight, enhanced by its long neck which enables the

ostrict to see far into the distance. In this way, each makes up for the other's deficiencies. As a result, the animals are far safer together than they would be apart. Ostriches can see predators, such as lions, far in the distance, while zebras can smell or hear others as they approach.

Birds and land animals aren't the only ones that work in symbiotic pairs. Some sea animals, like the clownfish and the sea anemone, do as well. Sea anemones, which look like plants, are actually dangerous animals with

### 8 Reading

- With students' books closed, write the title of the reading on the board: **Animal Partners**. Then ask the Before Reading question: Do you think animals ever form partnerships to help one another? Discuss this question as a class and elicit examples of animal partners from students. Students may have studied this in science.
- Have students open their books to pages 12 and 13 and look at the photos. Ask: What animal partners do you think this reading will discuss? (From the photos, students can guess the zebra and the ostrich and the clownfish and the anemone. They may not know which animals partner with the crocodile and the ratel, or honeybadger.
- Play the audio for the entire reading. Have students listen with their books closed.
- Play the audio again. This time, have students listen and follow along in their books.

#### **READING STRATEGY Outlining**

 Tell students that creating an outline of a reading is a helpful way to break down information in a scientific text. This is a useful study tool when reading text for information. It is also helpful as a tool to review the information later. Make copies of the structure of an outline, or draw the structure on the board. Work as a class to fill in the first section, based on the reading. Ask students to work individually, or with a partner to complete the rest of the outline. The sample outline below is completed for reference.

#### **Animal Partners**

- I. Symbiosis
  - **A.** Symbiosis is a special relationship in which animals depend on and benefit from one another.

#### II. The African crocodile and the plover bird

- **A.** The plover picks food out of the crocodile's mouth, preventing infection.
- **B.** The crocodile gives the plover an easy meal.

#### III. The honeyguide bird and the ratel

- **A.** The honeyguide locates the beehive.
- **B.** The ratel tears open the hive to get the honey.

### وزارة التعــلام Ministry of Education 2023 - 1445

#### IV. The ostrich and the zebra

- A. The ostrich has good eyesight and can spot predators in the distance.
- **B.** The zebra has good senses of smell and hearing for locating predators.

#### V. The clownfish and the anemone

- A. The clownfish attracts prey into the anemone and cleans up scraps of food.
- **B.** The anemone provides a safe home and food for the clownfish
- For additional vocabulary practice, have students refer back to the Vocabulary Building exercise on page 11. Have students find and underline the words in the text. Note that the word *predators* appears three times in the text.
- Call on students to explain in their own words how each word is used in the context of the reading. For example:

The zebra and the ostrich team up to compensate for their own weaknesses.

The ostrich and the zebra make up for each other's deficiencies.

The African crocodile is a fearsome animal.

The benefits that symbiotic partners provide to each other are invaluable.

Animals work to keep themselves safe from predators. / Ostriches can see *predators* from far away while zebras can smell them. / Predators of the clownfish stay away from the anemone's tentacles.

### **After Reading**

- Have students work in pairs to answer the questions, referring back to the text as necessary to find the answers.
- Call on pairs to read aloud the questions and answers.

#### **Answers**

Answers will vary. Sample answers:

- Symbiosis is a relationship in which two animals depend upon and benefit from one another.
- The plover cleans the crocodile's teeth, which prevents infection and provides a meal for the plover.
- **3.** The honeyguide bird and the ratel help each other get honey. The honeyguide bird finds the hive, and the ratel tears it open.
- **4.** The zebra has bad eyesight, but good senses of smell and hearing. The ostrich has poor senses of smell and hearing, but good eyesight.
- 5. The anemone provides a safe home for the clownfish and leftover food. The clownfish attracts prey to the anemone, cleans up food scraps and dead tentacles, and chases away fish that eat the anemone.

### Speaking

- Arrange students in pairs to discuss the question.
- Each student should answer and explain what friends can offer each other.
- Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their ideas about the question.
- Open up the group discussions to a class discussion.
   Ask groups to share their answers with the class.

### Workbook

Assign pages 226–227 for additional reading as well as writing practice at word and sentence level.



<u>صلحتاا</u> قرازم Ministry of Education 2023 - 1445



### Additional Activity

Make pattern puzzles with the outlines of the reading. Arrange students in groups. Have them choose an outline that one of the group members created. Have them cut up the outline into strips and mix them up. The groups exchange strips and organize the strips of paper back into a correctly ordered outline.



### Project: Trivia Game

Have students work in groups to research other symbiotic relationships in nature. Have each group create a Venn diagram that explains what characteristics each animal has that helps the pair work together. Have groups prepare a poster including pictures or illustrations, and present their research to the class.



The ancient Egyptians trained ostriches to pull carts. However, the ostriches got tired quickly and often sat down, refusing to go any farther.



poisonous tentacles. Most fish stay away from anemones to avoid being stung. However, the clownfish makes its home among the sea anemones. It does not get stung, because its body is protected by a special coating. Living among the deadly tentacles of an anemone has a clear advantage—most predators stay away! Another benefit for the clownfish is that it is able to eat the anemone's leftover bits of food. But what is the advantage to the anemone? There are several. First, the brightly colored clownfish attracts predators. When the clownfish swims under the anemone's tentacles to safety, if the predator follows, the anemone has the chance to sting and eat it. Other services the clownfish performs are cleaning up food scraps and dead anemone tentacles, and chasing away fish that might eat

While many symbiotic pairs may at first look like odd partners, the benefits they provide one another are invaluable, and may make the difference between life and death. In fact, it is often these animals' very differences that make them perfect partners.

### **After Reading**

Answer the questions.

- **1.** Explain the meaning of symbiosis.
- 2. In what way do the African crocodile and the plover have a symbiotic relationship?
- 3. Give an example of a case of symbiosis in which each animal has the same goal.
- 4. Name two animals that make up for each other's deficiencies. How do they do this?
- **5.** What benefits do the clownfish and anemone offer each other?

### Speaking 🞑



- 1. Work in pairs/groups. Think about your relationship with a good friend. What can you offer each other?
- **2.** Complete the chart with your notes and use them to discuss in class.

| What can you offer your friend?             | How does it help your friend? | What can your friend offer you? | How does it help you? |
|---|-------------------------------|---------------------------------|-----------------------|
|   |                               |                                 |                       |
|   |                               |                                 |                       |
|   |                               |                                 |                       |
|   |                               |                                 |                       |
| ارة التــــــــــــــــــــــــــــــــــــ |                               |                                 |                       |

### 10 Writing 📶



- A. 1. Do you think it is necessary for people to share the same characteristics in order to get along well with each other? Why? Why not?
  - 2. Read the text and find out.
    - Who are the people involved?
    - What kind of people are they? Underline words that provide information about each one.
    - In your view, what are the characteristics that they share?
    - What do you think might have happened if they both shared exactly the same characteristics and attitude to life?
      - a. if they were both like the grandfather
      - **b.** if they were both like the grandmother
    - · Why did the writer choose to describe the particular incident? What do you think it portrays?



There is a I memory that always makes me smile with contentment and admiration, and that is the memory of my maternal grandparents.

My grandfather was a dedicated

lawyer whose moral fiber prevented him from taking advantage of circumstances to make a profit! He was highly respected in courts and had the reputation of being the most honest law specialist. He was genuinely interested in people, history, law, and philosophy and was always reading when he was at home. He was the calmest, most serene person I have ever met. He never raised his voice, never lost his temper, and had a special ability to always rationalize things ever so smoothly that the worst calamity seemed like a slight twitch. Nothing could make him lose his sense and aura of peace.

Grandmother, on the other hand, was the exact opposite. She used to get all worked up about things and flustered over minor irregularities. She had to

have everything planned just so and still worried about things that could go wrong. She wanted everything to be perfect, sometimes to an extreme. Once, when she had gotten into her cleanliness frenzy, she called someone in and got rid of genuine antique furniture that grandfather had painstakingly collected over a number of years and arranged in this perfect replica of a drawing room. There were fine, elegant chairs with brocade upholstery on the seats and beautiful tables, not to mention some exquisite mirrors. Grandmother had gotten it into her head that it was all useless because it collected too much dust and decided to sell it off to the first bidder for next to nothing.

When grandfather came home, he opened the door to the little drawing room to admire his creation and found an empty shell. He asked grandmother where everything was, and she very naturally informed him that she'd gotten rid of it because it was a dust magnet. All he did was chuckle, and then sat down at the table to have his lunch!

This incident pretty much rounds up the amazing symbiosis between these two wonderful people. In spite of their different characteristics, they obviously complemented each other in a way that only they could fully appreciate!

3. Read the text again and find out.

• What is the topic of each paragraph? (What or who is the paragraph about?)

Are all paragraphs about the same length? Why? Why not?

What words/phrases describe the qualities of each person? Can you think of more? Ministry of Education Which qualities are demonstrated through the incident?

2023 - 1445

### 10 Writing

### A

- Direct students to the photo and elicit what they see.
   Ask questions like these to help them:
  - What kind of furniture can you see in the photo?
    Who do you think it belongs to?
    Do you know anyone who might like/have this kind of room?
- Organize students in groups. Read the directions for task 1. Give the groups some time, 5 to 10 minutes to discuss the question. Circulate and monitor participation.
- Call on groups to report their ideas for the class.
   Ask students to find out how many students in class think it is necessary for people to share the same characteristics in order to get along and how many don't think it's necessary. Encourage them to move round and ask students in different groups.
- Read task 2 with the class. Play the audio and ask students to listen and follow in the text. Have them highlight as many words as they can that provide clues about each person or other information.
- Ask students to read the text silently and confirm or find answers to the rest of the questions in task 2. Have them compare answers with the rest of group. Remind them to make notes or assign the task to one or two members of the group, so they have a record when they report in class.
- Discuss the answers to the questions in class. Allow time for students to discuss their views on the last two bullet points. Hold a class discussion.

#### **Answers**

- The writer's maternal grandparents.
- Grandfather: dedicated lawyer, moral fiber, highly respected, the most honest law specialist, genuinely interested in people, history, law and philosophy, calmest, most serene person, never raised his voice, never lost his temper, special ability to rationalize things smoothly (worst calamity reduced to a light twitch), sense of aura and peace
- Grandmother: get all worked up and flustered over minor irregularities, everything planned just so, worried about things that could go wrong, wanted everything perfect/to an extreme, clear frees frenzy
- They don't seem to share much, aside from the fact that they complement each other.

a. If they were both like the grandfather, they would probably forget to take care of practicalities and day to day issues.

Ministry of Education

- b. If they were like the grandmother, they would probably end up annoying each other and causing a lot of stress.
- The writer chose to portray this incident because it provides a
  perfect example of symbiosis and a sense of priorities that is led
  by feelings and primary concern for the other person rather than
  material possessions.
- Call on a student to read directions for task 3. Stop and explain/make sure students understand what is required. Elicit and provide an answer for each question/point for the class.
- Organize students in small groups or pairs and give them time to work on the questions. Remind them to make notes.
- Have students work in small groups to identify the main features of the text. Remind them to assign responsibilities to different members of the group and make sure one student in each group is responsible for taking notes that the group can use to present their answers. Circulate and monitor participation. Help when necessary.

### Answers

- Paragraph 1: Introduce theme/topic/focus: grandparents (There is)
- Paragraph 2: grandfather (My grandfather)
- Paragraph 3: grandmother/tendencies and impulsive actions (Grandmother)
- Paragraph 4: grandfather's reaction (When grandfather)
- Paragraph 5: Conclusion/writer's point of view (This incident)
- Not all paragraphs are the same length because each paragraph serves to focus on a particular topic/purpose that can be catered for through more or less in terms of length/words/sentences. So the length will vary depending on amount of information, focus and intended effect. Sometimes a very brief statement can imply more than a whole page.
- See answer to 2 above with highlighted words and phrases
- Understanding, empathy, humor, lack of conflict, symbiotic attitude, caring.
- Call on volunteers to present their answers to the class.

### Additional Activity

Have students highlight the first word of each paragraph and anticipate what the paragraph is going to be about (topic/theme). Allow them to read the next couple of words only. Depending on the style of the text and the way information is structured, this can help them identify theme, read more effectively and raise awareness in terms of writing their own texts.

### **B**

- Tell students that they are going to write a descriptive essay about friends and friendship. Ask them to think of people they know who are good friends.
- Read directions 1 and 2 with the class.
- Draw a Venn diagram on the board. Elicit examples of people who are good friends from the students and write the characteristics in the diagram to demonstrate how the students need to use the diagram.
- Organize students in pairs and direct them to the diagram in their books. Ask them to copy the diagram in their notebooks if they need more spaced to make notes. Have them brainstorm and make notes on the qualities/characteristics of each person. Point out that the features they have in common can be placed in the centre where circles overlap.
- Call on pairs to present their ideas for the class. Have the rest of the class listen and add to their notes or comment. Point out that each pair or student will be writing about different people.
- Direct students to the Writing Corner. Read the first point with the class and ask them to think about the people they have chosen and suggest examples.
- Tell students that they are expected to express their personal feelings and views about the people. Point out the expressions listed in the fourth bullet and encourage them to use such expressions to state their own thoughts and opinions.
- Remind students to note-take, plan and use linking devices to indicate similarity, contrast, consequence etc.
   Ask them to find examples in the texts they have already read in the unit. Let them work in pairs or groups.
- Call on volunteers to report and check the examples in class.
  - Examples: Grandmother, on the other hand, was .../ In spite of their differences ...
- Have students discuss the meaning of each example, e.g. to emphasize, to add to, to contrast, to provide another option, to present a similarity, to present a difference, etc.
- Have students read the opening lines of the model text about Rosa and Sue and work in groups to think of an alternative opening for the essay, and make notes.
- After several minutes, call on one student from each group to present their idea for the class. Tell students to listen carefully as each group presents, and then ask them to compare their answers.

Explicit in Stip dents that they are going to write a first Ministry reflecting their notes which will be commented on and 2023 - 1445

- edited before re-drafting. Remind them that in real life there are usually multiple drafts.
- Have students write individually using their notes. Then ask them to exchange and comment on/correct each other's essays.
- Give them some time to rewrite their essays. Call on some students to read their essays in class. Then circulate the rest of the essays in class so that students read as many essays as possible. Encourage them to make a note of anything they find interesting, for example a word or phrase, an expression and so on.

### 1

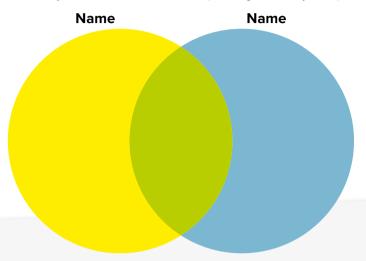
### Additional Activity

Divide the class into two teams, one in favor of differences between people as a basis for a complementary relationship and one against differences. Give the groups time to prepare their arguments before you begin.

### Workbook

Assign page 228 for additional writing practice above word and sentence level.

- B. 1. Think about two people you know who are good friends.
  - **2.** Using a Venn diagram, write the qualities you feel each person has. In the overlapping portion of the diagram, write the qualities/characteristics that they share.
  - 3. Write a short essay about the two friends, explaining how they complement each other.



Rosa and Sue: A Perfect Friendship

My sister Rosa and her best friend Sue have been friends since
elementary school. They always seem to be together, and others joke that
they are twins. However, their personalities are quite different...

### **Writing Corner**

When you write a descriptive essay about people's qualities/characteristics:

- think about their positive and negative qualities, their needs and the things they offer, their attitude to life, typical incidents, etc.
- express your personal feelings/views about the people.
- · do not simply write a list of adjectives.
- vary the way you express thoughts, memories, and feelings; use expressions like these:
   I think he/she is..., I have always felt that..., I regard him/her as..., He/She seems to..., He/She tends to..., Anytime I think of..., I have never..., He/She is the most (adjective) person I have ever known/met, etc.
- use linking devices that indicate similarity and contrast, cause and effect, consequence, reason, etc.; use a variety of expressions and words like these: due to this..., although..., in spite of..., while..., compared to..., because of..., as a result, both, etc.
- plan your essay carefully by deciding what/who you are going to focus on in different sections/ paragraphs.
- write a first draft, then read it and make corrections or write questions about things you are not sure about.
- hand over the draft to someone else to read and edit; encourage him/her to write comments questions.

Ministry of Educational the comments and edit your essay.

2023 - 1445

### Form, Meaning and Function



### **Simple Present Tense**

Use the simple present tense for facts and things that are true in general.

For animals in the wild, each day is a struggle to survive.

Use the simple present tense to talk about future timetables or schedules.

My flight from Dubai to Bahrain leaves at 8:10 A.M. tomorrow. I then fly to Saudi Arabia and arrive in Riyadh at eleven o'clock.

Use the present simple with exclamations with *Here...!* and *There...!*:

Q: Can I have the check, please?

Q: Dad, can I borrow your cell phone, please?

Q: Where are my glasses?

Q: Where is Nathalie?

A: Of course, Sir. Here you are!

A: I suppose so. Here you go!

A: Ah! There they are!

A: Here she comes!



### **Simple Present versus Present Progressive**

Use the simple present tense to talk about habits and routine, and use the present progressive for actions occurring now or for a temporary situation.

Badr usually eats takeout, but today he is cooking dinner.

Use the present progressive for changing or developing situations.

More and more students **are sharing** apartments to save money while they study.

Use the present progressive with always, continually, constantly to describe an ongoing annoying situation or habit. He is always asking his brother to lend him money.

**Note:** Some verbs are not often used in the progressive form: believe, think (opinion), know, remember, like, hate, want, prefer, see, hear, feel, seem, appear, have, belong, own.

A. Read the telephone conversation between Badr and his brother, Fahad. Complete the conversation with the correct form of the word in the parentheses. Use the simple present or present progressive.

Fahad: Hi Badr. How are (1. be) things in New York?

Badr: To tell you the truth, Fahad, not so good. It's my flatmate, Adnan. I was really excited about us sharing a flat but he (2. not/do) any chores. One bathroom (3. be) spotless because I \_\_\_\_\_\_ (4. clean) it but the other one is very dirty. The rest of the apartment is very untidy. He \_\_\_\_\_ always \_\_\_\_\_ (5. leave) his dirty dishes around the flat. I \_\_\_\_\_ constantly

\_\_\_\_\_ (6. clean up). We agreed to take it in turns to do the laundry but he is always

busy. I \_\_\_\_\_ (7. do) the laundry every week. Also about the cooking ...

B. Complete the conversation with your own ideas.¡Compare with a partner.

Ministry of Education 2023 - 1445



# 11 Form, Meaning and Function

### **Simple Present Tense**

- Write the following sentences on the board and ask students to complete the information with an appropriate verb:
  - Ahmed and Ali \_\_\_\_\_ twins. Ahmed\_\_\_\_fifteen years old and so \_\_\_\_ Ali. They \_\_\_\_ to the same school but they \_\_\_\_ in the same class.
- Have students fill in the blanks. If they need help with the verbs, write the following on the board: is (twice)/ go/are/aren't
- Go over the material in the presentation. Explain that we use the simple present to talk about things that are true in general and scheduled events (or future timetables). For example,
  - On Mondays, Ahmed has math but Ali has English. On Tuesdays, the twins play football after school.

### Language Builder

Explain the spelling rules for adding -s or -es to simple present verbs used with *he*, *she*, and *it*.

- 1. For verbs ending in s, x, z, ch, and sh: add -es (relaxes).
- 2. For verbs do and go: add -es (does, goes).
- 3. For verbs ending in a consonant + y: change the y to i and add -es (studies).
- 4. For verbs ending in a vowel + y: add -s (enjoys).
- 5. For all other verbs: add -s (designs, organizes).

### Simple Present versus Present Progressive

- Go over the material in the presentation for the present progressive used for an action that is happening now.
   Have students say things that they are doing right now.
   Model a few possibilities. For example: I'm standing at the front of the room. I'm speaking English.
- Refer students to the note at the bottom of the chart and remind them about the verbs not usually used in the progressive form.



<del>صلحتا قرازم</del> Ministry of Education 2023 - 1445

### A

- Ask students to read through the conversation and ask:
   Why is Badr feeling unhappy?
- Tell students to complete the exercise alone and then compare their answers in pairs.

### Answers

- **1.** are
- 2. doesn't do
- **3**. is
- 4. clean

- 5. is (always) leaving
- 6. am (constantly) cleaning up
- **7.** d

### **(3)**

- Brainstorm some other complaints that Badr might have and write students' ideas on the board. Ask: How do you think Fahad will react?
- Tell students to write four or five more lines and then compare their ideas with a partner.
- Call on volunteers to read out their conversations.

#### **Answers**

Students' own answers.

### Language Builder

**We** often use frequency expressions with the present simple tense, such as: *always*, *usually*, *often*, *rarely*, *never*, *every day*, *once a month*, *on weekends*.

**We** use the present progressive to talk about temporary actions that are happening now. We often use time expressions such as: *right now, now, at the moment.* 

### Words Connected with Museums and Galleries

- Write the following words on the board: dinosaur, skeleton, rocks, fossils. Ask students: Where would you find these objects on display? (Natural Science Museum)
- Ask students what other things they can see at museums and list them on the board in groups. Ask students to identify what kind of museum they can view each group of objects. For example, Museum of Science and Technology, National History Museum and so on.
- Refer students to the vocabulary chart in the presentation in the Student Book. Ask students to work in pairs and add more words to each grouping.

## **Expressing Enthusiasm with Intensifiers and Adjectives**

- Explain to students that we use adverbs like very, quite, really and extremely to make adjectives stronger. These adverbs are normally placed before the adjective. For example,
  - Science is very interesting.

    History is a really interesting subject.

    The story is quite fascinating.
- Point out that when there is a singular noun, quite goes before the article a/an or the. For example, It is quite a fascinating story.
- Go through the material in the book and ask students to read aloud the example lists. Call on volunteers to form example sentences of their own.

### G

- Tell students to look at the information notice and to read the prompts 1—6.
- Explain that they should first locate the answer in the information notice. Then they should use the information to write full sentences in their notebooks.
- Students check their answers with a partner. Call on volunteers to read out their answers.

#### **Answers**

Answers will vary. Sample answers.

- Visiting times for families of Sunday, Monday, Wednesday and Friday from half past three in the afternoon until half past nine in the evening.
- 2. Women can visit the museum on Tuesday mornings from nine until

Ministry of Education

2023 - 1445

- **3.** The museum is open for school groups from Sunday through Thursday.
- 4. The museum is free for students.
- 5. A ticket for an adult costs SAR 10.
- 6. The museum exhibits historical manuscripts.



- Open a class discussion about well-known museums or galleries in your city or country by displaying website pages or brochures. Prompts to get a discussion going could be: What kind of museum do you like to go to and why? Which museums have you visited? What did you see? What did you think of the museum?
- Tell students to make some notes and then put them into pairs and set a time limit for a discussion.
- Call on volunteers to report to the class on their discussion.

### **Answers**

Students' own answers.

### Workbook

Assign pages 229–230 for more practice with the form, meaning and function of the structures in the unit.



### **Teaching Tip**

Limit the amount of time that you talk in the classroom. At advanced levels, students should be doing most of the talking. Allow students to lead class discussions as much as possible

#### **Words Connected with Museums and Galleries**

Some words we commonly associate with different types of museums and galleries are:

| Archaeological | Technological              | National             |
|----------------|----------------------------|----------------------|
| history        | space                      | antiques             |
| culture        | robots                     | manuscripts          |
| antiques       | science                    | documents            |
| pottery        | seminars                   | state-of-the-art     |
| jewelry        | 3-D digital cinema showing | informative exhibits |
| exhibitions    | scientific documentaries   | interactive displays |
| ruins          | educational books          |                      |

### **Expressing Enthusiasm with Intensifiers and Adjectives**

We use the intensifiers *really, very, absolutely and quite* with adjectives to express our enthusiasm with something. There are two kinds of adjectives: gradable and non-gradable. Gradable adjectives can be measured in degrees, such as size, age, quality etc. Non-gradable adjectives cannot be measured like this.

We use certain intensifiers with each group of adjectives.

**Note:** The intensifier *really* can be used with both gradable and non-gradable adjectives.

**C.** Look at the information about the National Museum of Saudi Arabia. Write sentences using the prompts. Use the present simple tense.

**Address:** King Saud Rd, Riyadh

**Prices:** adult/child/student SAR 10/free/free

**Opening hours:** men & schools 9 A.M.-noon Sun, Mon, Wed, Thu & 3:30-9:30 P.M. Tue,

women & schools 9 A.M.-noon Tue,

families 3:30-9:30 P.M. Sun, Mon & Wed-Fri

**Exhibits:** manuscripts, documents, antiques

4. ticket cost for students
2. visiting times for women
3. visiting times for school groups
6. exhibits and attractions

Ministry Make some notes about your favorite museum or gallery. Work with a partner and using your notes, 2023 - 144 fell your partner about it. Use the present simple tense, intensifiers and adjectives.

### 12 Project



- **1.** Find out how members or teams in your country share a symbiotic relationship and depend on each other to reach a shared goal.
  - Note that some people offer a service and have clients pay for that service. For example, a store owner and customer is NOT a symbiotic relationship. A symbiotic relationship is when two or more individuals depend on each other, such as teams. There are teams in sports, business, medicine, etc.

G20 Heads of State and government officials

- 2. Write the information in the chart below and use it to make a PowerPoint presentation for your class.
- **3.** Try to find appropriate pictures for your presentation.
- **4.** Present in class. Allow at least 5 minutes for questions afterward.



Team or group





**SAUDI ARABIA 2020** 

|                             | ream or group                                     | 020 Tredas of State and government officials   |
|-----------------------------|---|--|
|                             | Field (business, sports, education, family, etc.) | Economics  |
|                             | Members of team/group                             | Hosted by King Salman in 2020 and included leaders from the United States, China, Japan, Germany, India, and 14 other major world economies. |
| •                           | Role/contribution of each member                  |  |
| •<br>صيلـحـت                | Benefit for other member(s)                       |  |
| Ministry of E<br>2023 - 144 |   |  |

### **12** Project

- Direct students to the photos at the top of the page and ask them to discuss what they see in pairs. Call on volunteers to report their ideas for the class.
- Read directions for task 1 with the class. Ask students to discuss options for teams whose members share a symbiotic relationship. Direct students to the note. Elicit other areas of business, science, the arts etc. that foster the development and function of symbiosis.
- Organize students in groups and give them time to discuss and decide the type of team or group that they would like to research and present. Tell them to think of their audience, i.e. the rest of the class as they decide. Their presentation needs to be addressed to their audience in terms of content and manner, so choosing to present a group or team that their classmates are not likely to find interesting is not a good idea as it will make the task even more demanding. Remind students to make notes as they discuss.
- Call on students from different groups to report their group ideas, comments and suggestions. Write the group suggestions/choices on the board.
- Have students brainstorm on the group or team. Ask questions like these:

Who are they? What do they do? How is the team/ group formed?

What kind of roles/tasks need to be catered for? What kind of skills are necessary? How do different team/group members contribute to the performance of the team/group? Are they popular? Why? Why not? How much do people know about them? What are they likely to want to know?

- Direct students to questions 2 and 3, study the chart and have them discuss in their groups. Allow groups time to gather information from each other and make notes in the chart.
- Remind them to assign roles/responsibilities to individuals in the group depending on their skills and abilities, including note-taking. Circulate and monitor participation. Tell them to analyze the duties/roles of the team or group that they have chosen to work on.
- Have students outline the stages that they will have to go through to prepare a PowerPoint presentation.
- Give them some time to plan and assign tasks to members of the group.

Ministry of Education 2023 - 1445

 Set a time limit for each presentation and remind learners to rehearse in each group before doing the actual presentation for the class.



### **Additional Activity**

Have students consider the way they function as groups/ teams. Ask them to analyze and describe the roles of different individuals, and how their contribution affects the group's performance.

### 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

- Divide students into groups and have them brainstorm on Two Is Better Than One. Write some questions on the board to help them, for example:
  - What was the main focus of the unit? Which aspect of symbiosis did it focus on? Which activity do you remember more clearly? Why?
  - 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 to report what the group decisions were.

What do you feel you can do better now?

- Have groups compare their findings and make notes.
- Have students scan pages 6 and 7. 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 are Pierre and Marie Curie famous for? Where were they born? Where did they work? Which prize did they win? Were they wealthy? Why? Why not?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 8–9, ask them to complete the following sentences.
  - Complete the sentences with other, others, or another. Some people prefer to spend summer by the sea;

choose to go to the mountains. We'll need to consider \_ alternative

Complete the sentence with the emphatic do. I tell you we \_\_\_\_\_ try to call you several times but your phone was engaged.

- Have students work in pairs to discuss the questions. Ask them to compare with other students in class.
- 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 10–11 and ask them to say if the Conversation was realistic, interesting, useful or boring.
- Have students say what they remember from pages 10 and 11 and make notes in the chart. Use guestions like

Is it easy for people to share accommodation? Why? Why not?

Litnecessary for people to have the same skills and activities in order to share space? Why? Why not? Ministrum Education
When would you say "not my cup of tea"?

#### Is 'on the same wavelength' a radio term or is it used more broadly?

- Write Animal Partners on the board and brainstorm on language and information that students remember.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  - What would you think if you saw a small bird flying near the head and mouth of a crocodile?
  - What is a ratel? How do ratels and honeyquides benefit each other?
- Have students discuss what they liked and/or disliked and what they found difficult or easy. Ask them to make notes in the Self Reflection chart.
- Follow a similar procedure with 10 Writing. Use questions like these:
  - What is the difference between similar qualities and complementary qualities? What is the meaning of 'serene'? Do you find it easier to get along with guieter or noisier and more outgoing people? Why?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- 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 the project task of the unit. Ask students to use the criteria below, for example, did the task foster personalization and natural language use?

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

- 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 1:              | Things                      | that I didn't like           | very much:                         |
|--|-----------------------------|------------------------------|------------------------------------|
|  |                             |                              |                                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
| Things that I found easy in Unit 1:            | Things                      | that I found diffi           | cult in Unit 1:                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
| Unit 1 Checklist                               | l can do this<br>very well. | I can do this<br>quite well. | I need to study/<br>practice more. |
| talk about famous marriages in history         |                             |                              |                                    |
| discuss how people/animals can help each other |                             |                              |                                    |
| negotiate                                      |                             |                              |                                    |

| talk about famous marriages in history                    |  |  |
|---|--|--|
| discuss how people/animals can help each other            |  |  |
| negotiate   |  |  |
| use other, others, and another                            |  |  |
| use emphatic do   |  |  |
| use the simple present for future timetables or schedules |  |  |
| use the present progressive                               |  |  |
| talk about museums and galleries                          |  |  |
| express enthusiasm using intensifiers and adjectives      |  |  |
|   |  |  |

| My five favorite new words from Unit 1: | If you're still not sure about something from Unit 1:   |
|---|---|
| حتا قرازم                               | <ul> <li>read through the unit again</li> <li>listen to the audio material</li> <li>study the grammar and functions<br/>from the unit again</li> <li>ask your teacher for help</li> </ul> |

Ministry of Education 2023 - 1445

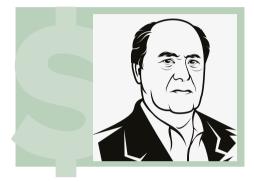
# 2 Influential People

### Listen and Discuss 🕢



- 1. Talk about a person who went from not having much money to being wealthy and influential.
- 2. What qualities do you think a person needs to excel in life and be successful?

### AMANCIO ORTEGA



#### **Industry: Retail Clothing Country of Citizenship: Spain**

Amancio Ortega is the founder and chairman of a company that owns many stores, including the enormously popular international clothing store, Zara. Now Spain's richest man, Ortega is the son of a railroad worker, and had no formal higher education. When Ortega was 13, he worked as a delivery boy for a shirtmaker and later became the manager of a clothing store. He began making clothing in his living room and selling it to local stores. Ortega had an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. In 1975, Ortega opened his first Zara store, Zara gained a reputation for selling designer fashions at reasonable prices. Today Ortega's company has more than 2,850 stores in 88 countries.

### MOHAMMAD ABDUL LATIF JAMEEL



#### **Industry: Business**

#### Country of Citizenship: Saudi Arabia

A great philanthropist and prominent businessman, Mohammad Abdul Latif Jameel, president of ALJ, runs one of the world's largest car dealerships, with operations in the Middle East, U.K., Central Asia and China. A leading figure in corporate social responsibility, he has created a series of initiatives against poverty and has contributed greatly to the government's Saudization program in the Kingdom, by promoting thousands of jobs every year through the ALJ Community Services Programs. Abdul Latif Jameel is an MIT alumnus, member of the board of trustees, and dedicated supporter of the Abdul Latif Jameel Poverty Action Lab (J-PAL). He was named "Saudi Volunteer of the Year" in 2012, in recognition of the services offered by ALJCI in Saudi Arabia and the rest of the Arab world.

#### LI KA-SHING



Ministry of Education 2023 - 1445

#### **Industry: Business**

#### **Country of Citizenship: China**

Li was born into an impoverished family in China in 1928. When he was 15, his father died, forcing Li to leave high school so that he could work to support his family. He took a job in a plastics company, where he would work 16 hours a day. At this company, Li used to assemble plastic flowers. By 1950, Li had started his own plastics manufacturing company. His company prospered, which led Li to expand his business into many different fields.

However, his successes are not all monetary. Li Ka-shing has a reputation for being honest and generous. In fact, he is one of Asia's most prominent philanthropists, and has announced plans to donate one-third of his wealth to charity.

## O Unit Goals

- VocabularyEconomicsForms of moneyIndustries
- Functions
   Talk about fame and fortune
   Discuss options
- O Grammar
  Used To versus
  Be Used To
  Would for Repeated
  Action in the Past
  versus Used To
  Was Going To (Future in
  the Past)

- ListeningListen for sequence
- Pronunciation
  Past tense endings:
  /t/, /d/, and /əd/
- Reading Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi
- Writing
  Write a biographical essay

Form, Meaning and

Function
Present Perfect Simple
versus Past Simple

### **Warm Up**

- With students' books closed, write the title of Unit 2
   on the board: *Influential People*. Ask: *What does this phrase mean?* Elicit or explain that this expression
   refers to any situation where a person goes from being
   poor (and wearing rags for clothes) to being rich.
- With books still closed, discuss the first introductory question on page 20. Call on a few students to tell any stories that they know about famous or successful people.
- Arrange students in small groups to discuss the second introductory question: What qualities do you think a person needs to make a fortune? Have students make a list. Assign one student in each group the role of reporter. When groups are finished, call on the reporters to read their lists aloud. Compile a list of qualities on the board. Discuss any new vocabulary with the class.

## وزارة التعـــليــر Ministry of Education 2023 - 1445

### **1** Listen and Discuss

2

- Have students open their books to pages 20 and 21 and look at the photos. Ask: Do you recognize any of these people? Ask a few students to say what they already know about Amancio Ortega, Mohammed Abdul Latif Jameel, Li Ka-shing, and Steven Paul Jobs. Point out the headings under each person's name: industry and country of citizenship. Ask: What does industry refer to? (This is the business or career in which the person made their money.) Point out that country of citizenship does not necessarily refer to the place that a person was born, but to the place where the person is a current citizen.
- Play the audio for each person's story. Have students listen and follow along in their books.
- Stop the recording after each person's story and ask a few questions to check students' general comprehension. For example, ask:
   (Amancio Ortega)

What kinds of stores does Amancio Ortega own? (clothing stores) Where are his stores located? (in 71 countries, or all over the world)

( Mohammed Abdul Latif Jameel )

What kind of company does he run? (one of the world's largest car dealerships, with operations in the Middle East, UK, Central Asia and China) How did he contribute to the government's Saudization program in the Kingdom of Saudi Arabia? (by offering and creating thousands of jobs every year through the ALJ Community Services Programs)

(Li Ka-shing)

What kind of business did Li Ka-shing start out in? (plastics) What else is he known for? (being honest, generous, and a philanthropist)

(Steven Paul Jobs)

What was Steven Paul Jobs most famous for? (he co-founded Apple with Steve Wozniak) Why had he resigned from Apple? (He resigned over an argument with the board of directors in 1984.)

Play the audio again. Have students listen and follow along in their books in preparation for the Quick Check exercises.

#### **Quick Check**



- Focus students' attention on the vocabulary words in the box. Have them work individually to find and underline each of the words in the influential people stories. Tell them to study how the words are used in context in order to guess the meaning.
- Have students work individually to complete the sentences with the correct words, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud their completed sentences.

### **Answers**

- 1. excelled
- 2. reputation
- 3. prominent
- 4. impoverished
- 5. philanthropist



- Have students work individually to answer the questions, referring back to the stories as necessary.
   Then have students compare answers with a partner.
- Check answers by calling on pairs to read aloud the questions and answers.

#### **Answers**

Answers will vary. Sample answers:

- 1. It sold designer fashions at a reasonable price.
- 2. In recognition of the services offered by ALJCI in Saudi Arabia and the rest of the Arab world.
- 3. By offering thousands of job opportunities on an annual basis.
- He was poor and had to leave high school when his father died to help support his family.
- Although he dropped out of college, he co-founded Apple, and developed and marketed personal computers.
- **6.** Whereas he argued and resigned from Apple, Jobs was brought back and became Apple's CEO.

### 2 Pair Work

- Ask a volunteer to read the directions aloud.
- Arrange students in pairs.
- Make sure students know that they must choose one
  of the people from pages 20 and 21 to role-play with a
  reporter. Students should use their knowledge of the
  person's life as much as possible. However, they can
  make up answers to questions that they don't know the
  real answers to. When students switch roles, have them
  choose a different person to interview.
- Have the reporters jot down questions to ask in preparation for the interview as well as the answers they receive.
- Call on a few pairs to role-play their interviews for the class.

### Workbook

Assign page 231 for practice with the vocabulary of the unit.



### Teaching Tip

Listening to the audio recording of the Listen and Discuss sections is a valuable activity for students. It gives students the opportunity to listen to native speakers for correct pronunciation of vocabulary and intonation of sentences. Encourage students to read along aloud with the audio, mimicking the speaker's rhythm, intonation, and pronunciation.



### **Additional Activity**

**Activity 1:** Have students calculate the net worth of each of the people on pages 20 and 21 in their own currency. Discuss the kinds of things that people can do and buy with this amount of money in their country.

**Activity 2:** For additional vocabulary practice, have students create a word family chart for each of the vocabulary words from Quick Check **A** as they did in Unit 1. Ask them to try to guess the word forms before checking with a dictionary.

| Noun           | Verb       | Adjective     | Adverb            |
|----------------|------------|---------------|-------------------|
| excellence     | excel      | excellent     | excellently       |
| prominence     | Χ          | prominent     | prominently       |
| impoverishment | impoverish | impoverished  | X                 |
| philanthropist | Х          | philanthropic | philanthropically |



مرارة التعطيم Ministry of Education

2023 - 1445

### **STEVEN PAUL JOBS (1955-2011)**



Industry: Computer Design Country of Citizenship: U.S.

Steven Paul Jobs was born in 1955 and adopted into a working class family. He grew up in what later became Silicon Valley. He dropped out of college because he could not afford to pay his tuition. In the late 70s, he co-founded *Apple* with Steve Wozniak and others, and proceeded to develop and market the first successful lines of personal computers. He eventually resigned from *Apple* over an argument with the board of directors in 1984, and founded *NeXT*. *Apple*'s buyout of *NeXT*, in 1997, brought Jobs back to *Apple* as its CEO. He was the largest individual shareholder of The Walt Disney Company and a member of the board. Jobs was admired by many for his entrepreneurial skills, his foresight, and his ability to create and support products that were both functional and aesthetically pleasing.

### Quick Check V

A. Vocabulary. Complete each sentence with a word from the box.

| excelled     | philanthropist | reputation |
|--------------|----------------|------------|
| impoverished | prominent      |            |

- **1.** Not only was Eric an excellent student in high school, but he \_\_\_\_\_ in sports as well.
- 2. He has a \_\_\_\_\_ for being one of the greatest doctors in the field of neurosurgery.
- **3.** My professor is a \_\_\_\_\_ economist who is often quoted in magazines.
- **4.** The charity I donate to helps to build schools in \_\_\_\_\_ areas.
- **5.** Businessman and \_\_\_\_\_ Sulaiman Al-Rajhi gives millions of dollars to charities each year.
- **B.** Comprehension. Answer the questions.
  - **1.** Why was Zara successful?
  - 2. Why was Abdul Latif Jameel named "Saudi Volunteer of the Year"?
  - **3.** How has Abdul Latif Jameel contributed to the Saudization program in Saudi Arabia?
  - **4.** What challenges did Li Ka-shing face early in life?
  - **5.** What did Steve Jobs do in his teens that demonstrated his determination, entrepreneurial skills, and foresight?
  - **6.** Which event, in your view, must have given Jobs a great sense of satisfaction and self-worth?



Ministry of Edhisoberson, and your partner plays a reporter who interviews you. Then switch roles. 2023 - 1445

### **3** Grammar 鷆



#### Used To versus Be Used To

Used to + the base form of a verb is used to talk about an activity that was repeated habitually in the past, but which is not done now.

He used to live in a mansion. But he lost all his money and now he lives in a small apartment.

She didn't use to care about money. But now she's become very materialistic.

**Note:** For the negative, use *didn't use to* (omit the -d).

Be used to + gerund or noun is used to talk about something that has become familiar or habitual.

Some people think it's crazy that he works seven days a week. But he is used to it.

Although she is a millionaire now, she **isn't used to** shopping in expensive stores.

**Note:** For the negative, use be + not + use d to (do not omit the -d).

### Would for Repeated Action in the Past versus Used To

Would can be used to talk about an action that happened regularly in the past. Used this way, would means the same thing as used to.

When I was a child, I would dream of being a millionaire. = When I was a child, I used to dream of being a millionaire.

Note: Only used to (not would) can be used to talk about a situation that was true (without habitual action) in the past.

He **used to** live at home until he got a job. (Correct)

He would live at home until he got a job. (Incorrect)

### Was/Were Going To (Future in the Past)

Was/Were + going to + the base form of a verb is used to talk about a prediction for the future made in the past, or a past plan that was not carried out.

I knew that company was going to be a great success.

He was going to spend the money, but he decided to invest it in the stock market instead.

| A. Complete the sentences with either <i>use(d)</i> to or be used to. Use the negative in some cases |
|--|
| <b>1.</b> We eat at all the best restaurants, but then we started saving more money.                 |
| 2. She's from Costa Rica, so she warm weather all year round.  |
| 3. The bed in my first apartment was so uncomfortable that I sleep on the couch.                     |
| <b>4.</b> Marco live with his whole extended family.   |
| <b>5</b> Even though be loves his apartment, he living alone.  |
| <b>6.</b> We swim in that pond, but now it's too polluted.   |
| <b>7.</b> He likes his new job, but he wearing a suit and tie.                                       |
| ாட்ட <b>்த</b> ு திரு Bad always excelled in English, so she receiving poor grades.                  |
| Ministry of Education  |
| 2023 - 1445  |

### **3** Grammar

Note: Rather than presenting the grammar chart all at once, it may be helpful to practice only one grammar point at a time. Present *Used To* versus *Be Used To* first, and have students practice this point in exercise A. Then present *Would* for Repeated Action in the Past versus *Used To*, and have students complete exercise B. Finally, present the structure *Was/Were Going To*, and have students do exercise C. Exercise D practices all of the grammar points presented in this unit.

### Used To versus Be Used To

- Read aloud the explanation and example sentences.
   Have students read aloud the example sentences. Give
   a few examples of things that you used to do, and write
   them on the board. For example: I used to go to bed
   late at night, but now I go to bed early. Or I used to
   read a lot, but now I don't have time.
- Contrast these examples with sentences about things you are used to doing. For example: I am used to getting up early. I always get up at 6. Or I am used to walking to work. I don't have a car.
- Make sure that students understand the difference in meaning. Elicit additional examples of each use from the class.
- Direct students to exercise **A** for practice.

### Would for Repeated Action in the Past versus Used To

- Read aloud the explanation and examples. Write the following sentences on the board:
  - Ahmed used to walk to work before he had a car. I used to live in a small house.
  - Ask: In which of these sentences can you substitute would for used to? (the first sentence) Why? (Ahmed used to walk to work tells about a habitual action in the past. I used to live in a small house tells about a fact, not a habitual action.)
- Elicit examples from students that use would for repeated action in the past. After each student gives a sentence, ask the class if the sentence was correct.
- Direct students to exercise **B** for practice.



<u>Pul حتاا قرااح</u>

Ministry of Education

2023 - 1445

### Was/Were Going To (Future in the Past)

2

- Read the explanation with the class. Have a student read aloud the two examples. Point out that each of the examples shows a different meaning of was going to.
  - I knew that the company was going to be a great success is an example of a prediction made in the past. He was going to spend the money, but he decided to invest it in the stock market instead is an example of a past plan that was not carried out.
- Elicit examples from students of sentences that convey each meaning.
- Direct students to exercise **C** for practice.



- Read the directions aloud, and do the first two sentences together as examples.
- Have students work individually to complete the rest of the exercise, and then check their answers with a partner.
- To check answers as a class, call on volunteers to write the completed sentences on the board. Check the sentences for the correct forms of used to and be used to.

#### Answers

Answers will vary. Sample answers:

**1.** used to **5.** is not used to

2. is used to 6. used to

**3.** used to **7.** is not used to

**4.** used to **8.** wasn't used to



- Have a student read aloud the directions and the example sentence. Write on the board: When I was a child, I would help my mother with the cooking. Ask: Is this sentence correct? (Yes. It has the same meaning as the example sentence in the book.)
- Say: When I was a child, I didn't cook. What sentence should I write? Elicit and write on the board: When I was a child, I didn't use to help my mother with the cooking.
- Have students work individually to use the phrases in sentences that were true about their own childhood.
- To check answers, have students each write one completed sentence on the board. For each sentence ask the class for additional correct responses.

#### **Answers**

Answers will vary. Sample answers:

- 1. When I was young, I always used to go barefoot in the summer.
- 2. When I was little, I would play with my friends for hours.
- 3. I didn't use to like candies when I was a child.
- When we used to go to the beach, we would build castles in the sand.
- **5.** I used to have a favorite English teacher named Mr. Lincoln.
- 6. When I was younger, I didn't use to help with the chores.
- 7. When I was little, I used to hate going to bed early.
- 8. When my brother and I were young, we would make up funny stories.



- Have a student read aloud the directions and the example sentence. Ask: What meaning of was going to does this sentence show? (a past plan that was not carried out) Point out that all of these sentences will be about a past plan that was not carried out. Students can see this from the use of the word but.
- Have students work individually to complete the sentences and then compare answers with a partner.
- Since answers will vary, call on a few students for each item to share their completed sentence with the class.

### **Answers**

Answers will vary. Sample answers:

- 1. We were going to watch a film tonight, but we were too tired.
- 2. He was going to pay for dinner, but he lost his credit card.
- 3. I was going to ask you to go out tonight, but you weren't home.
- **4.** She was going to attend that university, but she didn't get accepted.
- 5. We were going to drive the new car, but we were too nervous.
- 6. He was going to run in the race, but he didn't feel well.



- Have a student read aloud the directions. Write on the board: Two years ago, Imad and Hanan's family had a very different life. Have students copy this sentence down, explaining that it will be the first sentence of their paragraphs.
- Have students work individually to write their paragraphs and then compare them with a partner.

### **Answers**

Answers will vary.

### Workbook

Assign pages 232–234 for practice with the grammar of the unit.



### Teaching Tip

When practicing grammar, allow students to make mistakes when speaking and writing on the board. Mistakes provide the best teaching opportunities for the whole class to learn from.



### **Additional Activity**

Do a chain sentence activity with was/were going to. Start the chain by saying **Yesterday**, **I** was going to clean my house, but **I** watched a film on **TV** instead. Go around the room, eliciting a sentence from each student about what he or she was going to do yesterday.



- B. Use the phrases to write sentences about your own childhood, including either would or used to (in positive or negative form). In some cases, both are possible.
- help my mother with the cooking When I was a child, I used to help my mother with the cooking.
  - **1.** go barefoot in the summer
  - **2.** play with my friends for hours
  - 3. like candv

2023 - 1445

- **4.** build castles in the sand
- **5.** have a favorite teacher
- **6.** help with the chores
- 7. hate going to bed
- 8. make up funny stories
- C. Complete the first part of the sentences. Use was/were going to and your own ideas.
- ... but then I found a better one. I was going to take the first job I was offered, but then I found a better one.
  - 1. ... but we were too tired.
  - **2.** ... but he lost his credit card.
  - **3.** ... but you weren't home.
- 4. ... but he didn't get accepted.
- **5.** ... but we were too nervous.
- 6. ... but she didn't feel well.
- D. Look at the pictures. Complete the paragraph about how one family's life has changed since they moved to the countryside. Use used to, be used to, would, and was going to.
- 📍 Two years ago, Imad and Hanan's family had a very different life ...





### 4 Conversation 🚇



**Ahmed:** My parents gave me SAR 30,000 for graduation.

**Ibrahim:** Wow! What are you going to do with all that cash?

**Ahmed:** I don't know. I'm going around in circles about it, driving myself

and everyone else crazy. At first I was going to do something really indulgent with it, like take a vacation. I was ready to book it,

but then I got cold feet.

Ibrahim: Why? I think a vacation sounds like a great idea. You've

worked really hard for four years. You deserve a break.

Ahmed: That's true. But, on the other hand, I don't want to spend all that

money on something that will be over in a week. So, then I was

thinking of buying something useful, like a used car.

**Ibrahim:** That's a good idea.

**Ahmed:** Yeah. It would be a great convenience to have a car. But, at

the same time, I'm used to taking public transportation, and I really don't mind it. Frankly, I can't think of anything that I really need. So maybe I should put the money aside for a rainy day.

**Ibrahim:** Well, yes, I suppose the alternative would be to just put it in the

bank until you need it.

**Ahmed:** Right. But then again, what's the point of having money if you're

not enjoying it? Maybe I should do something indulgent with it—

like take that vacation.

**Ibrahim:** Now I see how you're driving everyone crazy!



cash = money

go (around) in circles = to think through many possibilities over and over without coming to a decision drive someone crazy = greatly annoy or irritate

get cold feet = to decide not to do something because you are too scared or nervous don't mind = not annoyed or bothered by

put (something) aside for a rainy day = to reserve something, usually money, for a future need

### **About the Conversation**

- **1.** What options is Ahmed considering?
- **2.** How is he driving people crazy?
- **3.** What do you think he'll do with the money? Why?



Rola-play with a partner. Discuss a choice that one of you has to make. The choice can be real or made-up. Use Ministry of Education phrases for discussing options.

### **Discussing Options**

At the same time,...

But then again,...

I could always...

On the other hand....

The alternative would be to...

What would you think about ...?

### **4** Conversation

- With students' books closed, say and write on the board: You won SAR 30,000! (Or write an equivalent amount of money in the students' currency.) Ask: What will you do with it? Elicit answers from a few students.
- Tell students to open their books to page 24 and look at the photos. Ask: What is the young man thinking about? (He is deciding whether to spend his money on a car or a vacation.)
- Play the audio of the conversation. Have students just listen.
- Play the audio again. This time, have students listen and read along in their books.

#### **Real Talk**

- Draw students' attention to the Real Talk box. Point out that the words in this box are highlighted in blue in the conversation. Explain that these are usually idiomatic or slang words and expressions that students may not be able to find in their dictionaries. They are defined here. Note that all of the words and phrases in this Real Talk are acceptable for use in formal conversation.
- Model the words and phrases for students to repeat.
- Write the following questions on the board:
  - **How much cash do you usually carry with you?** (I only carry the amount of cash that I need to buy lunch for the day. I bring my checkbook or ATM card if I need more money.)

### Have you ever had to make a decision that you went around in circles about?

(I went around in circles about what to buy my brother for his graduation. I just didn't know what he would like.)

#### What is something that drives you crazy?

(It drives me crazy when people talk on their cell phones when waiting in line to pay at stores. I think it is rude.)

#### Have you ever gotten cold feet?

(Once while skiing I was going to ski down a difficult trail, but I got cold feet and took the easy way down instead.)

What is something you don't mind doing that others don't like to do?

(I don't mind doing laundry. Although many people don't like it, I think it is relaxing.)

# <u>Pul</u> قرارة Ministry of Education 2023 - 1445

### Are you the kind of person who spends your money or puts it aside for a rainy day?

(I like to put my money aside for a rainy day. You never know when you might need it!)

- Have a student ask you each question. Give an honest answer to each as an example. (See possible answers above in parentheses.)
- Arrange students in pairs. Have pairs practice the words and phrases by asking and answering the questions on the board.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

#### **About the Conversation**

- Have students work in pairs and take turns asking and answering the questions.
- Call on pairs to read aloud the questions and answers.
   Since answers will vary for number three, have a few students give their answers.

### Answers

Answers will vary. Sample answers:

- He is considering buying a car, going on vacation, and putting the money in the bank.
- 2. He can't make up his mind.
- 3. I think he will buy a used car, because that is what I would do.

#### **Your Turn**

- Call on a student to read the directions aloud.
- Direct students' attention to the box. Explain that
  these phrases are used to talk about possible options.
  Ask: Which of these phrases are used in the
  conversation? (At the same time..., But then again..., On
  the other hand..., The alternative would be to...)
- As a class, brainstorm a few ideas for students' conversation. Write some possible ideas on the board, for example:

Choose what to do this weekend. Choose where to go on vacation. Choose what schools to apply to. Choose what jobs to apply for.

### 5 Listening

- Have a student read aloud the directions. Give students time to look at the list of the forms of money to help them know what information they will listen for.
- Play the audio once for students to just listen.
- Play the audio a second time for students to write the dates. Then have them order the forms of money. You may want to pause the audio periodically.
- Play the audio a final time for students to check their answers.

### Answers

| _2_      | cowrie shells                 | 1200 B.C.E. |
|----------|-------------------------------|-------------|
| _5_      | paper money                   | 800 C.E.    |
| _1_      | bartering                     | 9000 B.C.E. |
| <u>6</u> | electronic money              | today       |
| _3_      | inexpensive metal coins       | 1000 B.C.E. |
| _4_      | coins made of valuable metals | 500 B.C.E.  |

### Audioscript

The first way in which goods were bought was not with money. Instead, people used to trade something of value that they possessed for something they needed. The most common things to trade with were cattle and crops, like corn and wheat. So, for example, if you were a farmer, you might trade your corn with a butcher for meat. The butcher might trade his meat with a shoemaker for shoes. This kind of trade was called bartering. Bartering began as far back as 9000 B.C.E.

However, there was a problem with bartering. What if someone had something to trade but no one wanted or needed it? Or what if people could not agree on what was a fair trade? To solve this problem, the first kind of money came about around 1200 B.C.E. in China, where people would use special shells called cowrie shells to purchase goods. These shells were the most widely and longest used form of money in history. In some parts of Africa these shells were used until the middle of the 1900s.

The earliest metal coins were produced in China around 1000 B.C.E. The coins were made out of an inexpensive metal and had holes in them so that they could be put together to make a chain. The earliest coins made of valuable metals were silver coins produced in western Asia around 500 B.C.E. Coins made of silver, bronze, and gold were soon being used by the Greeks and the Romans. By 800 C.E., the first paper money had appeared in China. This form of money eventually became common around the world.

At one point, people probably thought cowrie shells were going to be used to ever. That's what many of us think about coins and paper money now. But money is likely to continue to change. In fact, a new kind of money is already being exchanged over the Internet.

This money, called electronic money or digital cash, functions like real cash, except it's not on paper. The money in a bank account is Ministry of Education

2023 - 1445

converted to a digital code, which can be used to make purchases. While digital cash is very new, it is expected to become common in the years ahead.

### 6 Pronunciation

- Play the audio for the explanation while students read along in their books.
- Play the rest of the audio for students to listen and repeat the sentences.

### 7 Vocabulary Building



 Read the directions with the class. Have students work individually to match each word with its meaning.

#### **Answers**

1. a 2. g 3. e 4. b 5. h 6. d 7. f 8. d



• Have students compare answers with a partner.

### Workbook

Assign page 235 for additional reading practice.



### Teaching Tip

Before a listening activity, make sure students know their purpose for listening. Make it clear what information they need to listen for and how many times they will listen. This will help them to focus their listening and complete the task successfully.



### **Additional Activity**

Do an ABC Brainstorm about money. Students go around the room, saying a word or phrase that is related to money that begins with the consecutive letters of the alphabet. For example: add up, barter, cash, debt, etc.



The bill of the largest denomination ever was the one hundred quintillion Hungarian Pengõ (100,000,000,000,000,000,000), which was printed in 1946. It was worth about \$0.20 at that time.

### 5 Listening 🔊



Listen to the lecture about the history of money. Write the date by each form of money. Then number the forms of money in the order they were used.





paper money

bartering

electronic money

inexpensive metal coins

coins made of valuable metals

### 6 Pronunciation



In English, the past tense ending **-ed** has three different pronunciations.

For verbs that end in the sounds **p**, **k**, **f**, **s**, **ch**, or **sh**, pronounce the ending /t/ as in **worked**.

For verbs that end in vowel sounds or **b**, **q**, **v**, **z**, **zh**, **th**, **i**, **m**, **n**, **nq**, **l**, **r**, pronounce the ending /d/ as in **opened**. For verbs that end in the sounds **d** or **t**, pronounce the ending /Id/ as in **wanted**.

Listen and practice.

- 1. They traded something of value that they possessed for something they needed.
- **2.** What if no one wanted or needed it?
- 3. The first coins were produced in China, and the first paper money appeared in China.
- **4.** Money **called** digital cash is already being **exchanged** over the Internet.

### **7** Vocabulary Building 💹



- A. You will see the following words in the reading on pages 26 and 27. Match the words with their meanings.
  - **1.** \_\_\_\_ renowned
  - **2.** \_\_\_\_ comply with
  - **3.** \_\_\_\_ hurdle

7. \_\_\_\_ dispute

**8.** \_\_\_\_ assets

**4.** \_\_\_\_ implement

founder

endowment

- a. known, respected and admired
- **b.** to put into practice, to make changes
- **c.** things of value that are owned by a person, or organization
- **d.** amount of money that is given as income to an organization, group, charity, project
- e. an obstacle, a problem or difficulty
- f. strong disagreement or argument
- g. be in accordance/agreement with, obey
- **h.** the person or people that establish an organization or company

Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary. 2023 - 1445

### 8 Reading



### **Before Reading**

What do you know about Sheik Sulaiman Al-Rajhi? What do you think matters to him most?

# Sheikh Sulaiman bin Abdul-Aziz **Al-Rajhi**



Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi, the world-renowned philanthropist and winner of the 2012 King Faisal International Prize for Service to Islam, has not always been a billionaire.

Born in 1929, he spent his youth in Al-Qassim where he and his brother Saleh began their business, changing money for pilgrims, on their way to the cities of Makkah and Madinah.

Their business expanded in the 1970s during the oil boom in Saudi Arabia. The Al-Rajhi brothers helped migrant workers from Indonesia, Pakistan and other places to send their earnings home. They were granted permission to establish a bank, the Al Raihi Bank, which complied with religious tenets such as a ban on

Founding the bank, which is now the world's biggest Islamic lender, was not hurdle-free. Sulaiman Al-Rajhi began by opening an office in Britain, to introduce the Islamic banking system on a more international basis. However, his initial attempts to secure a banking license were unsuccessful, as British officials were not aware of the principles and requirements of Islamic banking. He had to travel to different countries in order to explain to bankers that interest was forbidden by Islam and regarded as unacceptable by pious people all over the world. He pointed out that interest caused a lot of people to avoid transactions with banks and to keep their cash and valuables at home. Eventually, the banking system he proposed was launched in Saudi Arabia and subsequently implemented in the United Kingdom.

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi is also chairman of the National Agricultural Development Company and founder of the Al-Watania agricultural projects, which include the largest poultry farm in the Middle East and one of the most successful companies in Saudi Arabia. Al Rajhi had visited a poultry farm abroad and had been shocked by the improper way chickens were fed and slaughtered. This prompted him to launch the poultry farm project, making sure that chickens were naturally fed and halal slaughtered according to Islamic tenets. He has also introduced and supported organic farming throughout the Middle East, intent on securing healthy food for all as a means of fostering good health, preventing illness and consequently reducing the cost of medical treatment. The Al-Rajhi projects diversified into other areas, as well, such as real estate and other investment projects.

In 2009, Sulaiman Al-Rajhi established the Sulaiman Al-Rajhi University, a non-profit research university with three departments; Medicine, Nursing, and Applied Science. In fact, the university was established by the Awgaf Sulaiman Al Rajhi Holding Company (ASARHC), which is considered the largest foundation of its kind in the Kingdom of Saudi Arabia, in terms of capital as well as range and volume of activities. ASARHC now

### 8 Reading

- Write on the board: Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi. With books closed, discuss the Before Reading questions as a class. Elicit any facts or information students know about Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi. If students don't know, explain that he is a great philanthropist and a very succesful businessman and billionaire who introduced Islamic banking into the world.
- Have students open their books to pages 26 and 27. Focus their attention on the photo. Ask: Where do you think this photo was taken? (Students may not know the exact answer but elicit that it was probably during an interview or awards ceremony.) Ask: Does he look like a successful businessman?

#### **READING STRATEGY 3-2-1**

- Write the following on the board:
  - 3 (Write 3 things you found out.)
    2 (Write 2 interesting things.)
    1 (Write 1 question you still have.)
  - Using the 3-2-1 strategy allows students to focus on the important ideas of a reading, the points that they found the most interesting, and the points that they may not have understood.
- Focus students' attention on the reading: Tell students that they will read the text, and then follow the directions for the 3-2-1 activity on the board. Give students a specific amount of time to complete this activity.
- When students have finished writing, arrange the class into small groups. Have students share the points that they wrote down with each other and discuss them. Have them discuss the points that they have questions about and try to answer each other's questions.
- Call on a few volunteers to share their 3-2-1 answers with the class. Discuss as a class any unanswered questions.
- Play the audio for the reading. Have students listen and follow along.
- For additional vocabulary practice, refer students back to the Vocabulary Building activity on page 25. Have students find and underline each of the words in the reading.

<u>Pull تاانح</u> Ministry of Education 2023 - 1445  Discuss with students what each word means in the context of the article. Ask questions, such as the following:

2

Which words are used to describe Sulaiman Al-Rajhi? (world renowned philanthropist, billionaire, successful businessman, dedicated, committed to ...)

Which were the main characteristics of the Al Rajhi Bank? (It complied with the tenets of Islam, such as a ban on interest.)

What does the writer say about the process of founding the first Islamic bank? (It was not hurdle-free.)

What is the role of Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi in the Al-Watania agricultural projects? (He was the founder of Al-Watania.)

Was the banking system that Al-Rajhi suggested launched for the first time in the UK? (No, it was launched in Saudi Arabia and then implemented in the UK.)

What do people tend to do in the Islamic world, with one third or one fourth of their wealth? (They set it aside for endowment.)

Why did he distribute the rest of his wealth to his children during his lifetime? (In order to avoid disputes over inheritance.)

How did he gain peace of mind and inner happiness? (By distributing his assets and becoming poor once again.)

### **After Reading**

- Have students work individually to answer the questions, referring back to the text as necessary. Then have them compare answers with a partner.
- Check answers by calling on pairs to read aloud the questions and answers.

#### **Answers**

- 1. He did not seem to have much hope of becoming a billionaire.
- 2. Banking, agricultural development, organic farming, real estate, investment, health and more.
- Islamic banking in the UK because British officials were not aware of the principles and requirements of Islamic banking.
- 4. His work and contribution to education, health and charities worldwide through ASARHC, the largest holding company of its kind in the Kingdom of Saudi Arabia.
- **5.** Having been poor early in life, he was not afraid to donate and distribute his wealth so he could gain peace of mind and inner happiness.
- 6. He was awarded the prize in recognition of his outstanding service to Islam, his role in the establishment of the world's largest Islamic bank and his ongoing contribution to charities.

### 9 Speaking

- Arrange students in small groups to discuss the questions.
- As students are working, go around and check that everyone is participating in the discussion. Make sure that each student in the group completes the chart about him or herself.
- Open up the group discussions to a class discussion.
   Ask groups to share their answers with the class.

### Workbook

Assign pages 236–237 for additional writing practice at word and sentence level.



Ministry of Education 2023 – 1445

### 1

### Teaching Tip

3-2-1 activities can be modified to fit any reading that you are working with. For example, if you were reading a persuasive text, you might ask students to identify 3 facts, 2 opinions, and 1 unclear point.



### **Project: Local Philanthropists**

Working in small groups, have students choose and research a philanthropist from their country or region of the world. Have them find out information, such as the following: How is this person a philanthropist? What percentage of the person's wealth does he or she donate? What charity or group does he or she donate to? Have groups prepare a poster and presentation for the class.



owns and controls more than half of Sulaiman Al-Rajhi's wealth. The foundation organizes and oversees a substantial number of charities and humanitarian activities worldwide.

In May 2011, Sulaiman Al-Rajhi announced that he was donating most of his \$7.7 billion fortune to charity. During his lifetime, Al-Rajhi distributed the rest of

his wealth to his children in order to avoid potential disputes over inheritance, that could destroy kinship and harmony among them.

Sulaiman Al-Rajhi was awarded the highly prestigious King Faisal International Prize for Service to Islam, in 2012, in recognition of his outstanding service to Islam, his role in the establishment of the world's largest Islamic bank and his ongoing contribution to charities, and humanitarian projects' fight against poverty.

Having experienced extreme poverty earlier in life, Al-Rajhi chose to donate and distribute all his assets, to gain peace of mind and inner happiness.

### **After Reading**

Answer the questions.

- 1. What were Sulaiman Al-Rajhi's life prospects in relation to his early life?
- 2. What type of companies has he been involved in?
- **3.** Which business was the most difficult to establish? Why?
- 4. What is notable about Sulaiman Al-Rajhi in comparison to other wealthy businessmen?
- 5. Why did Al-Rajhi decide to donate most of his fortune to charity during his lifetime?
- 6. Why was Al-Rajhi awarded the King Faisal International Prize for Service to Islam?

### Speaking 🞑



- 1. Think about how you can be successful in your life without depending on others. Make notes in the chart.
- 2. Use your notes to talk in groups or in class. Compare ideas.

| What I am good at | How I can use my strengths to develop | Which areas/skills<br>I can develop | How long it will take to reach my goal |
|-------------------|---------------------------------------|-------------------------------------|--|
|                   |                                       |                                     |  |
|                   |                                       |                                     |  |
|                   |                                       |                                     |  |
|                   |                                       |                                     |  |
| الم الم           |                                       |                                     |  |

### O Writing 🚺



- A. 1. Think about times when many countries in the world have faced the same problems. What kinds of problems were they? Do you know if countries found a way to deal with these problems together?
  - 2. Do you know what the word summit means? One meaning of the word is "the highest point". How do you think this meaning relates to an important meeting? Discuss your ideas in small groups.
  - 3. Have you heard of the G20? What does it do? Scan the text and find out.
  - **4.** Read the text and fill in the blanks with the words or phrases. Listen and check your answers.

| ofter | b., | firet | from | lact | onco | sinco | when   |
|-------|-----|-------|------|------|------|-------|--------|
| arter | DУ  | IIISt | HOIH | IdSt | once | Since | wiieii |



In December 2019, the Kingdom of Saudi Arabia assumed the 2020 presidency of the Group of Twenty (G20), an international forum for economic cooperation attended by the largest and some of

the fastest growing economies in the world. Founded in 1999, the G20 brings together leaders from 19 countries and the European Union to discuss the world's most challenging problems.

| The G20 was created in 1999, (1)     | the                |
|--------------------------------------|--------------------|
| 1997 economic crisis. (2)            | then the G20       |
| 1997 economic crisis. (2)            | then, the sec      |
| met regularly to discus              | ss Maloi Gionai    |
| issues. However, it was only in 2008 | that the leaders'  |
| Issues. However, it was only in 2000 | on annual event    |
| summits were introduced, becoming    | dii diiiludi event |
| 2011 onward. (4)                     | the                |
| two-day G20 Leaders' Summit was h    | osted in Rivadh ir |
| two-day G20 Leaders Summit was in    | us at this mosting |
| November 2020, it was the first time | that this meeting  |
| was held in the Arab world. Another  | first was the fact |
| Was field in the Alab World, and     |                    |

that it took place virtually, because of the COVID-19 pandemic. Nevertheless, despite the protection measures against COVID-19, the 2020 summit was a great opportunity for the Middle East, North Africa, and developing countries to present their own views and concerns.

| (5)         | it had assumed t            | the 2020 G2     | <u>'</u> 0   |
|-------------|-----------------------------|-----------------|--------------|
| prociden    | cy the Kingdom began        | to carry out    | its          |
| - malaitiou | c agonda under the ther     | me "Realiziiii  | y            |
| Opportu     | nities of the 21st Century  | v for All." The | e agenda     |
| Opportu     | e main aims: (6)            | , to emi        | power        |
| had thre    | by creating the condition   | s that will al  | low them to  |
| people t    | ck, and prosper; second,    | to safeguar     | the planet   |
| live, wor   | k, and prosper, second,     | as and (7)      |              |
| by prote    | ecting its natural resource | es, and (// _   | c ctrategies |
| to shape    | e new frontiers by adopt    | ing ambitiou    | 5 Strategies |
| to share    | the benefits of technology  | ogical and of   | пеі          |
| advance     | es.                         |                 |              |

These three aims are closely aligned with Saudi Arabia's vision for the future, Vision 2030, which is based on three main themes: a vibrant society, a prosperous economy, and an ambitious nation. (8) 2030, the Kingdom aims to have built a country in which all of its citizens can make their dreams, hopes, and ambitions come true.

| 5. | Identify the topic/theme of each paragraph. |   |
|----|---|---|
|    | Paragraph 1:                                | Paragraph 2:                                |
| •  | Paragraph 3                                 | Paragraph 4:                                |
| 6. | Paragraph 3                                 | ntences used in any sections? Why? Why not? |

7. Find the key events relating to the G20 that are mentioned in the text. Highlight the dates and events/

pul cill all warbs in the text. Then write them on a timeline.

Ministry of Edu&tiNow cover the text and look at your timeline. Reconstruct the story and tell your partner. Then switch roles 2023 - 1445 and repeat.

### 10 Writing

 Have students discuss the picture in pairs and ask volunteers to share their ideas about what it represents with the class.

### A

- Write GLOBAL PROBLEMS on the board and allow students to make suggestions on what kinds of problems most countries in the world share. Discuss suggestions in class.
- Have students work in small groups to discuss their ideas about the word "summit." Then ask them to share their ideas with the rest of the class.
- Elicit information about the G20 from students.
- Ask students to read the text with the blanks and to complete the missing words with their own ideas. Then ask them to use the words in the box under 4 and compare with their own answers.
- Play the audio and have students check their answers.
- Have students read individually and make notes about the G20; then compare notes in groups.
- Call on students to report to the class. Ask them to give reasons for their answers.

### **Answers**

- 1. Answers will vary.
- Answers will vary. / Sample answer: A summit is a meeting of different countries' leaders or heads of government.
- The G20 is an international forum that brings together the leaders from 19 countries and the European Union to discuss the world's most challenging problems.
- 4. (1) after (2) Since (3) from (4) When (5) Once (6) first (7) last (8) By
- Have students work in groups and report in class.

#### **Answers**

- **5. Paragraph 1:** What the G20 is and does
  - Paragraph 2: The G20 Leaders' Summit
  - Paragraph 3: The aims of Saudi Arabia's G20 presidency
  - Paragraph 4: The link between the Kingdom's G20 aims and
    - Vision 2030.
- Have students work in pairs identifying forms. Circulate and monitor. Help when required. Call on students to



# <u>Pul</u> قرارة Ministry of Education 2023 - 1445

### **Answers**

#### 6. Past forms are mostly used.

Past simple: assumed, founded, was, took place, was, began, had

Past perfect: had assumed

**Passives:** was created, were introduced, was hosted, was held They're used to focus attention on the action rather than on the person, organization, or country that carries out the action, because the action is more important.

- Have students work individually listing events. Then ask them to compare with a partner.
- Organize students in pairs and ask them to draw a timeline and mark the point/order of the events as they happened chronologically. Discuss in class.
- Have students close their books and use their notes to reconstruct the story in pairs. Call on individual students to report.

### **Answers**

1999 - G20 is founded

2008 - leaders' summits introduced

2011 - summits become annual events

Dec. 2019 – Saudi Arabia assumes 2020 G20 presidency

Nov. 2020 – Saudi Arabia hosts G20 Leaders' Summit

 Have students close their books and use their notes to reconstruct the story in pairs. Call on individual students to report.

### Answers

8. Answers will vary. Sample answer:

The G20 was founded in 1999. Its members met regularly from then on, but summits were only introduced in 2008 and became annual events three years later. In December 2019, Saudi Arabia assumed the G20 presidency for the year 2020. Towards the end of its term, in November 2020, the Kingdom hosted the G20 Leaders' Summit, becoming the first Arab nation to hold this event.

### **B**

- Tell students that they are going to write a descriptive essay about a famous and/or wealthy person.
- Organize them in small groups and ask them to think about famous people. Have them list the names of the people they think of and the reason they know them.
   Call on a student from each group to tell the class and list the names on the board. Compare with other groups.
- Read directions for 1 and 2 and ask them to choose one of the people on their list. Allow them to break into smaller groups or pairs if they are keen to write about a particular person that the rest of the group has not chosen.
- Direct students to the Writing Corner. Explain that they will be writing a brief biography of the person.
- Have students read the first point and ask them to focus on specific events as they make notes. Suggest that they draw a timeline where they mark the main events, accompanied by bubbles where they add surrounding information.
- Ask a student to read the second point aloud and encourage students to be selective.
- Call on a volunteer to read the third point and discuss it in class.
- Read the next bullet point with the class and explain that using a timeline will help them list key events in chronological order without restricting them when they actually write the biography.
- Call on a student to read the last point aloud and have students find examples in the Reading text as well as the model text in the unit. If you wish, you can refer them back to the previous unit to the writing text/model about the grandparents.
- Call on volunteers to report their thoughts and examples in class.
- Encourage students to word process their essays in order to facilitate drafting and editing and save time.
- Organize students into pairs/groups. Ask them to write their first draft and exchange drafts in order to comment and make suggestions. Direct them to the model text but allow them to change the beginning of their biography if they want.
- Have students read the comments and suggestions, edit and re-draft.
- You may wish to have one or two more editing stages here before asking students to write their final draft.

Ministry of Education 2023 - 1445

 Have students exchange and read as many essays as possible. Post the essays/brief biographies on the wall or the blackboard for everyone to read.



### **Additional Activity**

Ask students to categorize and group their essays according to field of study/specialty. For example, group all scientists together, group all medical achievers together etc, find photos and anecdotes and compile a section for their class portfolio.

### Workbook

Assign page 238 for additional writing practice above word and sentence level.

- B. 1. Choose a successful and/or influential person.
  - 2. Research information about this person's life, including the events (steps) that took the person from obscurity to personal success, fame, or influence.
  - **3.** Note these events or steps in a chart.
  - **4.** Write a descriptive essay about this person's life.

| Name of Person: |  |  |
|-----------------|--|--|
| Step 1          |  |  |
| Step 2          |  |  |
| Step 3          |  |  |

Majed Ahmed Abdullah Majed Ahmed Abdullah is a Saudi Arabian former footballer who was born in Jeddah but moved to Riyadh with his family when he was very young. He is one of the best football strikers in the history of Saudi Arabia, having scored 72 goals in 117 games with the Saudi Arabian national football team. He scored 4 goals against India, during the 1984 Summer Olympics. Majed Ahmed Abdullah was the all-time top scorer of the Saudi Professional League. Many newspapers have written articles about his accomplishments!

### **Writing Corner**

When you write a descriptive essay about a person's life:

- distinguish the main life events from surrounding information.
- select key events that provide a complete picture of how someone's life developed from the time they were born.
- list the events in chronological order, then switch them around if you wish, e.g. Having completed his studies, he proceeded to apply for any position that was advertised in his area of specialty.
- use connectors to show the order of events such as: when; then; after; while.
- Be as descriptive as possible. Describe the person's character, qualities and actions. Choose
  - •key events based on these qualities so that the reader has a clear picture of the person's

... character as well as the person's life story. Ministry of Education

2023 - 1445

### Form, Meaning and Function



### **Present Perfect Simple Tense**

Use the present perfect to talk about actions that started at an indefinite time in the past. It is often used to talk about time from the past to now in a person's life.

Q: Have you been to Kuwait?

A: Yes, I've been to Kuwait. I have visited many places in the Middle East.

Use the present perfect to talk about recently completed actions.

Mohammad Abdul Latif Jameel has contributed greatly to the government's Saudization program in the Kingdom.

Use the present perfect simple to emphasis an action that started in the past and has continued until now and may continue in the future.

Li Ka-shing has lived in China for all his life.



### Time Expressions with For and Since

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 yesterday, since last June.

### Questions with How Long

**Q:** How long has the clothing store been in operation?

A: It's been in operation since 1975. It's been in operation for about 50 years.

| Complete the sentences with <i>for</i> or <i>since</i> . |  |
|--|--|
| 1. Hameed has had the same TV 15 years.                  | 5. We haven't used our car a long time.    |
| 2. I've had my laptop last June.                         | <b>6.</b> I've been drinking tea years.    |
| <b>3.</b> We've worked on this project a month.          | 7. Tariq has worn glasses the age of seven |
| <b>4.</b> My friends haven't visited me my graduation.   | 8 when have you had that beautiful watch?  |
|  |  |

B. Complete the paragraph with the verbs in parentheses. Use the present perfect or simple past tense.

#### **Amancio Ortega**

The son of a railroad worker, Ortega is now Spain's richest man. When Ortega was (1. be) 13, he \_\_\_\_\_ (2. work) as a delivery boy for a shirtmaker and later \_\_\_\_\_ (3. become) the manager of a clothing store. He \_\_\_\_\_\_(4. begin) making clothing in his living room and selling it to local stores. (5. have) an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. Over the years, the clothing store \_\_\_\_\_ (6. gain) a reputation for selling designer fashions at reasonable prices. Today, Ortega's company Ministry of Education, 850 stores in 88 countries.



# 11 Form, Meaning and Function

#### Language Builder

We commonly use the present perfect to talk about actions that have happened at an indefinite time in the past or to talk about the duration of actions that have happened from the past up to now. We often use time expressions such as: ever, never, so far, yet.

We use the simple past to talk about actions that were completed in the past. We often use time expressions such as: yesterday, last week, two days ago, a year ago, in the 19th century, in 2014.

#### **Present Perfect Simple Tense**

- Review how to form the present perfect in the affirmative and negative forms: has/have or hasn't/ haven't + past participle.
- Remind students that with regular verbs, the past participle is usually the same as the past. Then have students identify the past participles in the example sentences in the presentation. (visited, contributed, lived)
- Remind students that many common verbs have irregular past participles. Elicit the irregular past participle for the verbs: do, be, go (done, been, gone)

#### Time Expressions with For and Since

- Point out that we use the present perfect with since to talk about an action or state that started in the past and continues up to the present.
- Explain that we use for to talk about duration. Write an example on the board. For example,
   We have lived in Muscat since May. We have lived here for 6 months.

#### Questions with How Long

 Call on two volunteers to read out the question and answers. Ask students to practice different questions and answers in pairs, using the question form How long and for and since in the answer.

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#### A

- Focus students' attention on the directions and ask them to complete the exercise alone.
- Call on volunteers to read out their answers. The class should listen carefully to check they agree.

#### Answers

 1. for
 5. for

 2. since
 6. for

 3. for
 7. since

## 4. since

 Ask students what they remember about the people they read about on pages 20 and 21.

8. Since

- Students read the paragraph to check their ideas.
   Students complete the exercise alone and compare their answers in pairs.
- Call on volunteers to call out the answers and write them on the board. Have students self-correct errors or have the class correct any errors they see together.

#### **Answers**

3. became

 1. was
 4. began

 2. worked
 5. had

6. has gained

#### **Past Simple versus Present Perfect**

- Have volunteers read aloud the questions and answers in the presentation. Highlight or elicit the form of the present perfect and underline the simple past in the examples.
- 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.
- Refer students to the note and call on volunteers to form sentences of their own with a time expression.

## Asking and Telling about Personal Experiences: *Have you ever...?*

- Ask two students to take it in turns to read out the question and the answers.
- Write on the following on the board and ask students to complete it in five different ways:
   Have you ever \_\_\_\_\_\_?
- All students should then stand up and walk around the room asking and answering the questions. For every yes answer, they should put a check mark. For every no answer, they should put a cross. Set a time limit of 10 minutes.
- Have students report back on their classmates' experiences.

#### 0

- Tell students to complete the exercise alone and then compare their answers in pairs.
- Have volunteers role-play the conversations and practice correct stress and intonation patterns.

#### Answers

- 1. given, haven't, gave
- 3. Has, been, has, given, has, gave

2. ate, were

4. been, flew



 Tell students to make notes in the chart before they ask and answer with a partner.

#### Answers

Students' own answers.



ø

• Call on volunteers to tell the class about their partner's experiences, discussed in exercise D.

#### **Answers**

Students' own answers.

#### Workbook

Assign pages 239–240 for more practice with the form, meaning and function of the structures in the unit.



#### Teaching Tip

Encourage students to become independent learners and not rely only on the teacher for answers. Students can learn from each other or look things up in dictionaries and other sources.

#### **Past Simple versus Present Perfect**

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or isn't important. Use the simple past tense when the exact time is given.

Present Perfect

**Simple Past** 

**A:** Have you ever met a billionaire?

**A:** When **did** he **start** the company?

**B:** No, I've never met a billionaire.

**B:** He **started** the company in the late 70s.

**Note:** Time expressions we can use with the present perfect are: *yet, so far, ever, never, already, recently, lately, once, twice, etc.* 

#### Asking and Telling about Personal Experiences: Have you ever ...?

Have you ever ordered books online

Yes. **So far** this year. I've ordered 25 books online. No. I've never ordered books online, but I've bought other products through the Internet. I haven't bought books online yet. I buy them from the bookstore on the corner.



- C. Complete the conversations. Use the present perfect and simple past. Then practice with a partner.
  - **1. A:** Have you ever \_\_\_\_\_ to charity?
    - **B:** No, I \_\_\_\_\_. Have you?
    - **A:** Yes, I \_\_\_\_\_ some clothes and books.
    - **B:** That's great! I want to make a donation, too.
  - **2. A:** I \_\_\_\_\_ tacos in Mexico years ago.
    - **B:** What did they taste like?
    - A: They \_\_\_\_\_ spicy.

- **3. A:** \_\_\_\_\_ Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi always \_\_\_\_\_ a billionaire?
  - **B:** No, he hasn't.
  - **A:** \_\_\_\_\_ he ever \_\_\_\_ money to charity?
  - **B:** Yes, he \_\_\_\_. He \_\_\_\_\_ some of his wealth to charity in 2011.
- **4. A:** I've never \_\_\_\_\_ in a helicopter.
  - **B:** I have. I \_\_\_\_\_ in one over the Red Sea.
  - A: I'd like to do that one day.
- D. Make some notes in the chart below. Work with a partner. Ask and answer about your personal experiences.

| People I have met | Places I have been | Events I have attended |
|-------------------|--------------------|------------------------|
|                   |                    |                        |
|                   |                    |                        |
|                   |                    |                        |
|                   |                    |                        |
| ••••              |                    |                        |
|                   |                    | <u> </u>               |

E. lell your partner's experiences to the class. Ministry of Education

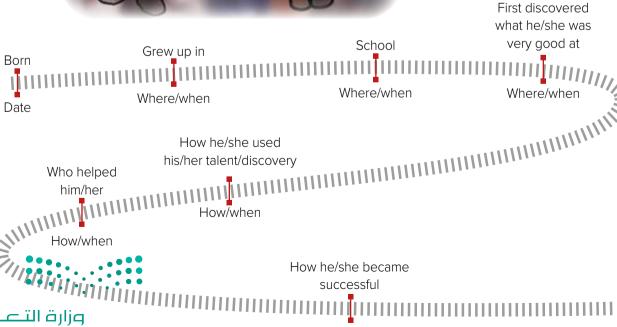
2023 - 1445

## 12 Project



- 1. Think about a person you admire who could be a role model for you and your friends.
- 2. Research and collect information about his/her life and achievements. Make notes along the timeline below.
- 3. Draw the timeline on a large poster. Use your notes to write brief summaries at each point.
- **4.** Include pictures or drawings to illustrate the person's achievements.
- **5.** Present your poster in class. Allow time for questions afterward.





How/when

Ministry of Education

2023 - 1445

## **12** Project

- Read directions for task 1 and have students think about a person they admire that operates as a role model for them and/or their friends. Give them time to think and make notes.
- Call on individual students to report the person/people they admire and say why they admire them.
- Organize students into groups. Read 2 with the class and have students research, collect information and make notes. Allow them to add details if they wish. Circulate and monitor to make sure that they are focusing on relevant data and making notes.
- Ask students to read directions for task 3 and explain what they are required to do. Point to the timeline in their books and ask them to copy it on a large sheet of paper or cardboard that they are going to use for their poster. Remind them to assign tasks to different members of the group in order to make the best use of time and resources. Point out that it would be better if they decided on some of the points as a group. For example, planning what they are going to present and in what order.
- If there are students in the group who would prefer to present a poster about a different person, organize them in smaller groups.
- If students have access to a library and/or the internet, you could aim to complete this and do the presentation on the same day. If not, they will have to organize themselves carefully to share tasks and do their research and data collection individually, then coordinate and present as a group.
- Remind students to focus on their audience and select points to present accordingly.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group. Let students work on their posters/ presentations.
- Circulate and monitor and/or help when necessary.
- If there is access to the internet in the classroom or in the library, encourage students to use it in order to access information, download pictures and design their slides.
- When the tasks have been completed, ask groups to coordinate all their work and work on the actual presentation both in terms of staging and materials. Circulate and make sure that students are following

**நட்டு அப்பூட்டி நிற்று** sing on content, using visuals as well as doing a trial run. Ministry of Education

 Have groups present for the class on the same or a different day. Encourage them to involve as many members of their group as possible in the presentations.

2

### Teaching Tip

Remind students to bear their audience in mind and select information accordingly. Remind them to create captions for pictures and to avoid including too much.

### Additional Activity

Have students use a brief biography that they or someone else has written. Tell them that they are allowed to intersperse, delete or substitute words or information. They then read their modified text as naturally as possible for the rest of the students to spot the "defect" and stop them. If listeners spot 4 "defects" the presenters stop. Tell them that they might have done a similar activity in the last semester.

### **13** Self Reflection

- Brainstorm a list of Influential People. 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 20 and 21. 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 do you know about Mohammad Abdul Latif Jameel? What is he known for? What was Amancio Ortega's special ability that contributed to his success?

What do you know about Li Ka-shing's family background?

How did Steven Paul Jobs find himself back in Apple?

- 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:

Complete the sentences with used to or be used to.

He \_\_\_\_\_\_ travel a lot when he was young. Now, he \_\_\_\_\_ spending most of his time at home, reading.

She got really sick on the boat, she \_\_\_\_\_

sailing. She used to drive everywhere.

#### **Answers**

- used to/is used to
- wasn't used to
- 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 they remember from the Conversation. Elicit expressions from volunteers.
- Have students reflect on ways to spend and ways to save money. Have students make notes in the chart.
- Write Sheikh Sulaiman Bin Abdul-Aziz Al-Rajhi on the board and brainstorm on language and information that students to list as much

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2023 - 1445

- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  - What kind of business did Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi and his brother set up in Al-Qassim? How was the Al Rajhi Bank founded? What does ASARHC stand for? What kind of activities is it involved in?
- Have students reflect on the Speaking activity. What are the strengths/qualities that make someone a good businessperson? Can you name students who could be good businesspeople? What qualifies them?
- 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 the G20 2020 hosted by Saudi Arabia. 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. 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 students feel they need more work on and make suggestions.

## 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 diffi           | cult in Unit 2:                    |
|                                     |                             |                              |                                    |
|                                     |                             |                              |                                    |
|                                     |                             |                              |                                    |
|                                     |                             |                              |                                    |
| Unit 2 Checklist                    | I can do this<br>very well. | l can do this<br>quite well. | I need to study/<br>practice more. |
| talk about fame and fortune         |                             |                              |                                    |

| Unit 2 Checklist   | I can do this<br>very well. | I can do this<br>quite well. | I need to study/<br>practice more. |
|--|-----------------------------|------------------------------|------------------------------------|
| talk about fame and fortune                              |                             |                              |                                    |
| discuss options  |                             |                              |                                    |
| use used to versus be used to                            |                             |                              |                                    |
| use would for repeated action in the past versus used to |                             |                              |                                    |
| use was/were going to (future in the past)               |                             |                              |                                    |
| use the present perfect simple tense                     |                             |                              |                                    |
| use time expressions with <i>for</i> and <i>since</i>    |                             |                              |                                    |
| ask questions with: How long?                            |                             |                              |                                    |
| use the past simple and present perfect tense            |                             |                              |                                    |
| ask and talk about personal experiences using: Have      |                             |                              |                                    |

| My five favorite new words from Unit 2:   | If you're still not sure about something from Unit 2:   |
|---|---|
| ارت الت التحليم التحل | <ul> <li>read through the unit again</li> <li>listen to the audio material</li> <li>study the grammar and functions<br/>from the unit again</li> <li>ask your teacher for help</li> </ul> |

# **3** What Will They Think of Next?

### Listen and Discuss [



- 1. What things that we take for granted today did people not have 100 years ago?
- 2. Name a discovery or development that you think people will have (or use) 100 years from now.

In 1900, a popular American magazine. called Ladies' Home Journal, published an article called "What May Happen in the Next Hundred Years," making predictions about what life would be like in the year 2001. Read and discuss the predictions.



#### **People**

People will be taller by one to two inches. This increase in height will be a result of better health, due to improvements in medicine, sanitation, and diet. The average life expectancy will have risen from the current age of 35 to the age of 50.

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#### Language

There will be no C, X, or Q in the English alphabet as these letters will have been determined to be unnecessary. Spelling by sound will have been adopted. English will have become a language of condensed words. English will also be more extensively spoken than any other language. Russian will rank second.

#### **Transportation**

Cars will be cheaper than horses are today. Automobiles will have been substituted for every horse vehicle now known. A onepound motor in one of these vehicles will do the work of a pair of horses or more.

There will be air-ships, but they will not successfully compete with cars and ships for passenger or freight traffic. They will be used mainly by the military.

#### **Traffic**

There will be no traffic on the streets of large cities. All traffic, including subways, cars, and buses will be either below ground or high above ground. "Moving-sidewalk" stairways will connect them to the street level. The vehicles on the busy underground and overhead streets will have cushioned wheels. Therefore, there will be almost no noise in cities.

## O Unit Goals

Vocabulary Inventions
Lifestyle changes

Technology Tourism

Functions

Discuss technology invented over the last 100 years
Discuss technology of the future
Make predictions about life in the year 2100
Persuade

Grammar

Future Perfect
Future Perfect Progressive
The Future with Dependent
Time Clauses

Listening

Listen for specific information

Pronunciation

Consonant clusters

Reading

An Out-Of-This-World Vacation

Writing

Write a discursive essay about a future development in Saudi Arabia and its impact on you and on society.

Form, Meaning and Function

Simple Present versus Past Simple Words Connected with Space and the Planetary System: Part 1

#### **Warm Up**

- Write on the board the introductory questions on page 34:
  - 1. What things that we take for granted today did people not have 100 years ago?
  - 2. Name a discovery or development that you think people will have (or use) 100 years from now.
- Arrange students in small groups. Have them discuss the questions with their books closed. Assign one student in each group the role of reporter.
- Call on the reporters to report back to the class about their group's discussion.

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### **1** Listen and Discuss

- Play the audio for pages 34 and 35 with students' books still closed. Have students listen for general understanding.
- To check general comprehension, ask: What topics were discussed? (people, language, transportation, traffic, media, deliveries, communication) Elicit and write on the board all of the topics that students can remember.
- Have students open their books and look at pages 34 and 35 to find any missing topics. Have them call them out while you write them on the board.
- Play the audio again while students listen and read along.
- Focus students' attention on the pictures. Ask: What predictions does the picture on page 34 illustrate? (the predictions about transportation and traffic) Does this look like a modern city? Elicit that some aspects of the predictions have come true. For example: Automobiles have replaced all horse vehicles. Subways and tunnels allow people to move underground. There are elevated trains and roadways that allow people to travel overhead as well. Escalators and moving sidewalks are used to transport people. Ask: What predictions about transportation and traffic have not come true? (Vehicles do not have cushioned wheels, although modern tires are probably quieter than tires in 1900. Cities are still noisy.)
- Ask: What predictions does the picture on page 35 illustrate? (the predictions about media, deliveries, and communication) Which predictions have come true? (It is easy for a person in New York to speak to someone in China wirelessly.) Which predictions shown in the picture have not come true? (Tubes are not able to deliver goods to homes from stores.)
- Elicit any other observations about the pictures from students. Ask: Do these pictures look more like life in 1900 or life today? Why?

#### **Quick Check**



- Have a student read aloud the directions and the list of vocabulary words in the left column.
- Give students time to find and underline all of the vocabulary words in the article.
- Tell them to use the context of the words in the article to help them guess the meaning. Then have them work individually to match each word with its definition.
- Check answers as a class by calling on students to read aloud the matched up words and definitions.

#### **Answers**

**1.** e

**3.** f

**5**. d

**2.** b

**4.** c

**6.** a

#### **B**

- Call on volunteers to read aloud the questions.
- Have students work individually to find and write down the answers, referring back to the article as necessary.
- Have students compare their answers with a partner.
   Then check answers as a class. Call on multiple students to answer questions 4 and 5 since answers to those questions will vary.

#### **Answers**

Answers will vary. Sample answers:

- 1 The average life expectancy in 1900 was 35 years.
- 2. He thought there would be no C, X, or Q; spelling would be by sound; the language would be condensed; and English would be the most widely spoken language. The prediction about English being the most widely spoken language came true.
- 3. He was probably thinking about airplanes.
- 4. Automobiles have replaced all horse-drawn vehicles.
- **5.** There will never be tubes connecting houses to a store. This is impossible.

#### 2 Pair Work

Read the directions with the class. If the categories
from the article are not still on the board, rewrite them
as column heads. (People, Language, Transportation,
Traffic, Media, Deliveries, Communication)

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Ministry of Education 2023 - 1445

- Have students work in pairs to write one prediction for each category.
- Have students go to the board and write their predictions in a list under each category.
- Read and discuss the predictions as a class. Do students agree on what the year 2100 will be like?

#### Workbook

Assign page 241 for practice with the vocabulary of the unit.



#### Teaching Tip

It's a good idea to let students check their answers together before eliciting them in front of the class. (1) It gives them the chance to correct errors on their own. (2) It builds confidence to find out that questions they had trouble with also gave their classmates trouble. (3) It allows students the opportunity to teach and learn from each other.



#### **Additional Activity**

Additional predictions that were contained in the 1900 *Ladies' Home Journal* article had to do with food. Read and discuss the following predictions with the class. Ask: *Which have come true?* 

#### Which have not come true?

- Strawberries and raspberries as large as apples will be eaten by our great-great-grandchildren.
- Liquid-air refrigerators will keep great quantities of food fresh for long intervals.
- Scientists will have discovered how to modify summer fruits so that they can be stored and stay fresh throughout the winter.
   Once they figure this out, people are going to keep fruits like cantaloupes for three or four months at a time.



In the early 1900s, when people first began driving cars, there were not many paved roads. The roads were very rough and drivers faced flat tires, fires, and explosions! Drivers had to bring tools, spare parts, and food in case of a breakdown.



#### Media

Photographs will be telegraphed from any distance. If there is an important event happening halfway around the world, photographs of the event will be published in newspapers an hour later.

#### **Deliveries**

When people make purchases from stores, their purchases will be delivered by tubes, connected from the store to houses.

These tubes will also collect, deliver, and transport mail over distances, perhaps for hundreds of miles.

#### Communication

Wireless telephone circuits will span the world. A person in New York will easily be able to call someone in China.

#### **Quick Check**

A. Vocabulary. Match each word to its definition.

circuits
 condensed
 shortened
 determined
 extensively
 position in an ordered group
 rank
 paths for electrical currents
 span
 determined
 determined
 position in an ordered group
 paths for electrical currents
 decided

#### **B.** Comprehension. Answer the questions.

- 1. What was the average life expectancy in 1900?
- **2.** What predictions did the author make about the English language? Have they come true?
- **3.** What do you think the author was referring to when he used the term air-ships?
- **4.** Choose a prediction and give an example of how it has come true.
- **5.** Which prediction do you think is the least likely to ever come true? Why?



Ministry of EdWorki With a partner to make predictions about the year 2100. Create one prediction for each 2023 - 1445 of the categories in the article. Discuss your predictions with the class.

## 3 Grammar 鷆



#### **Future Perfect**

The future perfect is used to express the idea that an action will be completed in the future, before another event or before another specific time in the future. The future perfect is formed with will have + past participle.

By the time my children are grown, scientists will have found a solution to global warming.

The car company will have introduced their new models by November.

#### **Future Perfect Progressive**

The future perfect progressive is used to focus on the duration of an action that will be happening in the future before another time or event happens in the future. The future perfect progressive is formed with will have + been + present participle.

By the year 2033, people will have been flying for 130 years.

Note: Sometimes either the future perfect or the future perfect progressive can be used to express the same idea.

By 2030, I will have been living in Sao Paulo for 15 years.

By 2030, I will have lived in Sao Paulo for 15 years.

#### The Future with Dependent Time Clauses

We can talk about a future event using a time clause with when, before, after, while, until, and as soon as. A present tense verb form (not a future form) is used in the time clause, and will or be going to are used in the main clause.

My father will keep using his old-fashioned cord phone until it breaks.

When he finishes working on his invention, he's going to let me try it out.

**A.** Use the future perfect to combine the future events into one sentence, using **by** or **by the time**.

1st Event: I will take all my final exams. **2nd Event:** The end of June will come. By the end of June, I will have taken all my final exams.

1. 1st Event: It will start to rain.

**2nd Event:** We will arrive at the picnic.

2. 1st Event: I will fall asleep.

**2nd Event:** This film will be over.

3. 1st Event: I will get married and have children.

2nd Event: 2035 will come.

**4. 1st Event:** My father will work at his company for 20 years.

**2nd Event:** He will retire.

5. 1st Event: He will decide which college to attend.

2nd Event: February will come.

**1st Event:** The food will get cold.

2nd Event: You will come to the table.

Ministry of **7.**du**ist Event:** He will learn to drive. 2023 - 1445 **2nd Event:** He will graduate.



### **3** Grammar

#### **Future Perfect**

- Read the explanation with the class.
- Draw a timeline on the board to illustrate the concept of the future perfect. It may look something like the following:



- Plot the example sentences in the book on the timeline. Write on the board: By the time my children are grown, scientists will have found a solution to global warming. Ask: Which event will happen first in this sentence? (Scientists will find a solution to global warming.) Point to the first star on the timeline. Ask: Which event will happen second in the future? (My children will be grown.) Point to the second star on the timeline. Follow the same procedure with the second example sentence in the book: The car company will have introduced their new models by November.
  (1st event = The car company will introduce their new models: 2nd event = November)
- Direct students to exercise A on this page to practice the future perfect.

#### **Future Perfect Progressive**

- Read the explanation with the class.
- Draw a timeline on the board to illustrate the concept of the future perfect progressive. For example:



By the year 2033, people will have been flying for 130 years.

- Point out that in this sentence, the 1<sup>st</sup> event (flying) began in the past and continues into the future up until the second event (the year 2033).
- Direct students to exercise B on page 37 to practice the future perfect and future perfect progressive together.

#### <u>صلحتاا</u> قالم Ministry of Education 2023 - 1445

## The Future with Dependent Time Clauses

- Read the explanation with the class.
- Have students read aloud the example sentences.
- Emphasize that when using a time clause, the verb in the time clause is in the present tense. Only the main verb in the sentence uses will or be going to.
- Direct students to exercise **C** on page 37 to practice using the future with dependent time clauses.



- Have a student read aloud the directions and the example. Tell students they must first read the events.
   Then they use by or by the time to correctly join the events into a sentence.
- Have students work individually to write their sentences. Then have them compare answers with a partner.
- Check answers as a class by calling on students to write their sentences on the board.

#### **Answers**

Answers will vary. Sample answers:

- **1.** By the time we arrive at the picnic, it will have started to rain.
- 2. I will have fallen asleep by the time this film is over.
- 3. By 2035, I will have gotten married and had children.
- By the time my father retires, he will have worked at his company for 20 years.
- **5.** He will have decided which college to attend by February.
- 6. By the time you come to the table, the food will have gotten cold.
- 7. He will have learned to drive by the time he graduates.

#### B

- Have a student read aloud the directions and the example. Point out that they will have to do simple math for each sentence to calculate the length of time the future event has been in progress.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on students to read their completed sentences aloud.

#### **Answers**

Answers will vary. Sample answers:

- 1. By 2034, they will have been married for 34 years.
- 2. By next week, he will have been a vegetarian for four weeks.
- 3. By November, he will have been working there for 10 months.
- 4. By 8:00, you will have been studying for four hours.
- 5. If I lose another 2 kilograms, I will have lost 7 kilograms.
- 6. By 2032, I will have lived in Singapore for 14 years.
- 7. If she gets here in 10 minutes, we will have waited for 30 minutes.
- 8. In another half hour, it will have been playing for three hours.

#### 0

- Have a student read aloud the directions and the example.
- Do the first sentence together as an additional example. Write the sentence on the board. Elicit from students which part of the sentence is the time clause. (when they \_\_\_\_ the order) Ask: How do you know? (the word when begins the clause) Ask: What tense is the verb in a time clause? (present tense) What tense is the main verb in this sentence? (the future) Elicit the correct complete sentence. (The company will manufacture the parts when they receive the order.)
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on students to read their completed sentences aloud.

#### **Answers**

Answers will vary. Sample answers:

- The company <u>will manufacture</u> the parts when they <u>receive</u> the order.
- 2. After I make a million dollars, I <u>am going to</u> buy my parents a house.
- 3. I am going to travel the world before I get married and settle down.
- 4. He will run to the store before it starts raining.
- 5. When you <u>drive</u> down the road, you <u>are going to see</u> a large,

Mini**6**tr<u>Arefy</u>5al<u>goiogitorargue</u> with me until I change my mind? 2023 - 1445

#### O

- Read the directions with the class.
- Arrange students in pairs. Have partners work together to describe the pictures. One student describes the picture of today's family and the other describes the family of 2050.
- Have students work individually to copy down the first sentence of the paragraph and then complete it with their own ideas. Give students a minimum number of sentences to write, such as five.
- Call on a few volunteers to read their paragraphs for the class

#### Workbook

Assign pages 242–244 for practice with the grammar of the unit.



#### Teaching Tip

When students say or write an answer on the board, give them time to realize they've made a mistake and try to correct it themselves. If they can't, check to see if a classmate can help before you do.



#### **Additional Activity**

Do a quick chain grammar practice. Say a time in the future and have a student say what they will have done by that time. For example, say: **2030**. Student A says: By 2030, I will have graduated from college. Then Student **A** says another time (for example: 2035) and calls on Student **B** to give a sentence (By 2035, I will have gotten married.). Continue until all students have given a sentence.



- The San Antonio Light published an article in 1939 predicting that in the future, cars would run off of solar energy and would be able to be folded up into portable packages.
- The Kid's Whole Future Catalog of 1982 predicted that school would no longer take place in a four-walled classroom, but in a soaring airship on a journey around the world.

- **B.** Use the future perfect or the future perfect progressive to complete each sentence. In some cases, both forms are possible.
- Sheri started teaching biology in 2019.

  By 2029, she will have been teaching biology for ten years.
  - 1. Fadi and Amina got married in 2000. By 2034, \_\_\_\_\_
  - 2. My brother became a vegetarian three weeks ago. By next week, \_\_\_\_\_\_
  - **3.** Jasim started his new job in February. By November, \_\_\_\_\_
  - **4.** You started studying at 4:00. By 8:00,
  - **5.** I've already lost five kilograms on my diet. If I lose another two, \_\_\_\_\_\_.
  - **6.** I moved to Singapore in 2018. By 2032,\_\_\_\_\_
  - 7. We started waiting 20 minutes ago. If she gets here in 10 minutes, \_\_\_\_\_\_.
  - 8. This TV show started two-and-a-half hours ago! In another half hour, \_\_\_\_\_\_\_
- **C.** Put the verbs in parentheses in either the future tense (**will** or **be going to**) or the present tense.
- I <u>'ll call</u> (call) you as soon as I <u>get</u> (get) home.
  - 1. The company \_\_\_\_\_ (manufacture) the parts when they \_\_\_\_\_ (receive) the order.
  - 2. After I \_\_\_\_\_ (make) a million dollars, I \_\_\_\_\_ (buy) my parents a house.
  - 3. I \_\_\_\_\_\_ (travel) the world, before I \_\_\_\_\_ (get) married and settle down.
  - **4.** He \_\_\_\_\_\_ (run) to the store, before it \_\_\_\_\_ (start) raining.
  - 5. When you \_\_\_\_\_ (drive) down the road, you \_\_\_\_\_ (see) a large, red building.
  - **6.** \_\_\_\_\_\_ you \_\_\_\_\_ (argue) with me until I \_\_\_\_\_ (change) my mind?
- **D.** Look at the pictures. Then complete the paragraph about how life will be different in the year 2050. Use the future perfect, future perfect progressive, and the future with dependent time clauses.

While some things will have stayed the same for the average family in 2050, some things will have changed dramatically...



Ministry of Education 2023 - 1445

Today's family

The family of 2050

### 4 Conversation 💷



Edward: Grandma, you've been lugging that book around all

weekend.

**Grandma:** If I want to read it, what choice do I have?

Edward: You can ditch the book and get an electronic book

reader.

**Grandma:** A what?

Edward: An electronic book reader. They're these great

little devices that let you read books electronically.

So, you read on screen instead of on paper.

**Grandma:** But I like reading on paper.

**Edward:** Trust me, Grandma. In a few years, no one is going

to be reading books printed on paper anymore.

Paper books will have disappeared.

**Grandma:** I don't like all this new technology. I'm happy with

things the way they are.

You really should check out e-book readers. One Edward:

> of the advantages is that you can buy, download, and start reading a book in minutes. Another great thing about it is that you can carry hundreds of

books with you without it being heavy.

**Grandma:** Why would I want to carry hundreds of books around with me?

Edward: Grandma, I'm sure if you just gave it a try, you'd find that you actually prefer it. Why not go with

the flow?

**Grandma:** I think this is all just a lot of hoopla.

I've been reading my books on paper

for 68 years, and I'm not about to

change that now.

#### **About the Conversation**

- **1.** What does Edward want Grandma to try?
- 2. What arguments does he make?
- 3. Is Edward successful in persuading Grandma? Why or why not?

Role-play with a partner. Tell your partner about something you use or do, such as a kind of technology or a sport. Try to persuade your partner to try it. Use Ministry of Education persuading.

2023 - 1445



#### **Real Talk**

lugging = carrying, especially something heavy or awkward

ditch = leave, get rid of

check out = look at something in order to evaluate it

go with the flow = accept things

hoopla = excitement created by a large amount of publicity

#### **Persuading**

(I'm sure) if you just give it a try, you'll find that... Look at it this way...

One of the advantages is...

One reason you should consider...

Trust me on this...

What's great about this is...

- Have students cover the conversation and focus
  their attention on the pictures. Ask: What do you
  think the old lady is doing? (She is reading a book.)
  What device do you see? (an electronic book reader
  or e-reader) Ask students: Do any of you use an
  e-reader? What do you like about it? What don't you
  like about it? How many books can it hold?
- Play the audio. Have students just listen with the conversation still covered.
- Play the audio again. Have students listen and read along.

#### **Real Talk**

- Model the words and phrases for students to repeat.
   Explain that all of these are informal words and expressions that are used in casual conversation. They would not be used in formal writing.
- Ask questions about the phrases to help students understand their meaning in the context of the conversation. For example, ask:

What is Grandma lugging around? (her book)
What does Edward want Grandma to ditch?
(her book)

What does Edward suggest Grandma check out? (e-book readers)

If Grandma goes with the flow, what will she do? (read from e-book readers rather than books)

Why does Grandma think using e-book readers is hoopla? (She thinks they are just the latest fad.)

 Encourage students to use these words and phrases in real conversation. Arrange students in pairs to discuss the following questions. Sample answers are included in parentheses in case students need additional examples to help them understand.

What is something that you dislike lugging around? (I don't like lugging around all of my books during the day. They are so heavy.)

**What is something you would like to ditch?** (I'd like to ditch my old laptop and get a new lighter one.)

When you go to the mall, what do you like to check out? (I always go to the video game store to check out what's new.)

Sometimes is it easier to go with the flow? Explain.
(I didn't want to go to watch a film last weekend but

Sociorie blackid so I just went with the flow.)

Name a recent product that there has been a lot of hoopla about. (There was a lot of hoopla about the new video game, but it turned out to be not very good.)

 Have students practice the conversation with their partners, switching roles.

#### **About the Conversation**

- Have students work with a partner to ask and answer the questions.
- Check answers by calling on students to read the questions aloud and answer them.

#### **Answers**

Answers will vary. Sample answers:

- 1. He wants her to try reading on an electronic book reader.
- 2. E-book readers can hold hundreds of books. You can buy, download, and start reading a book in minutes.
- **3.** Edward does not persuade Grandma. She doesn't want to change.

#### **Your Turn**

- Call on a volunteer to read the directions aloud.
- Direct students' attention to the box with the expressions for *Persuading*.
- Have students find examples of the phrases for persuading in the conversation. (Trust me..., One of the advantages is..., Another great thing is..., I'm sure if you just gave it a try...)
- Brainstorm a few ideas with the class for things you might persuade your partner to try; for example: a new website to download films from or a new brand of skateboards
- Arrange students in pairs to role-play conversations, using phrases for persuading. Then have them switch roles so that both students have the chance to persuade. As students are working, go around the room and help as necessary. Make sure that students do not write their conversations, as the focus here is speaking practice.
- Have one or two pairs act out their conversations for the class.

Ministry of Education

### 5 Listening

- Read aloud the directions. Have students study the chart to see what information they will listen for.
- Play the audio. Tell students to listen but not to write their answers at this time.
- Play the audio once for students to write the advantages of each news format. Play it again for them to write the disadvantages.
- Have students check their answers in pairs and discuss question 2.

#### **Answers**

1.

|            | Advantages   | Disadvantages                          |
|------------|--|--|
| Print      | large, lightweight, portable   | not up-to-the-minute<br>news; not free |
| Online     | free; up-to-the-minute<br>news, interactivity,<br>video capability   | computer screen<br>graphics            |
| Electronic | look more like paper than<br>a computer screen; large,<br>lightweight, portable;<br>savings for newspapers |  |

2. Answers will vary.

#### Audioscript

Since the early 17<sup>th</sup> century, newspapers have had the same general format. The news has been printed in ink on paper. Then the newspapers have been circulated to a particular area. However, the Internet brought great change to the newspaper industry. To stay competitive, it became important to have an online presence. Today most major newspapers around the world have an online version of their print paper.

Online newspapers present some important advantages. For example, they can present up-to-the-minute news, instead of having to wait to print the next edition of the paper. An advantage to the reader is that most online news sources are free.

However, it seems almost certain that there are further changes ahead for the way newspapers are presented and sold. Most people in the newspaper industry feel that the next step will be electronic newspapers. Electronic newspapers would use technology related to today's electronic book readers. Like these readers, e-newspapers would use e-ink. Like a computer screen, e-ink has the ability to instantly refresh and change images. However, e-ink uses paper instead of a computer screen, so e-ink images look more like the images in actual books and newspapers.

The electronic newspaper will have the look and feel of a print newspaper in other ways as well. It will be as large as the typical print newspaper, with a lightweight, portable screen that is flexible Ministry of Education

enough to be rolled or folded like a newspaper. The e-newspaper will combine these advantages of print newspapers with the advantages of online media, such as constant and instant updates, interactivity, and video capability.

Replacing print newspapers with e-newspapers will mean that newspaper companies would no longer have the enormous costs of printing, manufacturing, and delivering newspapers. This will mean tremendous savings. One newspaper publisher predicts, "By 2030 we will have shifted to an electronic format, and we will have stopped printing paper newspapers completely. When that day comes, newspapers are going to go back to being the most important source of news for the public."

#### 6 Pronunciation

- Play the audio of the explanation as students read along in their books.
- Play the audio of the sentences for students to listen and repeat, or speak along with the recording.

## 7 Vocabulary Building



 Have students work individually to match the words with their meanings.

#### **Answers**

**1.** c **2.** e **3.** g **4.** f **5.** b **6.** a **7.** h **8.** d



• Have students compare answers with a partner.

#### Workbook

Assign page 245 for additional reading practice.



#### Teaching Tip

Students should first understand the main ideas of a listening before they listen for details. Let them listen to a passage once for general understanding before asking them to listen to complete an activity.



#### **Additional Activity**

Draw a 6-column chart on the board with the headings *br*, *pl*, *st*, *str*, *spr*, and *gr*. Have students work in pairs to list as many words as they can that contain these consonant clusters in each column. Then have them practice saying the words.

## 5 Listening 🔊



Listen to the information about the future of newspapers. Then complete the chart with the advantages and disadvantages of each news format.

1.

| Newspapers | Advantages | Disadvantages |
|------------|------------|---------------|
| Print      |            |               |
| Online     |            |               |
| Electronic |            |               |

2. What do you think some disadvantages of the electronic newspaper might be?

## 6 Pronunciation



Consonant clusters may contain two or three consonants, for example: broken, plan, understand, street, spray, hungry. Be careful not to separate the consonants in a cluster with a vowel sound or add a vowel sound before the cluster. Listen and practice.

- 1. The Internet brought great change to the newspaper industry.
- 2. To stay competitive, it soon became important to have an online presence.
- 3. Newspapers could **pr**esent up-to-the-minute news, instead of having to wait to **pr**int it.
- **4.** The electronic newspaper reader will have the look and feel of a **pr**int newspaper.
- **5.** It will have a portable **scr**een that is **fl**exible.
- **6.** One newspaper publisher predicts, "By 2030, we will have stopped printing paper newspapers completely."

## Vocabulary Building



A. You will see the following words in the reading on pages 40 and 41. Match the words with their meanings.

- **1.** \_\_\_\_\_chain
- **2.** \_\_\_\_\_commonplace
- **3.** \_\_\_\_\_estimated
- **4.** \_\_\_\_\_lucrative
- **5.** \_\_\_\_\_ orbit
- **6.** \_\_\_\_\_rigorous
- 8: \_\_\_\_steep

- a. extremely difficult
- **b.** a path in space followed by a planet, moon, or spacecraft
- **c.** a group of businesses owned by the same company
- d. expensive
- e. frequent or usual
- f. producing a lot of money
- g. given an approximate cost

pilled your answers with a partner. If you do not understand the meaning of a word, Ministry of Edudobknit up in a dictionary. 2023 - 1445

## 8 Reading



#### **Before Reading**

If you could go into space, would you? Why or why not?

## AN OUT-OF-THIS-WORLD VACATION



Things that once seemed impossible often become commonplace with the passing of time. There are people predicting that this will happen with space tourism in the next decade or two. Some are even investing in and developing space tourism technology, believing that space tourism will be the next big thing. They imagine a future in which space travel will have become a reality for millions of ordinary people.

At the moment, space tourism is only a possibility for the incredibly wealthy. In 2001, American multi-millionaire Dennis Tito paid \$20 million to become the first space tourist. After eight months of rigorous training, Tito traveled aboard a Russian capsule that was launched by an American company called 'Space Adventures.'

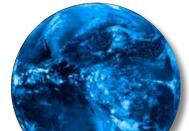
He then spent seven days aboard the International Space Station. Since then, a number of other millionaire space tourists of different nationalities have gone into space.

Although up to now only very wealthy people have had the opportunity to be space tourists, many see this as the beginning of what will eventually become a lucrative new industry. There are several companies that have already invested millions of dollars in developing new, reusable launch vehicles. Their goal is to lower launch costs enough to make it possible for the average person to buy a ticket to space. The Japanese Rocket Society, for example, has set a target price of one million yen (about \$10,000).

Virgin Galactic, a British company owned by Richard Branson's Virgin Group, has been working on plans for sending people into space for years. The company is about to begin testing of their eight-seat spacecraft, and expects that they will have worked out any problems by 2022. When the spacecraft is shown to be safe, Virgin Galactic will begin their flights. Although tickets are a steep £100,000 (\$123,000), amazingly, the first year of flights has already been booked. One of these future passengers is Lisa Ramirez, a mother of three. When asked why she was prepared to spend so much money on a Galactic flight, Ramirez explained, "I'm 58 years old, and by the time this happens, I will have been dreaming of going to space for at least 45 years!"

There are even companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a space hotel concept. They plan to create a 64-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity of is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build.

Since water was discovered on the moon in 1998, the multi-national hotel chain, Hilton Hotels, <u>\_haś||þeˈan||werking</u> on plans for a hotel on the moon. The plans call for a 5,000-room complex with a beach, a working farm, a medical center, and even a school. Two huge solar panels will generate the power. Hilton is working on this project with experts at NASA. 1445



- With students' books closed, ask: What is space tourism? (when ordinary people visit space for vacation) Do you think space tourism will become common in your lifetime? Elicit students' opinions.
- Arrange students in pairs to discuss the Before
  Reading question: If you could go into space, would
  you? Why or why not? After a few minutes, elicit
  answers from a few pairs.
- Ask students to open their books to pages 40 and 41. Have them look at the title and pictures. Say: The title of this article is An Out-of-This-World Vacation. Ask: What does out-of-this-world mean? Elicit that this phrase has two meanings in this context: (1) It means literally outside of our world, in outer space; and (2) it means extraordinarily exciting and great. Elicit or give a few examples of the phrase out of this world with the second meaning. For example: Ahmed is an out-of-this-world football player. He is sure to play on a professional team. or I had an out-of-this-world meal at the new Thai restaurant. It was the best food I've ever tasted.

#### **READING STRATEGY Predicting**

- Ask students: What do you think this article will be about? (space tourism) Ask: What do you think you will learn from this article? Give students time to each write down three things they think they will learn. If students are unsure what to write, as an example, write on the board: I think I will learn who has taken a vacation in space.
- Elicit answers from students and write them on the board.
- Play the audio. Have students listen for the predictions on the board.
- Check to see which predictions students got right.
   Explain to students that taking the time to think about and make predictions before they read will prepare them for reading and increase their understanding.
- Play the audio again. Have students open their books and read along as they listen.
- Ask a few general questions to check comprehension.
   For example, ask:

**Does space tourism exist now?** (Yes, but only for a few very wealthy people.)

Does the author think that space tourism will become chimpon in the future? (yes)

What will space tourists do for fun? (float around in the zero gravity, and observe the stars and surroundings)

- For additional vocabulary practice, refer students back to the Vocabulary Building exercise on page 39.
   Have them find and underline each of the words in the article
- Call on students to use each vocabulary word in a sentence to explain how it is used in the context of the reading. Sample answers may include:

Hilton Hotels is a hotel *chain* that is working on plans to build a hotel on the moon.

The writer thinks that space tourism will become *commonplace* at some point in the future.

People have *estimated* the cost of building a hotel in Earth's orbit to be very expensive.

Space tourism may be a *lucrative* industry if the costs can be lowered enough for average people to afford.

A Japanese company plans to build a hotel that will *orbit* Earth.

The first space tourist had to undergo *rigorous* training in order to travel to the International Space Station.

In order for a hotel to orbit Earth, it will have to spin to *simulate* Earth's gravity and not float away.

Currently, the price of traveling into space is very *steep*. It is too expensive for average people.

#### Language Builder

The informal word *steep* means *very expensive*. There are many more synonyms and idiomatic expressions to express this meaning. Here are a few:

a pretty penny, an arm and a leg, big-ticket, out of sight, pricey, rich, ritzy, sky high, stiff, and swank.

#### **After Reading**

- Read the directions aloud. Have students work individually to write true or false for each statement, looking back at the article as necessary to find the answers. Have them rewrite each false statement to be true.
- Have students check their answers with a partner. Then check answers as a class by calling on pairs for their answers.

#### **Answers**

- 1. false (He paid 20 million dollars.)
- 2. false (The first year of flights is already booked.)
- 3 true
- 4. false (The hotel will spin in order to reproduce Earth's gravity.)
- 5. false (The moon hotel will be powered by solar power.)
- 6. true

## Speaking

- Arrange students in small groups to discuss the questions.
- To keep students on task, give them about five minutes to discuss each question.
- Assign the roles of leader, writer, and reporter. The leader makes sure that each student is contributing ideas. The writer takes notes on the group's ideas. (The writer should list the advantages and disadvantages that the group comes up with).
- When time is up, the reporter summarizes their group's discussion for the class. Encourage the rest of the class to respond to the reporters and ask questions about ideas they are interested in.

#### Workbook

Assign pages 246–247 for additional writing practice at word and sentence level.



#### Teaching Tip

Circulate and monitor group discussions. Be ready to offer ideas to bring lagging conversations back to life, to prevent students from monopolizing conversations, and to offer encouragement and help as necessary.



#### **Additional Activity**

Arrange students in small groups. Each student has a dictionary. Choose a target word from the Reading. Say the word and read the sentence aloud. For example, say: **Space.** At the moment, space tourism is only a possibility for the incredibly wealthy. All students race to find the word in the dictionary and then stand up. When all members of the group are standing, groups discuss which definition of the word space fits the context of the sentence. The first team to agree on the correct answer wins.



#### **Project: Tourism in the Future**

Working in groups, have students think of another type of tourism that may exist in the future, such as under-the sea vacations. Have each group pretend to be a travel company that is advertising their vacation. They create a presentation and poster for the class. After the presentations, groups vote on which vacation sounds like the most fun as well as which is the most likely to happen.



Some companies estimate that space tourism will begin to take off as early as 2022, with a large number of passengers taking a two-hour space flight. The cost will be about \$200,000.



Ministry of Education 2023 - 1445

You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

With so much research, energy, and money being poured into space tourism, it is clear that it is a matter of when, rather than if space tourism will become a reality.





























Answer **true** or **false**. Rewrite the false statements to make them true.

- **1.** The first tourist in space paid two million dollars.
- **2.** \_\_\_\_\_\_ Virgin Galactic is struggling to book its first year of flights.
- 3. \_\_\_\_\_ A Japanese construction company has plans to build a hotel in space.
- **4.** \_\_\_\_\_ The entire hotel will experience zero gravity.
- 5. \_\_\_\_\_ The Hilton Hotel chain plans to power a moon hotel with wind power.
- **6.** \_\_\_\_\_ Hilton Hotels is working on the moon hotel with NASA.

## Speaking 🞑



- 1. Work in groups/pairs. Think about space tourism in the future. Do you think it will happen? Why? Why not?
- 2. What do you think some of the advantages and disadvantages will be?
- **3.** Think about transportation, accommodation, cost, and advertising.
- **4** Make notes in the chart and use them to help you present your opinion and discuss in class.

| Advantages of space tourism   | Disadvantages of space tourism | My opinion                                   |
|---|--------------------------------|--|
|   |                                | Space tourism will/will not happen. Reasons: |
|   |                                |  |
|   |                                |  |
| <mark>صیاحتا قرازم</mark><br>Ministry of Education<br>2023 - 144 <del>5</del> |                                |  |

## 10 Writing 🚺



- A. 1. How do you think the world will have changed by the year 2050? Think about cities, crops, manufacturing, vehicles, trade, homes and other buildings, and measures to protect people from environmental factors, such as radiation from nuclear power stations.
- المملكة العربية السعودية KINGDOM OF SAUDI ARABIA
  - 2. How do you think Saudi Arabia will change in the future? What progress and developments will have been made by 2030 in areas, such as education, society, the economy, technology, culture, and infrastructure?
  - 3. Read the text and compare your ideas in 2 with the plans in the text.
  - **4.** Look at the use of active and passive voice in the text. Which is used most often? Why?

All success stories start with a vision, and successful visions are based on strong pillars. By 2030 our Vision for the country will have been implemented, providing greater opportunities for our people.

The pillars on which we will build this Vision are firstly, our status as the heart of the Arab and Islamic worlds, secondly, our determination to become a global investment powerhouse and finally, the transformation of our unique strategic location into a global hub connecting three continents, Asia, Europe and Africa.

By 2030, our Vision will have been developed into reality, built around three themes: a vibrant society, a thriving economy and an ambitious nation.

This first theme is vital to achieving the vision and a strong foundation for economic prosperity.

We recognize the importance of preserving our society and our sophisticated heritage in order to promote national unity and consolidate true Islamic and Arab values. We will endeavor to strengthen, preserve and highlight our national identity so that it can guide the lives of future generations. We will do so by keeping true to pur national values and principles, ás well as by éncouraging social

development and upholding the Arabic language. We will continue to work on the restoration of national, Arab, Islamic and ancient cultural sites and strive to make them accessible to everyone, and in the process, create cultural events and build world-class museums which will attract visitors from near and

Our cities already enjoy high levels of security and development. Our citizens are safe, secure and healthu. We will continue to maintain this through supporting infrastructure development, providing high-quality services and keeping our crime rates (already among the lowest in the world) very low. We will further continue to develop and provide meaningful recreation facilities to our citizens and encourage the exchange of knowledge and cultural experiences through community clubs and pastimes.

In the second theme, a thriving economy provides opportunities for all by building an education system aligned with market needs and creating economic opportunities for entrepreneurs and small enterprises as well as the large corporations. Therefore, we will develop our investment tools to unlock our promising economic sectors, diversify our economy and create

job opportunities. We will also expand our economy and improve the quality of our services. We will continue to support our alreadu excellent education system to help young people gain the skills and training to enter the job market and find work.

Our nation is ambitious in what we want to achieve. We will improve efficiency and take responsibility seriously at all levels. Our third theme is built on an effective. transparent, accountable, enabling and high-performing government. We will also prepare the right environment for our citizens, the private sector and non-profit sector to take their responsibilities and take the initiative in facing challenges and seizing opportunities. One of our responsibilities is towards not only the people of our country and our visitors, but also to the environment. By preserving our environment and natural resources, we fulfill our Islamic, human and moral duties. We will seek to safeguard our environment by increasing the efficiency of waste management. We will promote the optimal use of our water resources and we will direct our efforts towards protecting and rehabilitating our areas of natural beauty.

 $2023_*$  - 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.

## 10 Writing

#### A

- Direct students' attention to guestion 1.
- Have students brainstorm on good and bad changes.
   Elicit ideas in class.
- Call on students to report their answers for the class.
   Hold a class discussion about how cities, homes,
   manufacturing, vehicles, trade, buildings, protective
   measures against radiation will change and whether
   changes will be good or bad. Have students justify their
   answers.
- Organize students in pairs or small groups. Read through question 2 and have students decide how to note, record, and organize their ideas around the topics. Discuss their ideas as a class.
- Read the directions for 3 with the class. Read through the text as a class, asking students to read different paragraphs out loud.
- Pause regularly to check comprehension or ask students to suggest synonyms for vocabulary, or to use particular words in sentences of their own. For example:

What are the three pillars of Saudi Arabia's Vision for 2030? (1. our status as the heart of the Arab and Islamic worlds, 2. our determination to become a global investment powerhouse, 3. the transformation of our unique strategic location into a global hub connecting three continents)

What are the three themes around which the vision is being built? (1. a vibrant society, 2. a thriving economy, 3. an ambitious nation)

Outline and discuss some important elements of these themes? (answers will vary)

Using the context as a clue, explain the following words and phrases: powerhouse, prosperity, sophisticated, consolidate, world-class, non-profit sector, moral duties, safeguard, optimal (highlight any other words or phrases that may need explanation or discussion). (answers will vary) Find the following words in the text and make sentences about your every day life, using them: endeavor, principles, aligned, responsibilities, initiative, efficiency, protect (and any other words that you feel are useful for students to utilize). (answers will vary)

Have students re-read the text individually. Then, in the same groups as before, check their ideas from a question 2 with the content of the text.

- Direct students to 4. Have them read the text again and identify the uses of active and passive voice in the text.
- Have students consider which is used more often and why.

#### **Answers**

Active voice is used more often.

This is done in order to show that the people of Saudi Arabia are planning, developing and implementing change and improvements deliberately and with foresight and effective organization, rather than happening by chance.

The first sentence is in the passive voice to show that by a particular point (2030) these plans will have been correctly implemented and finished



#### Additional Activity

Group Project

In groups, have students select one of the changes discussed in exercise 1.

Have them research the issue to find out more details and the causes and effects of these changes. Encourage them to look into different approaches and opinions about the changes and to offer solutions to any problems or impacts created by these changes.

Have each group present their research in class.



- Read the directions for tasks 1, 2 and 3 with the class.
- Organize students in pairs or small groups and have them think about one of the developments in Saudi Arabia that will have taken place by 2030. Tell students to think about the impacts and effects of these changes on themselves and on society.
- Give pairs/groups time to decide and make notes.
- Elicit ideas from groups and call on volunteers to write the main ideas on the board. Allow some overlap between groups but encourage them to focus on different aspects.
- Give groups time to think about and discuss the impact that changes will have on their own lives and on society and the country in general. Tell them to make notes in the chart.
- Read through the example essay together. Have students comment on the tone and organization of the essay and the type and balance of content (factual/ opinion, general themes/details, etc.).
- Direct students to the Writing Corner. Ask them to think about essays that they like and the reasons they like them. Have students think about the content of essays and how they are organized. Explain that a personal essay does not have to be objective. It should include some facts on which to base their opinions and some reasons to support their ideas, but that in this type of essay, they can express their own ideas.
- Read the guidelines in the Writing Corner with the class.
   Pause and discuss each point. Emphasize the advice given about planning as well as the structure and organization of an essay.

**Organize your thoughts and ideas:** Tell students to make notes and then decide on how they are going to organize and present their individual ideas.

**Be creative but focused:** The more creative and original one is in a personal essay the better, provided that they don't forget the purpose and topic that they are supposed to be focusing on!

You don't have to be objective: This is the reason that writers can use "I" narration, include personal anecdotes and thoughts as well as their own interpretation of things. However, this often makes it quite demanding on the author because the point is to get those ideas across to the reader; not simply express them for

yourself

Clarity: This is always one of the first priorities in this type of text. There is always the risk that when writing

Ministry of Education 2023 - 1445

ideas clearly to get your point across to your reader.
Planning can prevent repetition: Although, some repetition might actually be necessary, going round in circles and saying the same thing in different ways is not. Careful planning and reading your essay as you write will help restrict or avoid unnecessary repetition/redundancy.
Have students think about the content and plan their essays individually based on their charts.
Have students draft their essays. Remind them to use

about your own thoughts you will make all kinds of

assumptions that your reader does not necessarily

share. So you need to think about how to express your

- Have students draft their essays. Remind them to use the chart with their notes and mention that even though they researched the issues in groups, their essays should reflect their own opinions. Give them time to write their essays.
- 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 essays. Call on volunteers to read their essays in class.

#### Workbook

Assign page 248 for additional writing practice above word and sentence level.



- **B.** 1. Choose one development in the text which will have been completed by 2030.
  - 2. Think about the impact this development will have on both your personal life and on society. Write your ideas in the organizer.
  - **3.** Write an essay presenting your ideas and give some examples.

| The development that will have taken place by 2030: |
|---|
|   |
|   |
|   |
| The impact on my life:                              |
|   |
|   |
|   |
| The impact on society:                              |
|   |
|   |
|   |
|   |

Education in 2030

By 2030, the Vision Program will have made great progress in developing more ways for us to learn effectively. I think that in addition to supporting teachers and students even more with resources and training, we will also be able to learn from home via the use of computers. This will be helpful for people who live in remote areas or when a child is sick and cannot get to school. There will be online classes and perhaps we will have project materials delivered by drones!

#### **Writing Corner**

When you write a personal essay which expresses your views:

- make notes before you start writing to plan what you want to say.
- organize your thoughts into paragraphs; for example, describe the change in the introduction. Use the main body to talk about the impact on you and the impact on society.
- include a conclusion to sum up your views or opinions. Don't include any new information in the conclusion.
- be creative but focused on the topic.
- you don't have to be objective.
- address your audience directly.
  - use I narration, as in I think or I feel.

ப் டாப் பாட்டியde examples, personal anecdotes, thoughts, interpretations, or ideas.

Ministry of Educatry to get your point across as clearly as possible.

2023 - 1445 • do not repeat yourself.

### Form, Meaning and Function



#### **Simple Present Tense**

Yes/No Question (?) **Short Answer (+)** Short Answer (-) **Do** they use the Internet? Yes, they **do**. No, they don't. **Does** she have a laptop? Yes, she **does**. No, she doesn't.

**Answer** 

#### Simple Present of the Verb Be and Information Questions

**Information Questions (?)** 

What's your last name? It's Al Zahrani. Fine, thanks. **How's** it going? It's in February. When's the festival? Where's your friend from? He's from Jeddah. Who's that tall man? That's my uncle.

Why's he here? He's here for the festival.



#### Simple Past of the Verb Be and Be Born

**Q:** Where were you born? A: I was born in Oman.

Q: Where was he/she born? A: He/She was born in Kuwait.

#### Simple Past with Regular and Irregular Verbs

Yes/No Question (?) **Short Answer (+)** Short Answer (-)

**Did** you/he/she/they live in Riyadh? Yes, I/he/she/they did. No, I/he/she/they didn't.

**Information Questions (?) Answer** 

Where **did** you live? I **lived** in Riyadh.

What did he wear? He wore formal clothing.

**Irregular Past Forms** 

be-been drive-drove go-went make—made spend-spent buy-bought eat-ate give—gave swim-swam meet-met come—came feel-felt have—had ride-rode take-took do-did fly—flew know-knew see-saw win-won

A. Interview a classmate. Ask for this personal information.

| 1. name                             | 4. date of birth | 7. telephone number |
|-------------------------------------|------------------|---------------------|
| 2. spelling of first and last names | 5. nationality   | 8. email address    |
| 3. age                              | 6. address       | 9. occupation       |

B. Read the predictions again made in 1900 on pages 34 and 35. Which predictions came true? Which predictions didn't come true? Use the simple present and simple past tenses.

Life expectancy didn't rise from 35 to the age of 50. It rose from 35 to the age of 75. People are Ministry of Education they were in 1900. taller now than they were in 1900. 2023 - 1445

## 11 Form, Meaning and Function

#### **Simple Present Tense**

- Have different students read out the question and short answers.
- Write the example questions on the board and point out the assimilation in the question (D'they use the Internet? D'you?). Emphasize the word stress in the short answer: Yes, they DO.
- Have students practice the assimilation and intonation patterns of the questions and answers in the examples.

## Simple Present of the Verb Be and Information Questions

- Have students brainstorm the question words they know before looking at the questions listed in the presentation.
- Choose students to read aloud the questions and answers. Point out that we use the simple present of be to talk about a present situation rather than an action or an event.
- Focus their attention on the subject-verb order in the questions and the answers. Ask: How is the word order different in the questions on the left compared with the answers on the right?
- Ask students to form different questions of their own using the Wh-question words.

#### Simple Past of the Verb Be and Be Born

- Call on students to read out the questions and answers.
   Students should then form a chain around the class and ask and answer with Where and When: For example,
   A: Where were you born? B: I was born in Riyadh.
   B: When were you born? C: I was born in 2007.
   C: Where were you born? D: I was born in ... and so on.
- Have the last student try to recall as much information as possible about where and when each student was born. For example, Dina was born in Riyadh. Nathalie was born in 2006.



#### Simple Past with Regular and Irregular Verbs

- Direct students' attention to the examples in the presentation. Call on students to read aloud the yes/no questions and short answers. Have different students read aloud the Wh-questions and answers.
- As a review, write regular and irregular at the top of two columns on the board. Ask students to tell you verbs that are regular in the past, and verbs that are irregular. If necessary, provide examples: watch/watched = regular; go/ went = irregular.
- Write the present and past tense forms of the verbs on the board in the correct columns. Get about five examples of each.
- Ask: How do we change a regular verb to talk about the past? (add -ed) What about verbs like study and cry that end in a consonant and y? (The y changes to i, and we add -ed.)
- Explain to students that the simple past form of irregular verbs needs to be memorized. Point out that as they learn the simple past form of more irregular verbs, they will start to see that the past forms of some of them are relatively easy to predict, based on knowledge of other verbs.

#### A

 Ask students to stand up and walk around the class interviewing as many as people as possible. Set a time limit of 15 minutes.

#### **Answers**

Students' own answers



- Tell students to read the text again on page 34 and 35.
   They should underline any predictions that came true and circle any that didn't come true.
- Ask students to compare with their partner and write sentences in their notebooks.
- Call on volunteers to write their sentences on the board.
   Correct any errors as a class.

#### Answers

Students' own answers

## Words Connected with Space and the Planetary System: Part 1

- Ask students to research the topic before the lesson. Then quiz students on how much they know about space and the planetary system. Write all the information on the board.
- Go through the words in the vocabulary chart crosscheck the list against any information already written on the board. Explain or elicit the meaning of any unknown words.
- Read the examples. Call on students to give more examples using words from the vocabulary chart and the information on the board.



- Ask students to complete the exercise alone and then compare with a partner.
- Call on volunteers to read out the sentences. Students should listen carefully to check their answers.

#### Answers

- 1. solar system, Earth
- 3. meteor

2. star

4. build, moon



- Put students into pairs and explain they are going to do a 'jigsaw reading.'
- Explain that each student will read a different text but on the same topic. Students should ask and answer questions about each other's texts to find out as much information on the topic as possible.
- Encourage students to make notes on their partner's text. Students should then report to the class what they have found out.

#### **Answers**

Students' own answers

#### Workbook

Assign pages 249–250 for more practice with the form, meaning and function of the structures in the unit.





#### 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 on information g activities such as the one in exercise D, 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.

- 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.

#### Words Connected with Space and the Planetary System: Part 1

Some words we associate with space and the planetary system are:

technology solar system rocks aas the moon volcanoes space station gravity spacecraft the sun poisonous air stars

robot car Earth high mountains meteors astronauts eclipse the planets atmosphere build

launch land take photos

Our planet Earth is a lump of rock in space.

Each planet **orbits** the **sun** on its own invisible path.

The sun was formed by thick clouds of dust and gas.

The moon is the only place in space where people have landed.

An eclipse is when the moon moves in front of the sun for a short time. The sky gets darker and the temperature drops.

| C. | Со | emplete these facts about spa                                | ce with an appropriate word. Us                                   | e the vocabulary words above.              |
|----|----|--|---|--|
|    | 1. | The sun is at the center of ou eight planets. Scientists now | ur<br>consider Pluto to be a <i>dwarf</i> pla                     | is one planet in a group of anet.          |
|    | 2. | The sun is a   | Because it is very close to Eart                                  | n, it looks bigger than the other stars.   |
|    | 3. | Sometimes a  | crashes into the moon and mak                                     | res a crater or giant hole in the surface. |
|    | 4. | In the future, scientists want t                             | o hotels on the   | so people can go there on vacation         |
| D. |    | ·  | n should read EXTRACT 1 and thall alk about your reading extract. | e other person should read EXTRACT 2.      |
| •  | A: | What is EXTRACT 2 about?                                     |   |  |
|    | R٠ | It's about space tourism and                                 | what tourists will do in space                                    |  |

#### EXTRACT 1

**A:** What will they do?

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI. Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another, alien civilization. To do this, they used the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arccibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes!

<u>riPlion</u> to its partial collapse on December 1, 2020, the Ministry of telescope collected and sent data to SETI computers 2023 - 1445 hours a day.

#### EXTRACT 2

orbit

There are companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a space hotel concept. They believe they can build a 64-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity. It is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build. You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

# 12 Project



Take a closer look at your neighborhood or an area in your town or city and think about changes that have been taking place over the last year or two.

- 1. Look at the area and write things that you see, e.g. old and new buildings, sidewalks, street lights, new and old stores, traffic, sanitation system, parks, etc.
- 2. Research and collect information about constructions or other projects. Talk to people who live in the area. This type of information will give you ideas about the kinds of development/ changes that will probably take place.
- **3.** Use the chart to make notes about the information and your ideas.
- 4. Think of how the area will have changed by 2030 or 2040.
- **5.** Select and print out pictures or draw if possible.
- **6.** Use your notes and pictures to prepare a PowerPoint presentation for your class.





|                            | The area as you see/know it now | The area as you imagine it in 2030 or 2040 | Comment on change (positive or negative) |
|----------------------------|---------------------------------|--|--|
|                            |                                 |  |  |
|                            |                                 |  |  |
|                            |                                 |  |  |
|                            |                                 |  |  |
| _                          |                                 |  |  |
| •                          |                                 |  |  |
| <u> کیا حتا</u>            | وزارة ا                         |  |  |
| Ministry of Et 2023 - 1445 | ducation                        |  |  |

### **12** Project

- Direct students to the photos of Riyadh. Have the students compare the two photos. Explain that the black and white photo on the left shows buildings in an older part of town whereas the photo on the right is a view of Riyadh as we see it now.
- Have the students work in pairs to identify changes that have taken place in the city.
- Circulate and monitor to make sure all students are contributing. Help when required.
- Call on pairs to report their ideas and discuss the changes in class. Ask the students questions like these?

Do you think that the people who lived in Riyadh 100 years ago could foresee how their city was going to change?

#### What do you think they expected?

- Read the directions for tasks 1, 2 and 3.
- Organize students in groups and have them brainstorm on their neighborhood or an area in their town that they are familiar with. Ask them to think about the changes that have taken place over the last couple of years.
   Suggest that they think about:

**Buildings** 

**Stores** 

Street lights

Traffic lights

**Sidewalks** 

Traffic

#### Sanitation system

Encourage them to add their own ideas.

- It might help if you ask them to find and bring in photos in advance or download and print out some photos yourself to distribute to groups.
- 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 report in class.
   Ask students to listen and make notes so you can decide whether different areas have changed in similar ways over the last few years.
- Tell students that they will have to design a PowerPoint presentation about future changes in the area of their choice.
- Callon a student to read the directions for tasks 4, 5 and 6. Encourage them to use their imagination and visualize changes in the area.

- Have students read directions 1 to 6 and tell them to use the chart and make notes. Set a time limit for groups to discuss and decide on speculations and predictions that they would like to focus on.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- 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 their presentation in the next lesson.
- Call on each group to present their PowerPoint presentation.
- Have students choose the presentations they like best to include in their class portfolio.

#### Additional Activity

Have students work in groups to plan and create a poster showing a futuristic image of their town.

### 13 Self Reflection

- Write What Will They Think of Next? 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 will the following things change in the future? People Language Transportation Media **Deliveries** Communication

- 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 to rephrase some sentences. Tell them to try and convey the same meaning. For example:

Ted likes planning ahead and having everything ready well in advance.

He is going to fly to Canada in ten days. So he's made a plan:

Tomorrow: buy new suitcase and gifts

Day after tomorrow: Make a list of things to pack and a shopping list

And so on until a day before the trip, down to the last detail. Add more things for Ted to do during the rest of the week, before he leaves. Then complete the sentence:

| By the day before his trip, led | e day before his trip, Ted |
|---------------------------------|----------------------------|
|---------------------------------|----------------------------|

You won't be able to see Richard if you are planning to arrive in 5 days. By the time you get here, he \_ (on the

#### plane/fly to New York)

- Have volunteers answer the questions. Elicit more options 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 38–39. Call on volunteers to say what the Conversation is about in this lesson, and which expressions they remember.
- Have students say what they remember from this

Ministry of Education

section and make notes in the chart.

- Write An Out-of-This-World Vacation on the board and brainstorm on language and information that students remember about 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:

What is your opinion about space tourism? Would you have chosen space toursim as a travel option? 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 know/remember about the changes in the world by the year 2050. 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 place chosen? Why? Why not?

Where did they find information? Where did they find photos?

Did they enjoy preparing and making the presentation?

Would they change anything if they had the chance to do it again? What?

Was there room for originality and creativity? Why? Why not?

- 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 3: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
|                                   |                                      |
|                                   |                                      |
|                                   |                                      |
|                                   |                                      |
|                                   |                                      |

| Things that I found easy in Unit 3: | Things that I found difficult in Unit 3: |
|-------------------------------------|--|
|                                     |  |
|                                     |  |
|                                     |  |

| Unit 3 Checklist  | I can do this<br>very well. | I can do this<br>quite well. | I need to study/<br>practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| discuss technology invented over the last 100 years       |                             |                              |                                    |
| discuss technology of the future                          |                             |                              |                                    |
| make predictions about life in the future                 |                             |                              |                                    |
| use the future perfect and the future perfect progressive |                             |                              |                                    |
| use the future with dependent time clauses                |                             |                              |                                    |
| ask information questions                                 |                             |                              |                                    |
| use be and be born in the present and the past            |                             |                              |                                    |
| know some regular and irregular past verb forms           |                             |                              |                                    |
| talk about space and the planets                          |                             |                              |                                    |

| My five favorite new words from Unit 3:               | If you're still not sure about something from Unit 3:   |
|---|---|
| مرارة التا قران التا التا التا التا التا التا التا ال | <ul> <li>read through the unit again</li> <li>listen to the audio material</li> <li>study the grammar and functions<br/>from the unit again</li> <li>ask your teacher for help</li> </ul> |

# 4 The World of TV

## Listen and Discuss 🕡



2

- 1. What is your favorite TV film? Explain why it is your favorite.
- 2. Which of the following genres do you like best: animation, comedy, or adventure? Why?
- 3. What's the worst TV film you have ever seen? Explain.

## NAME THE TV FILM

About the story: This science fiction action-adventure film is about the efforts of a group of people to save the surviving dinosaurs on Isla Nublar, a fictional Central American island in the Pacific. Three years after the Jurassic World theme park was closed down and the island was abandoned by humans, a dormant volcano on the island becomes active, threatening the dinosaurs living there. Claire Dearing, the theme park's former operations manager, and Owen Grady, the park's former velociraptor trainer, set out to rescue the remaining dinosaurs before the volcano erupts and destroys the island. While Owen is looking for Blue, the last surviving velociraptor, he uncovers a conspiracy that could change life on the whole planet



About the story: This action-adventure comedy film is about a small, extremely fast, blue hedgehog called Sonic, and his adventures on Earth. After traveling to Earth from another planet, Sonic spends many lonely years living in secret near the fictional town of Green Hills, Montana, in the United States. One night, he runs at supersonic speed while playing baseball by himself and this causes a power outage in a large part of the country, so the government asks evil genius Dr. Robotnik to investigate. Luckily, Sonic meets and becomes friends with local town sheriff Tom Wachowski and the two team up to stop Dr. Robotnik from capturing Sonic and using his powers to rule the world.

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Ministry of Education 2023 - 1445



About the story: This animated film presents the story of a lion cub's journey to adulthood. The cub is the son of a powerful and wise king. But his happy childhood comes to an abrupt end when his evil uncle murders his father and drives him away from the kingdom. The young lion goes into exile in the jungle, where he makes two good friends and lives a carefree life. However, as he gets older, he dreams of his father, who tells him to battle his evil uncle and reclaim his family throne.



## NAME THE TV FILM

About the story: This is a documentary about Bruce Lee's life, career, and untimely death. It reveals a side of Lee unknown to the public, along with the better known qualities of the celebrity—the man that the world knew. Lee had been working on a new project at the time of his death, ironically titled Game of Death. Rare camera shots have been included in the documentary according to Lee's own script notes in an attempt to convey his ambitions for the project and his frame of mind toward the end of his life.



# O Unit Goals

O Vocabulary

Film genres
Film terms and words
to describe films
Popular films

Functions

Talk about films Identify film genres Agree and disagree with opinions

Grammar

Both ...And; Not Only... But Also; Either...Or; Neither...Nor Independent Clauses with And, But, Or, So, and Yet Listening

Listen for specific information

Pronunciation

Linking vowel sounds

Reading

The Formula behind Detective Stories on TV

Writing

Write an expository essay

Form, Meaning and Function

> Comparative and Superlative Words Connected with Space and the Planetary System: Part 2

### **Warm Up**

- Arrange students in small groups to discuss the introductory questions. To ensure that students do not look ahead on pages 48 and 49, write the questions on the board for groups to refer to. Since this topic is likely to be of high interest for students, as long as they are speaking in English, allow them time to finish their discussions.
- Have a student lead a quick follow-up discussion. Have the student read aloud each question and call on a few students for responses.

# 1 Listen and Discuss

- Have students open their books and look at pages 48 and 49. Ask: What do you see in the pictures? (a snapshot from a film, a bowl of popcorn and a remote control on a table and a TV screen in the background) What do these objects all have in common? (They represent either a TV film or watching a TV film.)
- Tell students that they will play a game to guess TV film titles. Ask thing to cover and not look at the answers Ministribat are 20 page 49.

- Have students scan the reading texts to guess the titles
  of the films. Make sure the students are guessing the
  titles in English. Make sure that they don't have more
  than one minute for the task.
- Elicit guesses about the TV film titles without confirming them.
- Play the complete audio for each TV film card. Have students listen and read along in their books.
- Stop the audio after each film card and ask: Now do you know what film this is? Elicit additional guesses as appropriate.
- When students have listened to the complete audio, allow them to look at the answers on page 49. Ask:
   Which TV films did you guess correctly?
- As an additional activity, discuss the various film genres mentioned on these pages. Draw a six-column chart on the board with the headings drama, comedy, action-adventure, science fiction, documentary, and animation. Ask for defining characteristics for each genre. For example:

*Dramas* are serious films that portray realistic characters, situations, and settings.

Comedies are designed to make people laugh. They often include animated characters or regular people in funny situations.

Action-adventure TV films are usually exciting. They often involve searches for lost treasures or undiscovered objects, usually in exotic locations.

Science fiction films involve imaginary scientific events that take place in the future, in other parts of the universe, or in a fictional part of the world.

Documentaries deal with real events or provide information about a particular subject.

Animations have characters or situations that could never happen in real life. They are often family-oriented films with imaginative stories that involve characters making journeys to help friends, and may be set in fantastic worlds.

- Elicit movie titles in English that fit into each category and write them on the board.
- Brainstorm other movie genres and elicit a brief description of each. Possible answers include: action, biopic, children's, crime/mystery, disaster, espionage/ spy, family, Westerns, and war.

#### **Quick Check**



- Have a student read aloud the directions.
- Give students time to find and underline each of the words in the box on the movie cards. Tell them to read the sentences containing the underlined words carefully and try to guess the meaning of the words from context.
- Have students work individually to complete the sentences with the words from the box. Point out to them that the italicized words are movie titles.
- To check answers as a class, call on students to read aloud their completed sentences.

#### **Answers**

1. animated

5. capture

2. prestigious

6. prominent

3. conspiracy

7. abrupt

4. untimely

8. delusion



- Have students work with a partner to ask and answer the questions about the movies on pages 48 and 49.
- Check answers by calling on pairs to read aloud and answer each question.

#### **Answers**

Answers will vary. Sample answers:

- 1. The Lion King
- 2. Jurassic World: Fallen Kingdom and Sonic the Hedgehog
- 3. Sonic the Hedgehog
- 4. Bruce Lee: A Warrior's Journey and A Beautiful Mind

# **Pair Work**

• Have students read the directions with a partner. Tell them to create two movie cards like the ones on these pages. Each card should contain a description of the movie.

## Workbook

Assign page 251 for practice with the vocabulary of the unit.



# وزارة التعــلم

Ministry of Education 2023 - 1445

## Teaching Tip

Keep students interested in lessons by varying your teaching methods. Surprise students with different activities, such as role plays, debates, brainstorming, discussions, demonstrations, audiovisual presentations, guest speakers, and group work.



## Additional Activity

Ask students to complete a word family chart for each vocabulary word from exercise A. The completed charts may look like the following:

| Noun       | Verb     | Adjective             | Adverb           |
|------------|----------|-----------------------|------------------|
| abruptness | Χ        | abrupt                | abruptly         |
| animation  | animate  | animated /<br>animate | animatedly       |
| delusion   | X        | delusive              | delusively       |
| capture    | capture  | Χ                     | Χ                |
| X          | Х        | untimely              | untimely         |
| prestige   | X        | prestigious           | Χ                |
| conspiracy | conspire | conspiratorial        | conspiratorially |



Popcorn and films go hand-in-hand. Popcorn has been eaten for thousands of years. It used to be popped by throwing it on sizzling hot stones over a raging campfire. As it popped, it would shoot off in various directions. It was tacts a game to catch and eat it.



#### Answers:

1. Jurassic World: Fallen Kingdom; 2. The Lion King; 3. Sonic the Hedgehog; 4. Bruce Lee: A Warrior's Journey, 5. A Beautiful Mind About the story: Based on the real life story of prominent mathematician John Nash, this film portrays Nash's struggle with his delusions caused by a mental condition. Nash starts a seemingly promising academic career and makes a remarkable advancement in "game theory," when he begins having delusions and struggles to maintain control over his mental state. His wife, Alicia, stands by him through years of therapy, and he is eventually able to resume his research and goes on to win the prestigious Nobel Prize.

## **Quick Check** ✓

A. Vocabulary. Complete each sentence with a word from the box.

| abrupt    | animated | prominent   | untimely   |
|-----------|----------|-------------|------------|
| delusions | capture  | prestigious | conspiracy |
|           |          |             |            |

- **1.** The Lion King is an example of a(n) \_\_\_\_\_ film.
- **2.** The Nobel Prize is the most \_\_\_\_\_ award a scientist can win.
- **3.** The police uncovered a(n) \_\_\_\_\_ to kill the president. Thankfully, the criminals were caught and punished before they could cause any harm.
- **4.** A young actor's \_\_\_\_\_ death in an accident usually gets wide media coverage.
- **5.** A cameraman's job is to \_\_\_\_\_ the scenes on film.
- **6.** Chris O'Donnell played the part of Hemingway, a \_\_\_\_\_ American writer.
- **7.** The \_\_\_\_\_ ending of the film surprised us.
- **8.** \_\_\_\_\_ can sometimes be a symptom of mental instability.
- **B.** Comprehension. Answer the questions.
  - 1. Which TV film talks about growing up and assuming an adult's responsibilities?
  - 2. Which TV films are set in places that don't exist in real life?
  - 3. In which film does a character have superpowers?
  - **4.** Which two TV films are biographical?



Pead the clues to your class and see if they can guess the film or documentary.

2023 - 1445

# 3 Grammar 鷆

#### Both...And, Not Only...But Also, Either...Or, Neither...Nor

Both...and, not only...but also, either...or, and neither...nor are all paired conjunctions. They are used to link two words, phrases, or clauses of the same type. For example, nouns are linked with nouns, adjectives are linked with adjectives, and verbs are linked with verbs.

My favorite film is either Sonic the Hedgehog or The Lion King.

He is **not only** *hardworking*, **but also** *intelligent*.

When connecting two subjects with both...and, be sure to use a plural verb.

**Both** my father **and** his boss were present in the meeting.

When connecting two subjects using *either...or*, *not only...but also*, or *neither...nor*, the choice to use a singular or plural verb depends on the subject that is closer to the verb.

**Neither** my uncle **nor** my brothers *want* to see that documentary.

**Neither** my brothers **nor** my uncle *wants* to see that documentary.

### Independent Clauses with And, But, Or, So, and Yet

An independent clause is a group of words that includes a subject and verb. It expresses a complete thought, and can stand alone as a sentence.

#### I ordered the engine part online.

Two or more independent clauses can be combined with coordinating conjunction words, like *and, but, or, so,* and *yet.* 

I ordered the engine part online, **but** now I can't find the confirmation number.

The conference hall wasn't air-conditioned, **so** I demanded a refund.

I liked the book, **yet** I hated the film.

**Note:** When a sentence includes two independent clauses joined by a coordinating conjunction, use a comma before the coordinating conjunction.

| A. Complete each sentence with the correct paired conjunction and an idea of your own. |
|--|
| She arrived with both her brother <u>and her sister</u> .                              |
| 1. We like neither fast food   |
| 2. The university is both prestigious  |
| 3. He not only plays basketball well,  |
| 4. We're either going to eat pizza   |
| 5. I neither watch TV  |
| The policemen not only stopped the crime,  |
| 7. In the morning she drinks either coffee   |
| 8 lack has neither called us   |
| has both a sore throat   |
| Pilipp has both a sore throat  |

# **3** Grammar

# Both...And, Not Only...But Also, Either...Or, Neither...Nor

- Read the explanation and examples with students.
- Direct students to exercises A and B to practice paired conjunctions.

# Independent Clauses with And, But, Or, So, and Yet

- Read the explanation and examples with students.
- Write the following sentences on the board. Ask: Which is incorrect?

It is raining hard. There is a lot of lightning. (correct)

It is raining hard there is a lot of lightning. (incorrect)

 Write the following sentences on the board. Ask students to complete each sentence with the correct conjunction.

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)

I don't like documentaries, \_\_\_ I will see it if he asks me. (but)

• Direct students to exercise **C** for practice.

## 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 sparificate.

# وزارة التعطيم

Ministry of Education 2023 - 1445

#### A

- Have a student read the directions aloud.
- Have students work individually to complete each sentence. Then have them compare answers with a partner. Remind students that their sentences should contain the same paired conjunctions but the ideas can be different.
- To check answers as a class, call on multiple students to give their complete sentence for each.

#### Answers

Answers will vary. Sample answers:

- 1. nor pizza
- 2. and expensive
- 3. but also football
- 4. or Chinese food
- 5. nor listen to the radio
- 6. but also saved the victim
- 7. or tea
- 8. nor emailed us
- 9. and a fever
- **10.** or stay at the job you have

## **B**

- Ask a volunteer to read aloud the directions and the example. Tell students to choose which paired conjunction makes the most sense to use for each.
- Have students work individually to rewrite the sentences, and then compare answers with a partner.
- Call on students to read aloud their sentences. Ask other students to give variations as appropriate.

#### **Answers**

Answers will vary. Sample answers:

- Both the Statue of Liberty and the Empire State Building are in New York.
- 2. She not only broke her leg, but she also dislocated her shoulder.
- 3. Neither *Bill James* nor *Charlie Bower* succeeded in climbing mount Everest.
- 4. I'll either call you or email you later.
- 5. We're neither angry nor disappointed.
- 6. Both ice and vapor are states of water.

## 0

- Have a volunteer read aloud the directions and example.
- Have students work individually to first match the independent clauses, and then rewrite them.
- To check answers as a class, call on volunteers to write their sentences on the board.

#### **Answers**

Answers will vary. Sample answers:

- I told them I'd come over for dinner, but I'm really not feeling well.
- 3. e He's a vegetarian, so he's not going to eat any beef burgers.
- **4.** a She's lied to her more than once, but she continues to consider her a friend.
- b One of their children lives in Japan, and the other lives in Argentina.
- **6.** d He's very comfortable in the U.S., but he continues to miss his home in Brazil.

## O

- Have a student read aloud the directions and the names of the animals.
- Arrange students in pairs to write sentences. Give them a minimum amount of sordences to write.
- Call on pairs to share their sentences.



#### Workbook

Assign pages 252–254 for more practice with the grammar of the unit.



## Teaching Tip

Discuss with students the importance of being able to realize and correct their own mistakes. This is an important skill.

- **B.** Combine each pair of sentences using a paired conjunction.
- Jack isn't old enough to vote. Richard isn't old enough to vote. Neither Jack nor Richard is old enough to vote.
  - **1.** The Statue of Liberty is in New York. The Empire State Building is in New York.
  - 2. She broke her leg. She dislocated her shoulder.
  - 3. Bill James didn't succeed in climbing Mount Everest. Charlie Bower didn't succeed in climbing Mount Everest.
  - 4. I'll call you later. I'll email you later.
  - **5.** We're not angry. We're not disappointed.
  - **6.** Ice is a state of water. Vapor is a state of water.
- C. First, match the independent clauses. Then rewrite them as one sentence using a coordinating conjunction and correct punctuation.
- You can admit your mistake, or you can just hope no one notices it.
  - **1.** You can admit your mistake. <u>c</u>
  - **2.** I told them I'd come over for dinner. \_\_\_\_ **b.** The other lives in Argentina.
  - 3. He's a vegetarian. \_\_\_\_

  - **5.** One of their children lives in Japan. \_\_\_\_ **e.** He's not going to eat any beef burgers.
  - **6.** He's very comfortable in the U.S. \_\_\_\_ **f.** I'm really not feeling well.

- **a.** She continues to consider her a friend.
- c. You can just hope no one notices it.
- **4.** She's lied to her more than once. \_\_\_\_ **d.** He continues to miss his home in Brazil.
- **D.** Write sentences about the animals using both paired conjunctions and coordinating conjunctions.
- Both the cheetah and the ostrich are fast runners.

| goldfish | deer     | salmon | bear    | camel  | ostrich | hawk  |  |
|----------|----------|--------|---------|--------|---------|-------|--|
| fox      | elephant | snake  | penguin | turtle | cheetah | tiger |  |



# 



**Adel:** That was such a fantastic basketball

game on TV.

**Fahd:** You *must* be joking.

Adel: Why? Didn't you like it?

Fahd: I thought it was a terrible game. The

whole thing was just awful.

**Adel:** What didn't you like about it?

Fahd: For one thing, the Bulls' key player missed every easy shot. It really bothered me throughout the

**Adel:** Well, you're right about that. But what else didn't you like?

Fahd: I thought their uniforms were ridiculous. I found the whole idea of the Bulls' players wearing

cowhide tops hard to swallow.

Adel: I don't agree at all. The whole idea is to stand out in the game. The tops are not real cowhide. It's

fake cowhide.

Fahd: I'm not sure they were fake. Think of all the poor animals they took the hides from. They must

believe that the poor animals are a dime a dozen. Anyway, by the end of the game, I started to

doze off.

Adel: We seem to have very different tastes in basketball and uniforms. Maybe next time we get

together we should just go out to a restaurant.

Fahd: I couldn't agree more.

#### **About the Conversation**

1. What did Adel like about the game?

2. What did Fahd dislike about the players?

#### **Real Talk**

just = really, very

hard to swallow = not easy to believe

a dime a dozen = something so common that it doesn't

have much value

doze off = fall asleep

## **Your Turn**

Role-play with a partner. Think of a situation in which two people might disagree. Discuss your opinions, using the phrases for agreeing and disagreeing.

| Agreeing                 | Disagreeing  |
|--------------------------|--|
| I agree completely.      | (I'm sorry but) I don't agree (with you).          |
| el couldn't agree mere.  | I see it differently.                              |
| You're absolutely right. | I totally disagree.                                |
| You're right about that. | (I'm afraid) I don't really agree.                 |
| وزارة التحط              | I'm not so sure about that.                        |
| Ministry of Education    | You must be joking. (Informal and not very polite) |

# 4 Conversation

- Ask students to look at just the photo. Ask: What is happening? (Adel and Fahd are watching something exciting, probably a sports game)
- Write the following question on the board: What are thev watching? Tell students to listen for the answer to this question with the conversation still covered.
- Play the audio. Have students listen for the answer to the question on the board. (They are watching a basketball game.)
- Play the audio again and have students listen and follow along in their books.

#### Real Talk

- Model the words and phrases for students to repeat. Point out that these are informal expressions normally used in casual conversation, not in formal situations.
- Ask who says each word or expression and why. Elicit answers, such as the following:
  - just (Fahd says this, to stress the word awful. The basketball game was just awful.)
  - hard to swallow (Fahd says this, meaning that he couldn't believe how ridiculous cowhide uniforms were.)
  - a dime a dozen (Fahd says this, meaning that the Bulls must believe that animal's lives don't have any value.)
  - doze off (Fahd says this, meaning he was falling asleep while watching the game.)
- Have students practice the expressions with a partner. Write the following questions on the board and have students discuss them.
  - Have you ever watched something on TV and found it hard to swallow? Explain.
  - What kinds of TV programs, or people's actions are a dime a dozen? Give examples.
  - Have you ever dozed off while watching a game because you were not interested in it? Explain.
- Have students practice the conversation in pairs, switching roles.

#### **About the Conversation**

- Have students work individually or in pairs to answer the questions.
- Check answers as a class by calling on volunteers to read their answers aloud.

#### **Answers**

Answers will vary. Sample answers:

- 1. He thought it was exciting.
- 2. He thought the Bull's key player didn't play well and Bull's cowhide tops were ridiculous.

#### **Your Turn**

- Ask a volunteer to read the directions aloud.
- Have students read the expressions for Agreeing and Disagreeing in the box.
- Ask students to find and underline any of these expressions in the Conversation. (Agreeing: You're right about that./I couldn't agree more. Disagreeing: You must be joking./I don't agree at all./I'm not sure it was that original.)
- Have students work in pairs to create their role play. Brainstorm together a few situations in which they might disagree; for example, about a book, a restaurant, a mutual friend, weekend plans, etc. Tell them to be sure to use some of the expressions from the box, as well as a Real Talk expression.
- Monitor students as they practice, making sure that they are not writing their role plays, but speaking them. If students finish early, have them switch roles to give each the chance to practice both agreeing and disagreeing.
- Have one or two pairs act out their conversation for the class.



# Listening

- Tell students to read the guestions in the chart so they know what information to listen for.
- Play the audio. Tell students to listen but not to write at
- Play the audio again. Have students write their answers in the chart.
- Play the audio again for students to check their answers. Pause the recording as necessary to confirm.

#### **Answers**

| Design 1              | Design 2                              | Design 3  | Final Design        |
|-----------------------|---------------------------------------|---|---------------------|
| stylish               | aesthetically<br>superb               | nothing good  | what they<br>needed |
| functional problems   | staff isolated in cubicles            | not modern<br>enough                                |                     |
| doesn't meet<br>needs | superb<br>style but not<br>functional | neither stylish<br>nor functional/<br>disappointing | satisfying          |

### Audioscript

Interviewer: This is Special Places for Special People – your morning show on home and work design. As you can see, we have just walked into the fabulous newly designed interior of an old building in the center of town. The building has been cleared out to form large open-plan offices, as well as comfortable glassed-in private offices along the front. We are being met by Mr. Douglas, the CEO of Streamline Airlines. This is the Streamline Headquarters and a lot of money, time, and effort have gone into renovating the building and redesigning the interior.

Interviewer: Good morning, Mr. Douglas.

Mr. Douglas: Hello and welcome to our new offices.

Interviewer: Thank you. So this is it. How do you feel about the space and the way it has been designed?

Mr. Douglas: I am satisfied with the design. It certainly lives up to our expectations aesthetically, and it complements the style of the building and the location. Actually, the initial design was not quite what we needed, and different parts of the building were not optimally utilized. There are so many things one has to take into consideration: functional issues, such as the number of employees, meeting rooms, facilities for self-catering, mail, insulation, electronic equipment, storage, and a lot more. Naturally, all these other aspects need to be catered to while making the most of the space and lighting, and managing to develop a distinct, yet pleasing, style that will contribute to a positive atmosphere. It was really frustrating to have to compromise the style of the design in order to meet functional needs at times. We had to reject the second design which

it required staff to squeeze into tiny cubicles along the back, out of the way. Then the third design, a modified version of the second Ministry of Education

was superb from an desthetic viewpoint and quite minimalist, because

2023 - 1445

one, was really disappointing because it was neither stylish nor fully functional. Finally, the team of architects and decorators that had taken on the project decided to go back to the drawing board and came up with three wonderful options. Naturally, they were presented to the board and we chose this one. It's a long, arduous process but in the end it all comes together.

**Interviewer:** So this was your choice, I take it, including that glass cylinder in the middle of each floor that I suppose goes up to the roof. And I can see plants that are suspended and plants placed in niches all the way to the top. Whose idea was that?

Mr. Douglas: Oh, well, that was our staff. We invited them to contribute to our new premises in a way that would signal our green policies and this is what they came up with. The final choice regarding the design was made by the whole board. I do like it and I think it is quite efficient in practice. My only complaint about it is that it is not modern enough.

# 6 Pronunciation

- Play the audio while students listen and read along in their books.
- Play the audio again. Students listen and repeat, or speak along with the recording.

# **Vocabulary Building**



Have students work individually to match the words with the definitions.

#### **Answers**

**1.** f **3.** i **5.** c **7.** a **9.** g **2.** d **4.** b **6.** e **8.** h



Have students compare answers with a partner.



Encourage students to listen to authentic English radio programs. Suggest they begin by listening for short periods of time and gradually build up to listening for longer periods as their comprehension increases.

# Workbook

Assign page 255 for additional reading practice.

# 5 Listening 📗

2.

3.



Listen to the interview from the TV show Special Places for Special People a complete the chart.

What was good about it?

What was bad about it?

What was the CEO's opinion?

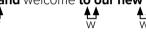
| nd       |          |          | Andread Parket and Andread And |  |
|----------|----------|----------|--|--|
| Design 1 | Design 2 | Design 3 | Final design   |  |
|          |          |          |  |  |
|          |          |          |  |  |

# 6 Pronunciation



When a word that ends in a vowel sound is followed by a word that begins with a vowel sound, the words are naturally linked by an inserted w or y sound. Listen and practice.

1. Hello and welcome to our new offices.



- 2. I am very happy with the designs.
- **3.** The design lives up to our expectations.
- **4.** In **the end**, it all comes together.
- **5. My only** complaint about the **new one** is that it is not modern enough!

# Vocabulary Building



A. You will see the following words in the reading on pages 54 and 55. Match the words with their meanings.

- **1.** \_\_\_\_\_ altered
- **2.** \_\_\_\_\_ captivates
- 3. \_\_\_\_confronts
- 4. \_\_\_\_crucial
- **5.** \_\_\_\_\_ defects
- **6.** \_\_\_\_\_enduring
- 7. \_\_\_\_exotic
  8. \_\_\_ironically
  9. \_\_\_phenomenal

- a. unusual and attractive
- **b.** extremely important
- c. imperfections
- d. captures someone's attention
- e. lasting
- f. changed
- g. great, remarkable
- **h.** against the way it appears
- i. meets something difficult or dangerous

... Ministry of EB. Check your answers with a partner. If you do not understand the meaning of a word, look it up 2023 - 1445 in a dictionary.





# **Before Reading**

Brainstorm a list of elements in a detective story.

# The Formula behind

# **Detective Stories on TV**

Detective stories have always been a favorite in literature, and now they are one of the most popular genres in TV films and series. There is something appealing about the mystery and intrigue that captivates viewers and keeps them in suspense until the case is finally solved.

But what accounts for the phenomenal success and enduring popularity of detective stories? Is it the charismatic and fearless hero and his uncanny ability to uncover the truth? Is it the action and adventure—the high-speed chases, danger, and exotic settings? Is it the psychological wit and hi-tech gadgets that the detective has at his disposal? Or is it the simple fact that the viewer knows the hero will triumph over the villain in the end?

Clearly, the TV audience enjoys the mystery and non-stop suspense of detective films. However, ironically, there is also predictability to the story that is tremendously appealing. Certain elements and sequences of events appear over and over in detective stories and are eagerly awaited by fans. TV films and series with such predictable elements are known as formula films. The TV audience knows the plot will be puzzling and sometimes have unexpected results. They know the hero will confront dangerous villains. They know there will be complicated steps involved in piecing together all the clues, and they are challenged to try to figure out the mystery before the detective.

The most basic element in the formula of a detective story is the hero—the detective. This is the character the viewer identifies with throughout the film. He is usually a courageous individual with superior intelligence. He is often charming and outgoing, which helps him socialize with others, while, in fact, he is collecting information from witnesses and gathering evidence for his case. Another type of hero is the gruff and serious detective, who rarely smiles, but is very efficient at his job. In contrast, the hero in detective comedies is a naïve and clumsy character who accidentally stumbles across clues to eventually solve the crime.

Of course, the villain also plays a crucial role in the story. On occasion, the villain's identity is a mystery and is only revealed at the end, but more often he is introduced to the TV audience. Just as there are formulaic types of heroes, there are stereotypical villains: cold-blooded, greedy criminals, evil geniuses, and mad scientists. Most villains also have physical or psychological defects that add to the ugliness of their character, such as a scarred face, a missing limb, or a split personality.

The detective is challenged to find the villain by following clues. To assist him, he uses special talents in intellectual reasoning or has help from technological devices. These range from a simple magnifying glass to sophisticated DNA analysis and electronic tracking devices. Some detectives even use high-tech gadgets that are disguised as everyday objects, such as an explosive pen, a laser watch, or a computerized, talking vehicle!

Ministry When the hero confronts the villain, there are always scenes of action and danger. These involve high-speed chases 2023 - 100 any kind of vehicle imaginable—cars, motorcycles, helicopters, speed boats, skis, submarines, camels, or simply

# 8 Reading

- With students' books closed, write on the board: **Detective stories.** Do the **Before Reading** activity as a class: Brainstorm a list of elements in a detective story. Elicit such information as film titles, various fictional detectives and detective novels. Write notes on the board of students' ideas. (For background information about various detectives, see the Culture Note on this page.)
- Play the audio. Ask students to listen with their books closed.
- Ask: Were any of your ideas on the board mentioned in the reading? Which ones?
- Draw students' attention to the photos. Ask: Who are these people? (They are Sherlock Holmes and Dr. Watson.)

#### **READING STRATEGY Active reading**

- Tell students that when they are reading for information, it is helpful to highlight, underline, and jot down notes on the text as they read. This will emphasize the most important information in their minds, helping them to recall it later.
- Tell students to read the text silently, practicing active reading. Have them highlight or underline the parts of the text that they think are important as they read.
- Arrange students in groups of three to compare their marked-up texts. Have them notice what types of information each group member highlighted or underlined. Did they choose the same pieces of information? Have them ask and answer questions about why they thought certain pieces of information were important but others weren't.
- For additional vocabulary practice, have students look at the Vocabulary Building exercise on page 53. Have them search the text for all of the words in the left column and underline them.
- Tell students to study the meaning of the words in the context of the sentences.
- Call on a volunteer to explain in his or her own words each vocabulary word in the context of the reading. Sample answers may include the following: Detective stories are popular because we like mystery

and intrigue.

Another element is that we always try to predict and solve the case.

A good detective story always needs a hero.

Ministry of Education

2023 - 1445

The villains identity is sometimes a mystery and sometimes introduced to the TV audience.

The detective uses intellectual reasoning, and technological devices to solve the mystery.

There are scenes of action and danger when the detective confronts the villain.

Sometimes, the detective is captured and he has to use his skills to escape.

#### **Culture Note**

#### Famous detectives

Inspector Morse was a very popular television series of 33 episodes in the 80's, created by Colin Dexter. John Thaw was the lead character. He works in Oxford, England, as a criminal investigation officer, who likes playing crossword puzzles. Morse is known by his last name and when they ask his first name he says "Inspector". He deals with criminals in his own manner and has a very heated temperament.

Hercule Poirot is an amateur detective, created by Agatha Christie, has been featured in 34 novels and several other short stories. Mr. Poirot is a Belgian retired police officer who likes traveling, is very intelligent, has an eye for finding out details and solves all cases. He is charming and also arrogant and usually calls himself the greatest mind in England. Some of the most famous novels are: Murder on the Orient Express, Evil under the Sun, Death on the Nile, The Mystery of the Baghdad Chest, The incredible Theft.

**Perry Mason** is a defense attorney created by Earl Stanley Gardner. Earl has written over 80 novels and became one of the best-selling authors. Perry Mason also got a positive reception through the TV series being a successful lawyer. He accepts cases mainly based upon his curiosity regarding the client's problem. He was acknowledged as a better detective not only by his clients but also by police detectives.

Sherlock Holmes was created by Sir Arthur Conan Doyle, who wrote about 60 stories. Holmes was famous for his powers of observation, which he used to solve complex problems, crimes and mysteries. He is always assisted by his friend Dr. Watson. He lives at 221B Baker Street in London. Holmes is so popular that a lot of people believe that he is a real historical figure. Some of the most famous novels are: The Hound of the Baskervilles. A Study in Scarlet, The Sign of Four, The Valley of Fear.

### **After Reading**

- Have students work individually to answer true or false for each statement, referring back to the text as necessary. Have them rewrite the false sentences to be true.
- Have students compare answers with a partner, discussing any they have answered differently and evaluating which answer is correct.
- Check answers as a class by calling on volunteers to read the statements and give their answers.

#### **Answers**

- 1. false (They are popular both on TV and in literature)
- 2. true
- 3. true
- 4. false (There are different types of heroes)
- 5. false (It's hard to imagine that it will be altered)

# 9 Speaking

- Arrange students in small groups to discuss the questions. Assign one student the role of reporter.
- Monitor students' discussions to make sure that everyone is taking part. Have students copy the chart in the notebook and write their ideas.
- Ask a volunteer to lead the follow-up class discussion.
   The volunteer should call on the reporters to share the most interesting parts of their discussions and then ask other students for any individual questions, opinions, or responses.

## Workbook

Assign pages 256–257 for additional writing practice at word and sentence level.



## Teaching Tip

Devote sufficient classroom time to fully explain the steps in the writing process and brainstorm possible topics as a class. This will help students feel more confident about writing their essays and decrease anxiety.



## **Additional Activity**

Create concept maps. Working individually, have students draw a concept map like the one on this page. Say a concept, for example: **TV films**. Students write this in the center circle and then quickly write down all of the words that come to mind in the surrounding circles. Give them only about a minute. Repeat this procedure with several concepts. Have students compare their maps with a partner and discuss the similarities and differences in their maps.



## Project: Films, Films

In groups, have students choose one English-language TV film to watch. (You might prepare a list of readily available, appropriate, non-subtitled films ahead of time for students to choose from.)

As a group, they watch the TV film and write ten questions about it. Groups compile their questions into a quiz to give to another group. Then the groups watch the other TV film and try to answer the questions.



Ministry of Education 2023 - 1445

on foot. If the detective is captured, he finds himself in life-threatening situations and must use his skills to escape. He is then even more determined to catch the villain.

One way or another, the detective always accomplishes his mission, much to the satisfaction of the audience. The formula for detective stories is so successful; it is hard to imagine that it will ever be significantly altered. After all, who wants to watch a detective story without action and adventure, or in which the villain wins?

## **After Reading**

Answer **true** or **false**. Rewrite the false statements to make them true.

- **1.** Detective stories are only popular on TV.
- **2.** \_\_\_\_ The success of detective stories is due to a combination of elements.
- **3.** \_\_\_\_ Many elements of a detective story are predictable.
- **4.** \_\_\_\_ All detective stories have an intelligent and charming hero.
- **5.** \_\_\_\_ The formula of detective stories is likely to change in the future.

# ᠑ Speaking 🞑



- 1. Work in pairs/groups. Compare two TV films or documentaries that you have seen. Think about the characters, setting, plot, story development, special effects, and other features in the TV films; consider the theme, setting, time period, history, special effects, and outcome in the documentaries.
- 2. Make notes in the appropriate chart. Use your notes to talk about the similarities and differences of the TV films/documentaries that you have compared in class.

| Title             | TV Film 1: | TV Film 2: |
|-------------------|------------|------------|
| characters/actors |            |            |
| setting           |            |            |
| plot              |            |            |
| story development |            |            |
| special effects   |            |            |
| other features    |            |            |

|                          | Title                              | TV Documentary 1: | TV Documentary 2: |
|--------------------------|------------------------------------|-------------------|-------------------|
|                          | theme                              |                   |                   |
|                          | setting/location                   |                   |                   |
| •                        | time period<br>history             |                   |                   |
|                          |                                    |                   |                   |
| <del>کیا ح</del> ت       | Special effects                    |                   |                   |
| Ministry of E 2023 - 144 | Special effects  ducution  outcome |                   |                   |

# 10 Writing 📶



- A. 1. What kind of TV films do you enjoy? Why?
  - 2. Are there categories of TV films that you are not interested in or you dislike? Which? Why?
  - 3. Can you explain what is meant by "film genres"?
  - 4. Read the text and find out.
    - · What are genres? How are they defined?
    - · How easy is it to classify TV films?
    - Are there distinct and permanent categories? Why? Why not?
  - 5. What are the distinguishing characteristics of different genres? Underline/highlight words/phrases or sentences that provide the answer.

| action  | adventure | comedy | drama | animation | epics           |
|---------|-----------|--------|-------|-----------|-----------------|
| biopics | detective | horror | war   | Western   | science fiction |

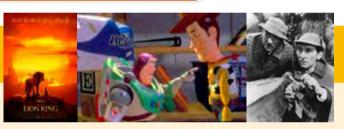


Film genres are categories of films based on theme, setting, plots/stories, characters, and other specific features such as special effects, computer enhancement, animation, etc. There are major genres and subgenres. For example, adventure and action films are quite well-known and associated with popular heroes such as Superman or the Rambo sequels.

It is not always easy to classify films as they often combine elements of different genres. Kung Fu Panda, for instance, is an animated film which can also be categorized as an action film. This is the reason why some films are listed in different categories or a category that is more popular at a given time.

Film genres evolve through time. Action films featuring martial arts specialists and superhuman heroes used to be very popular over a decade ago. They still exist, but they seem to have lost their initial appeal. If a film includes action and is filmed in tropical settings, is it an action film or an adventure film? Would you say that Toy Story belongs to animation as a genre or comedy? Is it more of one or the other? And if so, which?

Detective funds are developed around stories of criminal actions and include elements of mystery and suspense. Dramas, on the other hand, are serious films, portraying realistic life situations, character development, and Minteraction They include a number of subcategories, e.g. melodramas, biographies, or "biopics." Epics are



usually costume dramas, historical dramas, or war dramas in extravagant settings with lavish costumes. They are sometimes a more spectacular version of a biopic film, such as The Last Emperor.

Horror films are designed and produced to frighten audiences. They are sometimes combined with science fiction when, for example, Earth is invaded by an alien monster. Science fiction films, on the other hand, are often visionary, with futuristic technology and extraordinary creatures from outer space. One of the most famous examples of this genre is *E.T.* 

War films portray the horror and destruction of war and are often combined with documentary excerpts. They are also paired with other genres depending on the story, e.g. action, adventure, drama, comedy, etc. Finally, Westerns represent one of the oldest genres with easily recognizable plots, elements, and characters, including horses, dusty towns, Indians and cowboys, good and bad guys, a sheriff and deputies, etc. In other words, they follow a common formula which has been modified, developed, expanded, supplemented, and revisited over the years.

If you look up film genres in different sources, you will find that they share some categories but not others. Once again, this is quite natural, given the evolutionary nature of film genres and changing trends in popularity that reflect overall social and financial trends.

# 10 Writing

### A

- Direct students' attention to the picture. Discuss what they see. Elicit answers to questions. For example:
  - Where can you see scenes like this one?
    What can you see in the background? Can you tell
    where it is?
  - Who do you think the men are? What do you think is about to happen?
- Have students read the questions 1 and 2.
- Elicit the names or kinds of films they prefer. Ask them
  to work in pairs and reflect on what they would say to a
  friend in order to convince him/her that this type of film
  is worth watching, so they can watch a film together.
- Have students answer 2 individually then compare with a partner. Tell students to move around the classroom and find someone who dislikes the same type of films.
- Read the directions for 3 with the class. Have students work in pairs discussing the question. Call on volunteers to present their answers for the class.
- Read the directions for 4 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.
- Play the audio and have students listen and follow in the text. Give them a few minutes to compare their predictions with the actual information in the text.
- Have students present their answers for the class. Hold a class discussion on all the points raised in task 4.

#### **Answers**

- Categories of films based on theme, setting, plots/stories, characters, and other specific features such as special effects, computer enhancement, animation, etc.
   There are major genres and subgenres.
- It is not always easy to classify films as they often combine elements of different genres.
- No there aren't because film genres evolve according to appeal. For example action films with superhuman heroes used to be popular over a decade ago. They're not so popular any longer.
- Call on a student to read the directions for 5. Then
  have students read the text and highlight words which
  provide information on the distinguishing characteristics
  of different genres. Tell them to compare with a partner.

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#### **Answers**

- · action: martial arts, superhuman heroes
- · adventure: tropical setting (unusual setting)
- comedy: Toy Story (also animated)
- drama: serious, realistic life situations, character development, interaction, melodramas, biographies, biopics
- animation: Toy Story (cartoon, design)
- epics: costume dramas, historical dramas, war dramas, extravagant settings, lavish costumes, spectacular version of biopic film
- biopics: The Last Emperor (a film based on a true story)
- · detective: criminal action, mystery, suspense
- horror: frighten audiences, combined with science fiction, earth invaded by alien monster
- war: horror and destruction of war, documentary excerpts, paired with other genres
- Westerns: oldest genres, recognizable plots, elements and characters, horses, dusty towns, Indians and cowboys, good and bad guys, sheriff and deputies, common formula, modified, revisited
- science fiction: earth invaded by alien monster, visionary, futuristic technology, extraordinary creatures, outer space, E.T.
- Call on pairs to report for the class. Hold a class discussion on different film genres.

## **B**

- Organize students in groups and have them read the directions for 1. Elicit examples of formulas for different genres. For example, a martial arts specialist who takes on a number of "bad" people for a good cause.
- Have students study the diagram, discuss the formula of the genre they have chosen and fill out the diagram with features/parts of the formula. Encourage groups to be creative and add their own ideas.
- Ask them to think about a film and visualize scenes as they discuss and make notes. Encourage them to work together so they can all contribute their ideas and what they remember.
- Have students use their notes to present an overview of the formula in class.
- Call on a student to read directions for 3 in class.
- Direct students to the Writing Corner. Elicit what they know about different types of essay. Elicit what they think the features of an expository essay are.
- Read through the guidelines in the Writing Corner with the class, discuss and elicit examples.
- Point out that students will have to research and collect information about the film/genre that they have chosen to focus on, including quotes.
- If there is access to the internet you can ask students to download a script and use it as a source of information.
   Tell them that they can also search for reviews and/or comments on the film if they want.
- Have students add to their notes in the diagram.
- Direct students to the model text on the page. Point out that they can use it as an example for their introductory paragraph.
- Remind students to look back at the text on page 56 for ideas and ways to organize their information and write their essay.
- Ask students to discuss and plan their essay in groups or pairs. Then write the first draft of their essay. Ask them to help each other as they write.
- Have students exchange and comment on/edit their first drafts.
- Give students time to rewrite their essays taking into consideration their classmates' suggestions and comments.
- Encourage students to re read their essays/proofread and make more corrections before they finalize them.
- Post the essays on the board or the wall for the class to read at a product and make comments on post-its.

Ministry of Education

# Additional Activity

Organize students in groups. Ask them to brainstorm on film titles and genres. Have them write each film title on a slip of paper, fold it and throw it in a bag. Shake the bag with all the folded slips that you have collected from different groups. Ask a student to take the bag around to each group for one of the students to pick out a slip and open it. The group have to name the genre of the film.

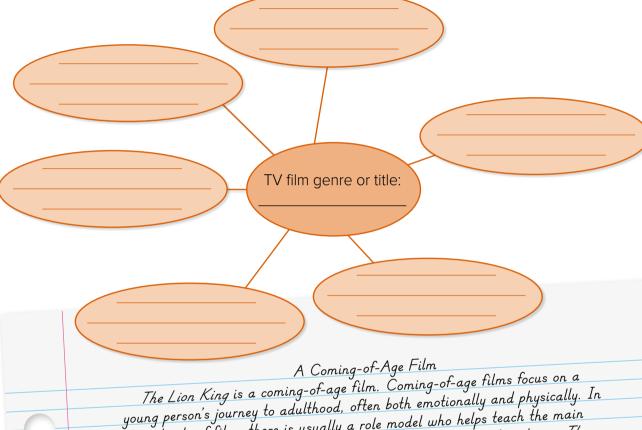
# Teaching Tip

Have students think, make notes and plan their writing. Explain that it is important to focus on the content of a piece of writing and think about the people who are going to read it.

## Workbook

Assign page 258 for additional writing practice above word and sentence level.

- **B. 1.** Think of a TV film genre that uses a formula (e.g. action, adventure, comedy, Western). Choose a particular TV film in this genre as an example.
  - **2.** Think about the different parts of the formula. Use a diagram to make notes.
  - 3. Write an expository essay in which you reveal and explain the formula behind the film.



The Lion King is a coming-of-age tilm. Coming-or-age read young person's journey to adulthood, often both emotionally and physically. It these kinds of films there is usually a role model who helps teach the main character, and there is usually a test that the character must undergo. The Lion King is a good example of this kind of film because...

## **Writing Corner**

When you write an expository essay:

- · choose a specific area of a topic to focus on.
- · think about your audience or readers.
- research and collect information from different sources.
- think of examples and comments made by others.
- you can use quotes, exchanges, and arguments from your sources.
- if necessary, you can present the information in three main sections:
- a. an introduction and thesis statement;
- b. a longer paragraph or a number of paragraphs presenting the information about different aspects or categories of the main topic;

صلحتاا قالزه closing paragraph.

Ministry of Educal Moltare free to use different types of text, arguments, and material, including visuals. 2023 - 1445

# Form, Meaning and Function



#### **Comparative and Superlative Forms of Adjectives**

#### The Comparative

Use more/less + adjective, or adjective + -er to make the comparative.

Detective stories are more/less popular than stories about space travel.

Goldfish are smaller than clownfish.

Use words such as: a little, slightly, much, a lot, considerably, definitely, and certainly to express how much something differs, or to add emphasis.

Children's TV films are **considerably** better than they used to be.

Use as+ adjective + as to compare things that are equal or similar.

Dora and the Lost City of Gold is as good as Sonic the Hedgehog.

Use *not* as + adjective + as to compare things that are different.

The Lion King and Jurassic Park are good TV films but **not as good as** Star Wars.

Use the + comparative, the + comparative to describe two actions. The second action happens as a result of the first.

The more I hear about the Giza Pyramids, the more I want to know.

The **harder** he works at speaking English, the **better** he becomes.

#### The Superlative

Use the + adjective + -est or the most/least + adjective to make the superlative.

The Nobel prize is **the most prestigious** award a scientist can win.

The company director agreed that it was the least attractive offer, but he was obliged to take it.

We can use the expression by far to add emphasis.

*Pirates of the Caribbean* is **by far** the best TV film of all.

**A.** Write sentences about the animals using comparative and superlative structures.

camel • cat • cheetah • donkey • eagle • elephant • goldfish • horse • ostrich • snake • tiger • lion

**1.** Both cheetahs and tigers are big cats.

Lions **are the biggest** of the cats.

The biggest tigers are as big as lions.

Cheetahs are a lot smaller and more slender in comparison.

The cheetah **is by far the fastest** land animal on Earth.

- 1. cheetah/tiger/lion
- 2. camel/donkey/horse/elephant
- 3. ostrich/eagle
- 4. bear/snake
- **5.** Your own idea



- B. Imagine you are a cortestant on a TV Quiz show. Work with a partner. Ask and answer the questions.
  - 1. What's the most widely spoken language?
  - 2. What's the tallest mountain?
- What's the largest desert?
- 2024. What's the deepest ocean?

- **5.** What's the most populated city?
- 6. What's the largest lake (by size)?
- **7.** What's the hottest place?
- 8. What's the driest place?



# 11 Form, Meaning and Function

# **Comparative and Superlative Forms of Adjectives**

#### The Comparative

- Choose volunteers to read aloud the sentences in the first part of the presentation and elicit the function. Ask: What is being compared in each sentence? (Two types of stories/ two types of fish)
- Point out the three ways we form the comparative.
   Ask: Why do we add -er to small but add more or less before popular?
- Elicit that we add -er to most one-syllable adjectives when we make them comparative, and use more and less with most three-syllable adjectives.
- Ask: What word do we often use with comparative adjectives? (than)
- Explain that quantifying words such as a little, slightly, much and so on, tells us how much something is more or less different to something else.
- Point out the structure for showing that something is equal is: as + adjective + as
- Read out the sentence with the more ... the more and elicit that this describes two actions, the second of which is dependent on the first. Point out we can use the less ... the less... and other comparative adjectives in the same way.

#### The Superlative

- Choose volunteers to read aloud the sentences in the next part of the chart. Have students identify the adjectives in the sentences. (Prestigious, attractive)
- Ask how many things are being compared in the sentences with the most and the least. (The speaker is comparing three or more things.)
- Point out that we can add emphasis to superlative structures by using: by far.

## A

- Tell students to look at the picture. Call on students to make two or three comparisons.
- Direct students' attention to the list of animals in the box and the prompts 1 to 5. Tell students to work in pairs to write comparative sentences for 1 to 4.

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- For prompt 5, tell students to choose two or three other animals from the box and write a sentence to compare them. They should then compare their sentences with a partner.
- Call on volunteers to share their comparative sentences with the class.

#### **Answers**

Students' own answers.



- Put students into pairs or groups of 3. Set a time limit for students to discuss and try to find the answer.
- Give each pair or group a name and write their name on the board. 'Score' each correct answer form each pair or group.
- At the end of the exercise, the pair or group with the most correct answers 'wins.'

#### **Answers**

- 1. Chinese Mandarin (number of speakers is 1 billion +)
- 2. Mount Everest (8,850m)
- 3. Sahara, North Africa (3,320,000 sq. miles)
- 4. Pacific Ocean (10,924 m)
- **5.** Shangai, China (13.3 million)
- 6. Caspian Sea, Asia-Europe (371,00 sq m)
- 7. Dalol, Ethiopia (annual average temperature is 93.2F, 34C)
- 8. Aswan, Egypt (0.02 inches of rainfall a year)

# Additional Activity

Have students work in small groups and compare the TV stations available in their city or country. What kinds of programs are shown? When are the most popular programs broadcasted? Compare the TV stations the groups present. Which is by far the best TV station and why?

# Teaching Tip

Try to recycle vocabulary from previous units as much as possible. Here's one idea. At the start of a class, write relevant words from an earlier unit on the board. Give a "prize" to the first student who manages to use all the words in a natural way during the class.

## Words Connected with Space and the **Planetary System: Part 2**

- Review the information about planetary systems from Unit 3; remind or elicit how many planets there are. Ask students to share any information they have about the planets. As a class, try to draw the planetary system on the board.
- Ask students to turn to page 59 in their Student Book and read the information in the chart. Crosscheck any information you have on the board with what is given in the chart. Call on volunteers to correct the information on the board if necessary.

## **Irregular Comparative and Superlative Adjectives**

• Read through the information in the presentation. Use the adjective far to ask and answer questions about the planets. For example, Which planet is the farthest away from the sun? Which planet is farther - Uranus or Venus? etc.



- Tell students that they must use the information given in the chart to complete the exercise in C. Give students a few minutes to read through the whole text before they try to find the correct answers.
- Have students work alone and then compare their answers with a partner.
- Call on three students to read aloud a paragraph each.

#### **Answers**

1. biggest 11. rocky 2. smallest 12. almost 3. farther 13. farthest 4. closest **14.** cold 5. close **15.** icy 6. larger **16.** most 7. inhabitable 17. largest 8. slightly **18.** most 9. close **19.** More 10. hotter 20. farthest



Assign pages 259–260 for more practice with the form, meaning and function of the structures in the unit. وزارة التعطو

Ministry of Education 2023 - 1445



## **Additional Activity**

Have students tell a partner about one TV program that they have seen recently that they enjoyed. What was it about? Who was in it? Why did they like it?



Many people assume that teens are watching less TV now because they spend more time doing things like playing video games and surfing the Internet. However, a recent study says that this isn't true. The study found that in the facts last 5 years, teens have been watching 6 percent more TV. On average, teens spend more than 104 hours a month watching TV. They spend an average of about 9 hours online.

#### Words Connected with Space and the Planetary System: Part 2

Look at this information about the planets in our solar system:

| Name of<br>Planet | Distance from the Sun (km) | Radius<br>(km) | Number of moons | Geographical Features or Special Facts          |
|-------------------|----------------------------|----------------|-----------------|---|
| Mercury           | 57,909,227                 | 2,440          | None            | rocky   |
| Venus             | 108,209,475                | 6,052          | None            | rocky, high mountains, volcanoes, poisonous air |
| Earth             | 149,598,262                | 6,371          | 1               | rocky, inhabited, mountains, volcanoes          |
| Mars              | 227,943,824                | 3,390          | 2               | rocky, mountains, volcanoes                     |
| Jupiter           | 778,340,821                | 69,911         | 68              | cold, rings                                     |
| Saturn            | 1,426,666,422              | 58,232         | 62              | cold, rings                                     |
| Uranus            | 2,870,658,186              | 25,362         | 27              | cold, icy rings                                 |
| Neptune           | 4,498,396,441              | 24,622         | 14              | cold, icy rings                                 |

**Note:** Our Solar System used to be described as a group of nine planets, but scientists now consider Pluto to be a dwarf planet.

#### **Irregular Comparative and Superlative Adjectives**

In most cases we make comparative and superlative adjectives by adding **-er/-est**, or we use **more/most** or **less/least**. However, a small number of adjectives are irregular.

well (healthy) – better – the best far (distance) —farther *or* further – the farthest *or* the furthest old (people in a family) – older *or* elder – the oldest *or* the eldest bad – worse – the worst good –better – the best

**C.** Use the chart above to find information about the planets. Choose the correct word to make true facts about our solar system.

Some planets are much bigger and farther away from the sun than others. Jupiter is by far the (1. **biggest / hottest**) and Mercury is the (2. **smallest / coldest**) in our solar system. Mars is (3. **closer / farther**) from the sun than Earth. Mercury is the (4. **closest / farthest**) planet to the sun. It is so (5. **close / far**) to the sun that if you stood on the surface of the planet, the sun would appear at least three times (6. **larger / smaller**) than it does on Earth.

Mercury, Venus, Earth and Mars are all rocky planets, but Earth is the only one that is (7. inhabitable / uninhabitable), which means that people, animals and plants live on it. Venus is only (8. slightly / almost) smaller than Earth and has many high mountains and volcanoes. Venus is so (9. close / far) to the sun that the land is (10. hotter / colder) than boiling water. Mars is a (11. rocky / icy) planet and is known as the Red Planet because of the red color of the planet's surface. Mars is (12. almost / considerably) half the size of Earth.

The four planets (13 farthest / closest) away from the sun are Jupiter, Saturn, Uranus and Neptune.

They are very (14 hot? cold) and (15. green / icy) places. Jupiter has the (16. least / most) number of known moons. Jupiter's four (17. largest / smallest) moons were observed in 1610 by an Italian astronomer called Galileo. Galilei. Saturn has the (18. least / most) spectacular ring system of all the planets. There are 7 rings made up of dust, rocks and ice. (19. Most / More) than 40 spacecraft have explored Saturn, but only one has Ministry visited Uranus and Neptune. Neptune is the (20. farthest / closest) from the sun and makes a complete 2023 - orbitaround the sun in about 165 Earth years.

# 12 Project

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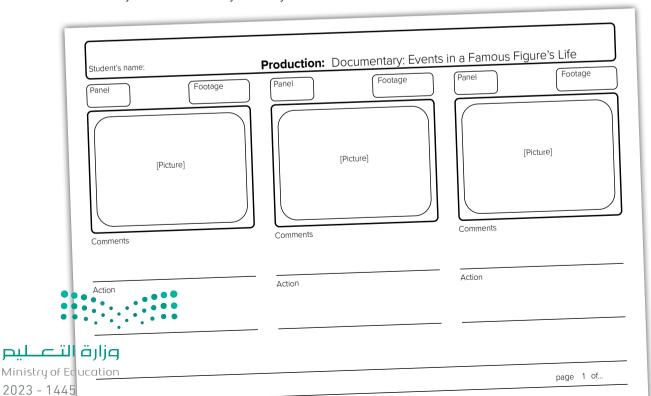


- 1. When certain kinds of films such as documentaries are being planned/designed, a storyboard is created. A storyboard includes representative scenes with notes/comments. See the example below.
- 2. Think about the most important events and times of a famous figure's life that you can present in a documentary and make notes in the chart.

| AGE     | Important events and times |
|---------|----------------------------|
| 0 – 10  |                            |
| 11 – 15 |                            |
| 16 – 20 |                            |
| Over 20 |                            |



- 3. Use the storyboard framework below. Write the script/commentary of the documentary under **Comments** and what will be happening in the scene under **Action**.
- 4. Use a large sheet of paper or cardboard to create a realistic storyboard. Draw and/or use photos or parts of photos and drawings for the scenes. Transfer your script and action notes onto the storyboard. You can write your notes by hand or word process them. Use a font that is easy to read. Present your storyboard in class.



# **12** Project

- Organize students in groups. Tell them that they are going to design and produce a storyboard. Explain that a storyboard is necessary for any production that involves actors, actions and script (what the actors/ people are expected to say).
- Read directions 1 with the class. Direct them to the example in the second half of the page. Ask groups to assign the sketching of each scene to the artistically talented members of their team.
- Call on a student to read the directions for 2 aloud and discuss it in class.
- Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.
- Have students read the directions for 3. Allow time for them to discuss and decide on the events that they are going to include in the documentary and how they are going to present them.
- Direct students to the chart and ask them to use it in order to make brief notes or copy it on a sheet of paper with more writing space.
- Read the directions for task 4 with the class.
- Have students assign roles and tasks to members of their group. Explain that they have to think of every single detail. Use questions like these to help them:

Where will each person stand in the picture? What will they be looking at?

What will they be wearing?

Who else is going to be in the scene? Is he/she going to enter the frame/scene halfway through or from the beginning?

Which lines will the narrator and/or the person/ people involved deliver? What kinds of emotions are involved?

What kind of props are going to be used? What will the background be?

What is the setting? What is the set going to look like?

- Let groups organize themselves and work on their storyboards. Encourage the narrators and individuals (actors) to rehearse their lines. When they are ready allow each group to take turns rehearsing for their group. The rest of the groups watch and make suggestions for improvement.
- Have more trial runs if necessary and then have students and out each picture as the storyboard for the documentary is presented.

  Ministry of Education

• Evaluate the presentation of each storyboard. Use the following criteria:

**Action** (interesting, boring, fairly interesting, interesting, amazing etc.)

**Script** (clever, too long, too short, natural, artificial, too predictable, etc.)

**People** (realistic, interesting, strong, representative, original etc.)

**Acting** (very good, good, average, needs improvement) **Direction** (very good, clever, creative, original, uninspiring, etc.)

**Setting** (minimal but realistic, could be improved, inventive, original)

**Picture** (good frames, focused, brilliant, not focused enough, unclear, does not present actions realistically, presents actions realistically)

 Put storyboards up on the walls or the board for the whole class to read after they have been presented and evaluate.

## Additional Activity

Have students share tasks and actions. Have them film real life incidents and/or use photographs (or download from the Internet). Narrate, edit and where appropriate act out the documentary and film it.



# Teaching Tip

When assigning roles and tasks, students sometimes get impatient and do not assign tasks to the right people. If there are quieter and less confident students in your class find out what their strengths are, for example, drawing, photography and assign tasks accordingly. Assign artistic tasks to creative but quieter students.

# 13 Self Reflection

- Brainstorm The World of TV. 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:

Do you like any of the films that are presented as examples? Which? Why? Why not? Which is your favorite TV film? Describe it briefly. Has it been successful? Why? Why not? What's the title of the film that is based on the life story of prominent mathematician John Nash? Which film is a documentary of Bruce Lee's life?

- 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 to form some sentences. For example: Combine these sentences into one.

I am not sure what kind of film Toy Story is; it is not a war film; it is not a biography. My brother attended the meeting and I attended the meeting.

My father doesn't want to drive to the desert. My brother doesn't want to drive to the desert. John Nash is very intelligent. He is also a highly respected mathematician.

#### **Answers**

- · Toy Story is neither a war film nor a biography.
- Both my brother and I attended the meeting.
- Neither my father nor my brother want to drive to the desert.
- John Nash is not only very intelligent, but also a highly respected mathematician.
- 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.

وزارة التعــلم Ministry of Education 2023 - 1445

- Direct students to pages 52–53. Call on volunteers to say what the Conversation is about in this lesson and which expressions they remember.
- 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 as they can to questions like these:

What does the viewer know about the hero of detective stories?

Is predictability appealing in detective films? Which are the main qualities of the hero? Which are the qualities of the stereotypical villain?

- Ask students what they remember from the discussion on TV films and documentaries.
- 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 know/remember about film genres.
- 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. 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

- 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.
- 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 4:  | that I didn't like                       | very much:                   |                                    |  |
|--|--|------------------------------|------------------------------------|--|
|  |  |                              |                                    |  |
|  |  |                              |                                    |  |
| Things that I found easy in Unit 4:  | Things that I found difficult in Unit 4: |                              |                                    |  |
|  |  |                              |                                    |  |
|  |  |                              |                                    |  |
|  |  |                              |                                    |  |
|  |  |                              |                                    |  |
|  |  |                              |                                    |  |
| Unit 4 Checklist   | I can do this<br>very well.              | I can do this<br>quite well. | I need to study/<br>practice more. |  |
| Unit 4 Checklist talk about TV films and documentaries   |  |                              |                                    |  |
|  |  |                              |                                    |  |
| talk about TV films and documentaries  |  |                              |                                    |  |
| talk about TV films and documentaries identify genres of TV films  |  |                              |                                    |  |
| talk about TV films and documentaries  identify genres of TV films  agree and disagree with opinions  use bothand, not onlybut also, eitheror, neither   |  |                              |                                    |  |
| talk about TV films and documentaries  identify genres of TV films  agree and disagree with opinions  use bothand, not onlybut also, eitheror, neither nor  use independent clauses with and, but, or, so, and |  |                              |                                    |  |
| talk about TV films and documentaries identify genres of TV films agree and disagree with opinions use bothand, not onlybut also, eitheror, neither nor use independent clauses with and, but, or, so, and yet |  |                              |                                    |  |

| My five favorite new words from Unit 4: | If you're still not sure about something from Unit 4:   |
|---|---|
|   | <ul> <li>read through the unit again</li> <li>listen to the audio material</li> <li>study the grammar and functions<br/>from the unit again</li> <li>ask your teacher for help</li> </ul> |

وزارة التعطيم Ministry of Education 2023 - 1445

# EXPANSION Units 1–4

# Language Review |



- A. Complete each sentence with other, others, or another.
  - 1. I'm almost done with this cup of hot chocolate. Can you please bring me
  - 2. Some predators wait for their prey to come to them. \_\_\_\_ predators chase their prev.
  - **3.** Don is so materialistic. Although he already has two cars, he's going to buy \_\_\_\_\_
  - **4.** One lucrative crop for many farmers is soybeans. \_\_\_\_\_ is corn.
  - **5.** He excels in football, track, gymnastics, and a handful of \_\_\_\_\_\_ sports.
  - 6. That store is a chain. There are a few in Spain and Italy and \_\_\_\_\_\_ in France and Germany.
  - 7. One of the most famous children's books by Dr. Seuss is The Cat in the Hat. \_\_\_\_\_\_ are One Fish Two Fish Red Fish Blue Fish and Horton Hatches the Egg.
  - 8. One option would be to spend the money on a vacation. \_\_\_\_ would be to put it in a savings account.
- **B.** Rewrite the underlined sentences with *used to*, *be used to*, or *would*.
- He's a very humble man. He doesn't usually take credit for anything. He's not used to taking credit for anything.
  - 1. When he lived in Riyadh, he often drove by Faisaliah Tower.
  - **2.** Bobby felt lonely when his sister went to college. It felt strange not having her in the house.
  - **3.** This coffee shop is where I studied when I was in college.
  - **4.** He's much more materialistic now than he was when he was a teenager.
  - 5. The cough was so persistent, after a while she didn't even notice it.
  - 6. When I was younger, I exercised rigorously. Now I hardly exercise at all.
  - 7. I usually shop in small stores. I don't usually shop in chain stores.
  - 8. He has always loved electronics. When he was a child, he and his dad built circuit boards together.
- C. Answer and discuss these questions about life in the year 2050.
  - 1. Do you think scientists will have found a cure for cancer?
  - 2. Do you think space travel will have become commonplace?
  - 3. Do you think the world will have become more peaceful?
  - Do you think we will have started using something other than gas to run our cars?

    5. Do you think global warming will have slowed down?
- Ministry of 6. Do you think engineers will have developed a computer capable of thought?
- 2023 1447. Do you think scientists will have contacted life on other planets?





- **Language Review**
- Reading Is Anybody Out There?
- Language Plus Idioms with world

#### Writing

Write an essay about the history of a common device or technology and how it will change in the future

# Language Review

- This exercise reviews the use of other, others, and another, which was presented in Unit 1. Refer students to the grammar chart on page 8 to review as necessary.
- As a guick review, write the following conversation on the board for students to complete.
  - It's too cold to go swimming today. Do you have \_\_\_\_ idea? (another)
  - B: Everyone is waiting for us. You don't want to **go outside but the \_\_\_\_ do.** (others)
  - Well, what \_\_\_\_ things can you do outside A: when it's cold? (other)

Ask two students to read the conversation aloud.

- Have students work individually to complete the exercise sentences. Then have students compare their answers with a partner.
- Check answers as a class by calling on students to read the completed sentences aloud.

#### **Answers**

- 1 another
- 2. Other
- 3. another
- 4. Another
- 5. other
- 6. others
- 7. Others



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- This exercise reviews the use of used to, be used to, and would for repeated actions in the past, which was presented in Unit 2. Refer students back to the grammar charts on page 22 to review as necessary.
- Remind students that *used to* is used to talk about an activity that was done habitually in the past. Would can also be used to talk about past habitual actions. Be used to is used to talk about something that has become familiar or habitual.
- Have a student read aloud the directions and the example sentence.
- Do the first sentence with the class as an additional example. Point out that since this sentence describes a past habitual action, either would or used to can be used in the new sentence.
- Have students work individually to rewrite the sentences, and then compare answers with a partner.
- To check answers as a class, call on volunteers to write their sentences on the board

#### **Answers**

Answers will vary. Sample answers:

- 1. When he lived in Riyadh, he would often drive by Faisaliah Tower./ When he lived in Riyadh, he often used to drive by Faisaliah Tower.
- 2. He was used to having her in the house.
- 3. I used to study at this coffee shop when I was in college./ This coffee shop is where I would study when I was in college.
- 4. He is much more materialistic now than he used to be when he was a teenager.
- 5. The cough was so persistent, after a while she was used to it.
- 6. When I was younger, I would exercise rigorously./When I was younger, I used to exercise rigorously.
- 7. I am not used to shopping in chain stores.
- 8. When he was a child, he and his dad would build circuit boards together./When he was a child, he and his dad used to build circuit boards together.



Refer to page 63 of the Teacher's Guide for instructions and sample answers to exercise C.

## 0

- This exercise reviews the future perfect, which was presented in Unit 3 on page 36. It can also serve as a review of the emphatic do, which was presented in Unit 1 on page 8. Through students' discussion, it can also serve as a review of the future perfect progressive and the future with dependent time clauses, which were also presented in Unit 3 on page 36.
- Have a student read aloud the directions. Then have different students read aloud each of the questions.
- Have students work in groups of three or four to discuss and answer the questions. Assign one person in each group the role of English teacher to make sure that students are using the future perfect in their discussion. Assign another student in each group the role of reporter.
- Call on the reporters of each group to report on some of their answers.

#### **Answers**

Answers will vary. Sample answers:

- 1. I (do) think scientists will have found a cure for cancer.
- 2. I (do) think space travel will have become commonplace.
- 3. I (do) not think that the world will have become more peaceful.
- 4. I (do) think that we will have started using something other than gas to run our cars.
- 5. I (do) think that global warming will have slowed down.
- 6. I do not think that engineers will have developed a computer capable of thought.
- 7. I do not think that scientists will have contacted life on other planets.

# P

- This exercise reviews the grammar points presented in Units 2 and 3. Refer students to the charts on pages 22 and 36 for reference as necessary.
- Ask a volunteer to read aloud the directions. Call on other volunteers to read aloud the captions beneath each picture.
- Have students work in pairs to write sentences, describing Asma and her life ten years ago, and Asma and her life ten years from now. Have them write at least two sentences for each of the grammar points listed.
- When pairs have finished writing their sentences, have them join another pair to compare their sentences.
- وزارة التعــلم

Ministry of Education 2023 - 1445

- Walk around and monitor students as they work, offering assistance with vocabulary and grammar as necessary.
- To check answers as a class, call out each of the prompts from the captions. Elicit sentences about each prompt. For example, say: Marital Status. Elicit: Asma used to live with her parents. In ten years, Asma will have gotten married and had two children.

#### **Answers**

Answers will vary. Sample answers:

- · Ten years ago, Asma used to eat unhealthy food.
- · She was going to be a history professor.
- She would eat while she was studying.
- In ten years, Asma will have gotten married.
- She will have had two children.
- Asma will have become a history professor.
- In ten years, Asma will have been eating healthier foods for a long time.



- This exercise reviews using paired conjunctions, which was presented in Unit 4. Refer students to the grammar chart on page 50 for review as necessary.
- Call on a student to read aloud the directions.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read their completed sentences aloud. Elicit alternative correct answers from students as appropriate.

#### **Answers**

- 1. Both, and
- 2. either, or
- 3. both, and/not only, but also
- 4. Both, and
- 5. either, or
- 6. Both, and
- 7. neither, nor
- 8. Neither, nor
- 9. either, or
- 10. both, and/not only, but also

## Workbook

Assign pages 261–265 for review of vocabulary and grammar presented in Units 1-4.

**D.** Look at the pictures of Asma below. Write sentences about her, using the following grammar points from Units 1–4.

 $\square$  used to  $\square$  future perfect

 $\square$  was going to  $\square$  future perfect progressive

 $\square$  would  $\square$  future with dependent time clauses



#### Asma, 10 years ago

Marital status: single, lives at home with parents

Occupation: student

**Hobbies:** writing poetry, playing video games **Likes:** sleeping late, spending time with friends **Dreams:** to become a professor, to get married

and have kids, to have laser eye surgery



Asma, 10 years from now

Marital status: married, two children

**Occupation:** history professor **Hobbies:** writing poetry, gardening

**Likes:** spending time with family, eating

healthy foods

**Dreams:** to get more sleep!

| E. | Complete each sentence by adding bothand, not onlybut also, eitheror, or neithernor |
|----|---|
|    | For some items, more than one answer may be possible.                               |

| 1  | Beijing                   |         | Shanghai are cities in China.     |                      |                   |  |
|--|---------------------------|---------|-----------------------------------|----------------------|-------------------|--|
| <b>2.</b> /                                    | All numbers are           | even    | od                                | d.                   |                   |  |
| <b>3.</b> 9                                    | Solar energy is           | clean   | rer                               | newable.             |                   |  |
| 4  | Ayrto                     | n Senna | Jim Clark \                       | were famous race car | drivers.          |  |
| <b>5.</b> In the Spanish language, nouns are   |                           |         | masculine                         |                      | feminine.         |  |
| 6  | 6Finding Nemo             |         | The Lion King are animated films. |                      |                   |  |
| <b>7.</b> S                                    | studies have found that _ | m       | en                                | women talk more      | than the other.   |  |
| 8  | cars _                    | δ       | airplanes existed 20              | 00 years ago.        |                   |  |
| <u>ு _</u> _ பி ை word <i>chang</i> e can mean |                           |         | coins to                          |                      | become different. |  |
|  | Some words in the English |         |                                   |                      |                   |  |
| 2023 - 1/45                                    | verbs                     |         |                                   |                      |                   |  |

# **EXPANSION** Units 1-4

# 2 Reading



## **Before Reading**

- 1. Do you think there is life on other planets?
- 2. If there were life on other planets, how could we find this out?



# IS ANYBODY OUT THERE?

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI.

Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another alien civilization. To do this, they used the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arecibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes! Prior to its partial collapse on December 1, 2020, the telescope collected and sent data to SETI computers 24 hours a day.

Many people don't realize that in addition to searching for radio waves, we humans are sending them out into space as well. This is because all of the radio and television signals that come into our homes also travel

> into space. We have been constantly and unintentionally leaking radio waves into space for over sixty years now. One day these signals may be

> > detected by an alien civilization. In fact, it is possible that aliens are already listening to Who Wants to Be a Millionaire?, CSI, and The Simpsons!

> > > Although SETI has found some unexplained signals, there have not been any clear, confirmed extraterrestrial signals yet. However, SETI scientists are not at all discouraged. They know that the universe is vast, and searching the entire sky for a distant signal is like searching for a needle in a haystack.

Not only are SETI scientists not discouraged, they are actually more optimistic than ever before. They do feel that in another 50 or 100 years, they will have succeeded in detecting alien signals. What is the reason for this confidence? Previous searches were limited by the shortcomings of available technology. For example, while there are hundreds of billions of stars in our galaxy,

fewer than a thousand have been monitored for alien signals. But technology is improving all the time. As teckhology improves, scientists are going to have a better chance of picking up alien signals. In the next few Ministrydecades, hundreds of thousands of stars, maybe even millions, will have been monitored. 2023 - 1445

# 2 Reading

- Have students open their books to pages 64 and 65 and look at the pictures. Discuss the **Before Reading** questions as a class. Ask: How many people think there is life on other planets? How many don't? Count up the responses and write them on the board.
- Read the title aloud: Is Anybody Out There? Ask: What do you think this title means? (The author is questioning whether there is any other intelligent life somewhere in space.)
- Have students close their books. Write on the board: What does SETI stand for? (the Search for Extraterrestrial Intelligence) Tell students they will listen for the answer to this question.
- Play the audio of the article. Elicit the answer to the question on the board.
- Play the audio again. Have students open their books and read along as they listen.
- Ask a few general questions to check comprehension. For example, ask:

How have scientists been looking for extraterrestrial life? (They have been using radio telescopes to search for signals from alien civilizations.)

Why is the Arecibo telescope important? (It is the largest radio telescope in the world.)

Who uses the Arecibo telescope? (SETI scientists. SETI@home program volunteers)

Have there been any confirmed extraterrestrial signals? (no)

### Language Builder

The word extraterrestrial is made up of the Latin words extra (outside of or beyond) + terrestris (the planet Earth). It can be used to describe things from outer space but also can just mean an alien from outer space. The name of the popular science fiction movie about a space alien. E.T., is an abbreviation for the word extraterrestrial.

#### Language Builder

Searching for a needle in a haystack is an idiom used to describe looking presemething that is very difficult to find, especially in a large space of among other things.

### وزارة التعــلم Ministry of Education 2023 - 1445

#### **Culture Notes**

#### TV in the USA

Who wants to be a Millionaire?, The Simpsons, and CSI are popular TV programs in the U.S.

Who Wants to Be a Millionaire? is a TV guiz show which offers large money prizes for answering correctly multiplechoice questions.

The Simpsons is an animated TV show that has aired since 1989 in the U.S. It is the longest running sitcom and animated show in U.S. history. The most popular characters on the show are Bart Simpson and his father Homer.

CSI: Crime Scene Investigation is an American crime drama TV series. It is about Crime Scene Analysts working for the Las Vegas Police Department. It is said that CSI has been recognized as the most popular crime drama.

#### SETI

SETI refers to any scientific experiments or activities that people do to find life outside of Earth.

The SETI Institute is located in California, USA. It is a private, nonprofit organization, founded in 1984. It employs over 150 scientists, educators, and support staff. Its formal mission is to "explore, understand, and explain the origin, nature, and prevalence of life in the universe."

# **After Reading**



- Ask a student to read aloud the directions. Make sure that students understand they will match up the words in the left column with the words that mean the exact same thing in the right column.
- Have students search the article for the words in the left column and underline them. Tell them to study the context of the word in order to guess its meaning. Then they look for the synonym in the right column.
- Have students compare their answers with a partner.
   Then check answers as a class by calling on pairs to read aloud the vocabulary word and its synonym.

#### **Answers**

- **1.** b
- **2.** d
- **3.** c
- **4.** e
- **5.** f
- **6.** a
- **7.** g



- Have students work either individually or in pairs to answer the questions, referring back to the article as necessary.
- Have pairs join another pair to form a small group to compare and discuss their answers.
- Check answers as a class by calling on pairs to read aloud the questions and answer them.

#### **Answers**

Answers will vary. Sample answers:

- 1. The goal is to find other civilizations in the universe.
- 2. Only a small number of stars in the universe have been monitored for signals.
- **3.** Technology is improving and volunteers add more computing power to the search.
- 4. We send signals into space through radio and TV waves.
- **5.** SETI@home is a volunteer program in which people allow their computers to analyze data gathered from the Arecibo



# وزارة التعطيم

Ministry of Education 2023 - 1445

#### **Discussion**

- Arrange students in groups to discuss and answer the questions.
- Have one person from each group report some of the group's ideas to the class. Discuss any differing opinions with the whole class.



## Additional Activity

Write on the board the following quotes. Ask students to discuss and agree or disagree with each.

We have no proof, but if we extrapolate, based on the best information we have available to us, we have to come to the conclusion that...other life probably exists out there and perhaps in many places...

-Neil Armstrong

If, in fact, we are able to find life or to answer the question "Are we alone?" then that certainly is grand enough and noble enough to be the enduring legacy of our civilization.

-NASA. October 1999

#### **Culture Notes**

#### **Neil Armstrong**

Neil Armstrong was an American astronaut. In 1969, he was the first person to set foot on the moon. His most famous quote is what he said when he took his first step on the moon: "That's one small step for [a] man, one giant leap for mankind."

#### NASA

NASA stands for National Aeronautics and Space Administration. It is the U.S. government agency that is responsible for the space program.

# Workbook

Assign pages 266–267 for additional reading as well as writing practice at word and sentence level.

Dan Wertheimer, a SETI researcher at the University of California in Berkeley, says, "We're making incredible progress. The more computing power you have, the better job you can do looking for these signals. Capabilities have been doubling every year." One reason SETI's computing power has been increasing is a volunteer program started in 1999 called SETI@home, in which the computers of ordinary people around the world are used to analyze SETI data.

Through the SETI@home program, volunteers download a special SETI screensaver to their home computer. When the computers are

not in use and go into screensaver mode, the computers begin to analyze data gathered by the Arecibo radio telescope. The home computers search through the data for any signals that may have been created by an alien civilization. There are currently over 5 million volunteers in 225 countries participating in this program. Wertheimer says, "If you're the lucky one that finds that distant signal, then you might get the Nobel Prize, but you'll have to share it with 2 million people around the world who are helping us analyze that data."

Some people find it hard to believe that perhaps one day we will be communicating with aliens from distant planets. But others feel differently. Eighty-six-year-old Daniel Jackman says, "When I was a young man, if you had told me that one day we were going to send people into space, I would've told you that you were crazy. Now I know better. Just because we're used to certain limitations doesn't mean we can't go beyond them."

We may well learn one day that we are not alone in the universe. In the meantime, when sitting on your couch, watching your favorite TV program, consider that an alien civilization may be listening to it with you!

# **After Reading**

A. Match each word to its synonym.

| 1.         | diameter        | a. | accidentally |
|------------|-----------------|----|--------------|
| 2.         | detected        | b. | width        |
| 3.         | limitations     | c. | restrictions |
| 4.         | monitored       | d. | observed     |
| 5.         | optimistic      | e. | searched     |
| 6.         | unintentionally | f. | hopeful      |
| <b>7</b> . | vast            | g. | enormous     |
|            |                 |    |              |

- **B.** Answer the questions.
- **1.** What is the goal of the SETI program?
- 2. Why haven't any signals been picked up from other planets yet?
- 3. Why are SETI scientists confident that they have a better chance of picking up signals in the future?

- **4.** How do we send signals into space?
- **5.** What is SETI@home?



1. Do you think the SETI project will ever be successful? Why or why not? Ministry of Education 2. Do you think it is a good idea to try to contact alien civilizations? Why or why not?



# 3 Language Plus 💹





be in another world



carry the weight of the world on (one's) shoulders



be on top of the world



be worlds apart



The world is (one's) oyster.



Where in the world...?

Complete each sentence with an idiom shown. Be sure to put each idiom in the correct tense.

| 1. | l just can't find my glasses.                          | could they be?                                    |
|----|--|---|
| 2. | Badr   | . He's so happy that he won the math competition. |
| 3. | Dan and Warren have such different views that they     |   |
| 4. | Jim has so many responsibilities that he feels like h  | e   |
| 5. | Frank is lost in his thoughts again. It's like he      |   |
| 6. | Ali graduated at the top of his class, so he has a bri | ght future with many opportunities                |

# Writing **W**



# **Tools for Writing: Commonly Confused Words**

Fewer and less have the same meaning. They are both the opposite of more. However, fewer is used with count nouns and less is used with noncount nouns.

**Fewer** people are buying newspapers than ever before.

Since the new police chief took over, there has been **less** crime in our city.

Farther is used to talk about distance. Further is used to mean additional. Most Arabian bred horses can run faster and farther than English bred horses.

I'm going to call the school to get **further** information about the program.

Complete each sentence with the correct commonly confused word.

| 1. | The invention | of the m | icrowave | made it | possible to | cook meals in | t | ime |
|----|---------------|----------|----------|---------|-------------|---------------|---|-----|
|----|---------------|----------|----------|---------|-------------|---------------|---|-----|

\_\_\_\_\_ grammatical mistakes than I used to. 

Ministry 3 f Edon't Want to discuss this any \_

2023 - 1445

## **3** Language Plus

- Focus students' attention on the pictures and the idioms. Call on students to read each idiom aloud. Ask: What do these idioms have in common? (They all contain the word world.)
- Ask questions about each picture to elicit the meaning of the idiom. For example:
  - (A) be in another world

Ask: Where are the two boys? (They are sitting on Earth.) Where is the other boy? He is sitting on a different planet all alone.) How does the boy sitting alone look? (He doesn't seem to notice or mind that he is on a different planet.) What do you think it means to say someone is in another world? (The person is not paying attention to what is going on around him or her. The person is daydreaming or involved with his or her own thoughts.)

- **(B)** carry the weight of the world on (one's) shoulders Ask: What is the man doing? (He is carrying Earth on his shoulders.) How does he look? (He looks tired and unhappy.) When would you say that someone looks like this? (when someone has a lot of troubles or responsibilities to worry about)
- (C) be on top of the world

Ask: Where is the boy? (He is on top of the world.) What is he holding? (a trophy) How does he look? (very happy and proud) When would you say that someone is on top of the world? (when someone is happy and proud after winning or succeeding at something important)

(D) be worlds apart

Ask: Where are the two boys? (They are standing on different planets.) How do they look? (They look angry and are not talking to each other.) When would you say that two people are worlds apart? (when they are not in agreement or are thinking or doing very different things)

(E) the world is (one's) oyster

Ask: What is usually inside an oyster? (a pearl, which is a valuable gem) If you have an oyster, are you fortunate or unfortunate? (fortunate) If the whole world is inside your oyster, what do you have? (the whole world and all of its opportunities in your hands)

When would you say that the world is someone's oyster? (when the person can do or get anything he or she wants, such as the young man in the picture who is gradulating from school)

**(F)** Where in the world...?

Ask: What is the boy doing? (He is looking for his glasses.) Where is he looking? (all over the world) When would you say Where in the world...? (when you are looking everywhere for something and have no idea where it could be)

- Have students work individually to complete the sentences with the idioms.
- Have students compare answers with a partner. Then call on pairs to read the completed sentences.

### Answers

- 1. Where in the world
- 2. is on top of the world
- 3. are worlds apart
- **4.** is carrying the weight of the world on his shoulders
- 5. is in another world
- 6. The world is his oyster.

## **4** Writing

## Tools for Writing: Commonly Confused Words

 Call on a student to read the explanation and examples with fewer and less. Write the following sentences on the board for students to complete:

**We've had \_\_\_\_ snow than usual this year.** (less) **We've had \_\_\_\_ snow days than usual this year.** (fewer)

 Have a student read the explanation and examples with farther and further. Write the following sentences on the board for students to complete:

I am too tired to walk much \_\_\_\_. (farther)
We are too tired for \_\_\_\_ exercise. (further)

Emphasize that *farther* always refers to physical distance while *further* does not.

### Answers

- 1. less
- 2. fewer
- 3. further

### **Writing Prompt**

- Read the Writing Prompt with the class. Point out the note that explains the purpose of an expository essay.
- Focus students' attention on the sample essay at the bottom of the page: The Past, Present, and Future of the Telephone. Have a student read it aloud. Explain that this is just the beginning of a sample essay, but point out how it mentions what telephones were like in the past and will probably go on to make predictions about what telephones will be like in the future.
- Brainstorm common devices or technology that students might write about in their essays. Some ideas include the radio, the computer, wireless technology, the microwave, automobiles, and the television.

## **Developing Your Writing: Prewriting Techniques**

- Before students begin to write their essays, have them read the box Developing Your Writing: Prewriting Techniques.
- Call on students to explain each of the three prewriting techniques in their own words.
- Tell students to each choose one prewriting technique: freewriting, brainstorming, or questioning. Give them about five minutes to use one of the techniques in preparation for writing their essay.
- Elicit feedback on the prewriting techniques.
   Ask: Was it helpful? Do you have more ideas about what to write in your essay now?

### **Write Your Essay**

- Read aloud the directions for writing the essay.
- Have students copy down the chart from their books to complete. Students may need time outside of class, in the library or on the Internet, to research their topic.
   Explain that using this chart will be a helpful way to organize their notes when doing their research.

 Write the grammar points from Units 1–4 on the board for reference. Ask students to try to use these points in their writing when appropriate. It is not necessary for students to use all of them.

other, others, and another
emphatic do
used to and be used to
would for repeated action in the past
was going to (future in the past)
future perfect
future perfect progressive
the future with dependent clauses
paired conjunctions
independent clauses with and, but, or, so, and yet

- Have students work individually to write a draft of their essay. Then they exchange drafts with a partner and comment on each other's essays.
- Finally, students reread and revise their essays, taking into consideration their partner's comments before submitting them for assessment.



### Teaching Tip

When students are reading each other's essays, give them guidelines for giving feedback. Suggest that they follow 3 steps:

Step 1: Compliment

Step 2: Make suggestions

Step 3: Offer corrections

First, students should say what they like about the essay. For example, they might comment on how interesting the topic is or how organized the ideas are. Next, they should make suggestions for improving the essay by pointing out areas that are unclear or may need more information. Finally, they should point out any spelling, punctuation, or grammar mistakes that they see. Emphasize to students that the purpose of reading each other's essays is to learn from each other, improve their essay, and improve their own general writing skills.

### Workbook

Assign page 268 for additional writing practice above word and sentence level.

An expository essay is an essay in which the writer explains, describes, or gives information about a subject.

### **Writing Prompt**

Write an expository essay about a common device or technology. Write about the history of the technology, and make predictions about how you think the technology will change in the future. Include grammar points from Units 1–4.

### **Write Your Essay**

- 1. Decide on the type of device or technology you will write about.
- **2.** Use a chart to organize your ideas. Write your topic at the top. Then write ideas about the past, present, and future of the device or technology.
- 3. Write a draft of your essay.
- **4.** Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

| Device/Technolo | Device/Technology: |        |  |
|-----------------|--------------------|--------|--|
| Past            | Present            | Future |  |
|                 |                    |        |  |

### **Developing Your Writing: Prewriting Techniques**

Prewriting is an important first step in the writing process. Prewriting helps you explore and gather your ideas before you begin organizing and writing your essay. These are some of the most common types of prewriting techniques:

**Freewriting:** Freewriting involves taking the time (usually about five minutes) to write down all of the ideas you have about your topic before you begin researching or organizing the topic. When you freewrite, do not worry about using correct spelling, grammar, or punctuation, or even writing in complete sentences.

**Brainstorming:** Like freewriting, the purpose of brainstorming is to capture all of the ideas you have on a topic before you begin writing about it. However, when you brainstorm you only write words or phrases related to your topic.

**Questioning:** Ask the journalist's five *W's—Who? What? When? Where? Why?*—about the topic. List as many questions as you can about the topic. This will help you start thinking about questions to research and answer in your essay.

|                       | The Past, Present, and Future of the Telephone                               |
|-----------------------|--|
|                       | Telephones are something we all take for granted. We are so used to          |
|                       | having them that it is hard to imagine that they were only invented a little |
|                       | over 100 years ago. Just think, at the beginning of the twentieth century    |
|                       | there were fewer than four million phones in the world. And if you wanted    |
|                       | to speak with another person over the phone, you would need an operator to   |
| • • • •               | make the connection between you and the other person. Telephone technology   |
|                       | has changed a lot over the last 100 years, and I believe in just another ten |
|                       | or twenty years it will have changed radically from what it is today         |
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| Ministry of Education |  |
| 2023 - 1445           |  |
|                       |  |

# **5** Do You Really Need It?

## Listen and Discuss [



- 1. Do you think you are influenced by advertisements? Explain.
- 2. Describe an advertisement that you think is memorable or effective.

# The BMX-3000 Sports Car

Introducing the new BMX-3000. Set yourself apart from

the crowd with a car as modern and sophisticated as you are. The BMX-3000 has everything you ever dreamed of —speed, beauty, power, and performance. But be prepared for the attention: Wherever you go, people will watch and admire you and your BMX-3000. Wake up and get into the car of your dreams. Drive a BMX-3000, because you only live once.



# FLORAL ESSENCE SHAMPOO

Put an end to dull, lifeless hair with Floral Essence Shampoo. Floral Essence contains 28 vitamins and minerals, so your hair will shine with health. Studies show that Floral Essence's exclusive new formula makes your hair twice as strong, while protecting your hair against the harmful effects of wind and sun. Use Floral Essence Shampoo for strong and healthy hair.





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Trying to get rid of tough laundry stains can be frustrating. Luckily, there's Dynex Laundry Detergent. Dynex has 33 percent more cleaning power than the next leading brand. Dynex is powerful enough to get out the worst stains, it is gentle enough to use with all your clothes. Give it a try and see the Dynex difference for yourself. Unless your clothes



## Unit Goals

### Vocabulary

The advertising industry Advertisement techniques Persuasive language

### Functions

Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something

### Grammar

**Warm Up** 

Adverb Clauses

- · because because of. since, and now that
- (in order) to and so (that)
- if, even if, in case, only if, and unless
- · where, wherever, and everywhere

not deny or confirm them.

people buy things)

### Listening

Listen for specific details

### **Pronunciation**

To before consonants and vowels

### Reading

Ads Everywhere: Do You "Buy" It?

### Writing

Write a formal letter to a newspaper

### Form, Meaning and **Function**

Conditional Sentences with Present and Future Forms

I'd Rather/I'd Prefer Words Connected with **Shopping Habits** 

- Call on a student volunteer to lead the follow-up class discussion. Have the volunteer stand at the front of the class and call on the reporters to tell about the most interesting parts of their group's discussion and give examples of memorable or effective advertisements.
- Ask students to close their books or cover the pages.
- Play the audio. Have students listen with their books closed.
- Stop the recording after each advertisement and ask a few comprehension questions to make sure that students understood the main ideas. Ask questions, such as the following:

(The BMX-3000 Sports Car)

What kind of car is this? (a fast, beautiful sports car) What will happen if you drive this car? (Everyone will watch and admire you.)

(Floral Essence Shampoo)

What will happen if you use this shampoo? (your hair will be shiny and strong)

What have studies shown? (makes your hair twice as strong, protects your hair against wind and sun)

(Dynex Laundry Detergent)

Why is this detergent better than others? (It contains more cleaning power.)

What can this detergent do? (get out the worst stains)

(Crystal Spring Water)

How is Crystal Spring Water different? (It is all-natural with no additives.)

Where does it come from? (a Swiss mountain spring) What else is special about it? (It is good for the environment.)

(Planet Mercury Sneakers)

If you wear these sneakers, what will you be able to do? (run faster, jump higher, and perform better) Who wears these sneakers? (an NBA star)

Play the audio again. Have students listen and read along.

## **Listen and Discuss**

• Arrange students in small groups to discuss the introductory questions. Assign one student in each Group the ble of reporter.

• With students' books closed, write the title of the unit

on the board: Do You Really Need It? Ask: What do

Ask students to open their books to pages 68 and 69

and scan the pictures. Ask: Now what do you think the unit will be about? (advertising and consumer

products) Say: When you want to buy something,

do you ever ask yourself Do I really need this? Ask: What is the purpose of advertisements? (to make

you think the unit will be about? Elicit guesses, but do

Ministry of Education

2023 - 1445

### **Culture Note**

NBA stands for National Basketball Association. It is a league made up of professional basketball teams from the United States and one from Canada.

### **Quick Check**



- Call on a volunteer to read aloud the directions and the list of vocabulary words in the left column.
- Have students find and underline each word in the advertisements. Tell them to study the context of the word in the advertisement to help them guess the meaning.
- Have students work individually to match the words with their definitions.
- Check answers by having students read aloud the words and the definitions.

### **Answers**

- **1.** d

- **6.** b
- **7.** e
- **4.** c

### ß

- Have students work with a partner to ask and answer the questions.
- Check answers by having pairs read aloud a question and the answer. Elicit multiple responses for question 5 since answers will vary.

### **Answers**

Answers will vary. Sample answers:

- 1. BMX-3000 Sports Car
- 2. Planet Mercury Sneakers
- 3. Dynex Laundry Detergent and Crystal Spring Water
- 4. Planet Mercury Sneakers
- 5. I think the ad for the BMX-3000 Sports Car is the best because it makes me want to buy one.

## **Pair Work**

- Have a student read aloud the directions.
- Arrange students in pairs.
- As a class, brainstorm products for which students might create advertisements. Ideas include: an item of clothing, a video game or system, a beauty product, or an item of sports equipment.
- Ask pairs to create a poster to present to the class. The poster should contain a paragraph of text, similar to the advertisements on pages 68 and 69, and a picture or

" illustration of the product. Ministry of Education

2023 - 1445

• Have pairs present their posters to the class. Have the class vote on the best advertising campaign. Ask: Which product would you buy?

### Workbook

Assign page 269 for practice with the vocabulary of the unit.



### Teaching Tip

Give students tips for creating and giving effective presentations.

- Stand up, look around the room, and make eye contact with all of your classmates.
- · Speak loudly and clearly.
- Be sure your poster is large enough for everyone to see and is interesting and attractive.
- Be excited about your presentation and information! If you think that your presentation is exciting, your classmates will too.



### Additional Activity

Ask: Do advertisements always tell the truth? Elicit opinions. Direct students' attention back to the advertisements on pages 68 and 69. Say: Find one claim made in each advertisement that may not be true. Have students work with a partner to find and underline the claims. Then have them explain why they think each may not be true. Possible answers include:

Wherever you go, people will watch and admire you and your BMX-3000.

Floral Essence contains 28 vitamins and minerals, so your hair will shine with health.

If Dynex won't work, nothing will!

With Planet Mercury's revolutionary new patented sneaker technology, you can run faster, jump higher, and perform better. Drink Crystal Spring Water because it's good for your body and good for the environment.



- In most television commercials advertising milk, white paint is used in place of the milk.
- In most advertisements, the time displayed on a watch or clock is 10:10.

# **Crystal Spring Water**



When you drink Crystal Spring Water, you refresh your body with 100 percent allnatural spring water. Unless you like lots of artificial additives in your water, you'll love the pure, clean refreshment of Crystal Spring Water. Collected straight from a Swiss mountain spring, with nothing added and nothing changed, Crystal Spring is water the way nature intended it. And at Crystal Spring, we are committed to taking care of the environment. Our plastic bottles are 100 percent recyclable and use 50 percent less plastic. Drink Crystal Spring Water because it's good for your body and good for the environment.



## PLANET MERCURY SNEAKERS

Until you put your feet in Planet Mercury sneakers, you won't know what they are capable of. With Planet Mercury's revolutionary new patented sneaker technology, you can run faster, jump higher, and perform better. Why settle for less when you can have the best? Take it from NBA star Derek Larkin, who says, "I wouldn't wear anything else on the court." Join the Planet Mercury generation. Don't let everyone else have all the fun.

### Quick Check ✓

- **A. Vocabulary.** Match each word with its definition.
  - **1.** \_\_\_\_\_ admire
  - **2.** \_\_\_\_\_ brand
  - **3.** \_\_\_\_\_ exclusive

  - **7.** \_\_\_\_\_ sophisticated
- a. meant or planned
- b. causing big changec. combination of ingredients
- 4. \_\_\_\_\_ formula5. \_\_\_\_\_ intendedd. respecte. having high-class tastes
- **6.** \_\_\_\_\_ revolutionary **f.** belonging only to one (company)
  - g. the name that identifies a product or manufacturer
- **B.** Comprehension. Answer the questions about the advertisements.
  - 1. Which advertisement appeals to the reader's desire to be special?
  - 2. Which advertisement appeals to the reader's desire to do what other people are doing?
  - 3. Which advertisements use statistics to sell their products?
  - **4.** Which advertisements use famous people to sell their products?
  - **5.** Which advertisements do you think are most effective? Why?



## 3 Grammar 👊



### **Adverb Clauses**

An adverb clause is a dependent clause. It begins with an adverb and is always linked to an independent clause.

Because the shoes were on sale, I bought two pairs. (adverb clause) (independent clause)

Don't buy that dress unless you really need it. (independent clause) (adverb clause)

Note: When an adverb clause begins the sentence, use a comma to separate it from the independent clause. When the adverb clause is at the end, do not use a comma.

Because, because of, since, and now that begin adverb clauses that give information about reasons.

They closed the store early, since there were no customers.

Because of must be followed by a noun (or noun phrase).

They went to the mall, because of the sale.

(In order) to and so (that) begin adverb clauses that give information about purpose. (In order) to must be followed with the base form of the verb.

Advertisements use many techniques in order to convince people to buy products.

Clauses with so (that) usually include a modal.

I left my wallet at home, so that I wouldn't be tempted to buy anything.

If, even if, in case, only if, and unless begin adverb clauses that give information about conditions.

I'll write down my phone number in case you need it.

Use if to show that the condition affects the result. Use even if to show that it does not. Use the present tense with an if-clause, even if it refers to a future time.

We won't go to the picnic if it rains.

We're going to the picnic, even if it rains.

Where, wherever, and everywhere begin adverb clauses that give information about place.

He buys something wherever he goes.

The advertisements were placed everywhere you could imagine.

- **A.** Match the main clauses and adverb clauses to form sentences. Use correct punctuation.
- They patented their new formula so that no one else could use it.
  - **1.** They patented their new formula <u>c</u>
  - **2.** She can't use that brand of make-up \_\_\_\_
  - **3.** Even if you are in perfect health \_\_\_\_
  - **4.** I shop \_\_\_\_
  - **5.** I'll come to the picnic tomorrow \_\_\_\_
  - **6.** Since I started exercising \_\_\_\_



وزارة التعــلم Ministry of Education 2023 - 1445

- **a.** I feel so much more energetic
- **b.** only if I finish my paper tonight
- c. so that no one else could use it
- **d.** because she's allergic to it
- e. where I can get the best prices
- f. you should have an annual checkup

## 3 Grammar

### **Adverb Clauses**

- Call on a student to read aloud the explanation.
- Write each example sentence on the board and ask students to label the parts. For example, write:

Because the shoes were on sale, I bought two pairs. Ask: Which is the independent clause? (I bought two pairs.) How do you know? (It is a complete sentence.) Which is the dependent clause? (because the shoes were on sale) How do you know? (It is not a complete sentence.) Say: This dependent clause is an adverb clause. How do you know this? (It begins with the adverb because.)

- Repeat this procedure with the second example sentence, making sure that students can correctly identify the independent clause, the adverb clause, and the adverb.
- Explain that adverb clauses give specific information. Write the title **Adverbs** on the board. Then draw a 4-column chart underneath it with the headings **Reasons**, **Purpose**, **Conditions**, and **Place**. Ask students to copy this chart down in their notebooks.

### Because, Because of, Since, and Now That

- Have a student read aloud the explanation. Look at the example sentences as a class. Write the adverbs because, because of, since, and now that on the board in the **Reasons** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.

### (In Order) To and So (That)

- Have a student read aloud the explanation. Look at the example sentences as a class. Write the adverbs (in order) to and so (that) on the board in the Purpose column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.



### If, Even If, In Case, Only If, and Unless

- Have a student read aloud the explanation. Look at the example sentences as a class.
- Write the adverbs if, even if, in case, only if, and unless on the board in the **Conditions** column. Ask students to do the same in their notebooks.
- Flicit additional sentences from students that contain. adverb clauses beginning with these words.

### Where, Wherever, and Everywhere

- Have a student read aloud the explanation. Look at the example sentences as a class. Write the adverbs where, wherever, and everywhere on the board in the **Place** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain. adverb clauses beginning with these words.

- Ask a volunteer to read aloud the directions and the example.
- Tell students to first match the independent clauses and adverb clauses. Then they rewrite the complete sentences. Point out that both columns contain each type of clause.
- Have students work individually to match and rewrite the sentences.
- Check answers by having students write their sentences on the board. Check for correct punctuation.

### Answers

- 1. c They patented their new formula so that no one else could
- 2. d She can't use that brand of makeup because she's allergic to
- 3. f Even if you are in perfect health, you should have an annual checkup.
- 4. e I shop where I can get the best prices.
- **5.** b I'll come to the picnic tomorrow only if I finish my paper tonight.
- **6.** a Since I started exercising, I feel so much more energetic.

### 3

- Ask a volunteer to read aloud the directions.
- Have students read aloud each adverb in the box and say what type of adverb it is (reason, condition, purpose, or place). They can refer to the grammar box on page 70 or the chart in their notebooks.
- Have students work individually to complete the sentences.
- Check answers by calling on students to read their completed sentences aloud. Since more than one answer is possible for 1 and 6, call on multiple students to elicit all of the possibilities.

### **Answers**

Answers will vary. Sample answers:

**1.** Even if/Unless

4. because of

2. so that

5. Wherever

3. in order to

6. Because/Since/Now that



- Ask a volunteer to read aloud the directions. Look at the example sentence together. Point out to students that they must choose only one of the adverbs in parentheses to use for each sentence.
- Remind students to use correct punctuation in their combined sentences. Review that a comma follows the adverb clause if it comes before the independent clause.
- Have students work individually to combine the sentences. Then have them compare sentences with a partner.
- Check answers as a class by having students write their combined sentences on the board. Check for correct punctuation.

### **Answers**

Answers will vary. Sample answers:

- Since we have no idea how to get there, we're going to use a map.
- **2.** Now that a new leader has been elected, things are starting to change.
- 3. Even if you get the flu shot, you can still get the flu.
- 4. She takes her electronic dictionary with her wherever she goes.
- **5.** If you want to go to a top university, you must have excellent grades.
- 6. I'd be happy to keep you company unless you want to be alone.
- 7. The game was cancelled because of the rain.
- 8. Keen in touch se that I know how you are doing.

Ministry of Education 2023 - 1445

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- Ask a volunteer to read aloud the directions.
- Have students work individually to complete the sentences and then compare them with a partner.
- Call on multiple students to say their completed sentence for each.

### **Answers**

Answers will vary. Sample answers:

- 1. I will read more books now that I have more time.
- Global warming will continue unless people begin taking better care of the planet.
- 3. If I found my best friend's journal, I would not read it.
- 4. Take a phone with you in case you need help.
- **5.** Wherever you go these days, people are talking on the phone.
- **6.** Unless you have a passport, you will not be allowed to cross the border.

### **3**

- Ask a volunteer to read aloud the directions.
- Have students work in pairs to write their advertising script for toothpaste. Ask them to use at least three adverbs from the box.
- Call on several pairs to role-play their commercial.

### Workbook

Assign pages 270–272 for practice with the grammar of the unit.



### Teaching Tip

When presenting grammar, assess students' comprehension and mastery of a point and tailor the presentation as you go. Some grammar points will require more examples and explanation than others.



### **Additional Activity**

Create a chain story using adverb clauses. Begin the story, and then go around the room, asking each student to add another line. For example: **Now that** I am old enough, I will apply for a driver's license. **Since** I don't have a car, I will have to buy one. **In order to** buy a car, I will have to save some money, etc. Continue until all students have added to the story.



TV advertisements are considered the most effective type because advertisers can target specific groups of people who watch certain programs.

**B.** Complete each sentence with a word or phrase from the box. In some cases, more than one answer is possible.

| because of | in order to | since   | unless   |
|------------|-------------|---------|----------|
| even if    | now that    | so that | wherever |

|     |  | ,       |                     |                       |
|-----|--|---------|---------------------|-----------------------|
|     | I'll give you a call while we're hiking  | 110/000 |                     | مصمطما المميدهم مرم   |
| -11 |  | uniess  | Tran i nei a sinnai |                       |
| - 9 | THI GIVE YOU U CUIL WITHE WE TO THINKING |         |                     | OII III CCII DIIOIIC. |
|     |  |         |                     |                       |

| 1. | it rains tomorrow, the                | parade will still happen. |
|----|---------------------------------------|---------------------------|
| 2  | It is important to waar vaur aaathalt | val dan't ac              |

- 2. It is important to wear your seatbelt \_\_\_\_\_\_ you don't get hurt in an accident.
- 3. People vote \_\_\_\_\_\_ have an impact on their government.
- **4.** The football game had to be canceled \_\_\_\_\_\_ the heat.
- **5.** \_\_\_\_\_ he goes, his little brother follows him.
- **6.** \_\_\_\_\_\_ he's working in a prestigious law firm, he wears sophisticated clothes.
- **C.** Combine each pair of sentences using the appropriate word or phrase in parentheses.
- I'll buy an electronic book reader. I won't buy it if it's too expensive. (because / unless)

  I'll buy an electronic book reader unless it's too expensive.
  - **1.** We're going to use a map. We have no idea how to get there. (since / so that)
  - 2. A new leader has been elected. Things are starting to change. (unless / now that)
  - **3.** You get the flu shot. You can still get the flu. (even if / in order to)
  - **4.** She takes her electronic dictionary with her. She takes it to each place she goes. (unless / wherever)
  - 5. You want to go to a top university. You must have excellent grades. (because of / if)
  - **6.** I'd be happy to keep you company. You might want to be alone. (unless / if)
  - **7.** The game was canceled. The rain was the reason. (only if / because of)
  - 8. Keep in touch. I want to know how you are doing. (so that / even if)
- **D.** Complete the sentences with your own ideas.
  - **1.** ... now that I have more time.
  - 2. Global warming will continue unless...
  - **3.** If I found my best friend's journal,...
- **4.** ...in case you need help.
- 5. Wherever you go these days,...
  - 6. Unless you have a passport,...
- **E.** Look at the TV commercial for toothpaste. Imagine what the man is saying. Write a script for the commercial, using some of the words from the box.
- If you want sparkling, white teeth, try Sparkle Bright toothpaste.

| •       | because        | in case       | so that  |
|---------|----------------|---------------|----------|
|         | because of     | in order to   | unless   |
|         | even if        | now that      | where    |
| •<br>لت | everywhere<br> | only if since | wherever |



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**Farah:** Wow! Look at all those bags! I wouldn't buy any

more if I were you. I think you're going to regret spending so much money today. You bought four sweaters, three dresses, and two pairs of shoes.

Amal: Actually, I bought three pairs of shoes. But don't

worry. I'm not buying another thing. I don't think I

could carry anything else. And anyway, after all this shopping, I'm officially broke.

Farah: Let's go so that you're not tempted to buy anything else. Hey, where are you going?

Amal: Look at this gorgeous sweater!

**Farah:** Amal! Didn't you just say you weren't going to buy another thing?

Amal: Yeah, but now I'm not so sure. I hardly have any red sweaters, and this one is adorable.

Farah: I thought you were broke. I would just walk away from it if I were you.

Amal: Well, I do have my credit card.

Farah: I don't think using your credit card is a good idea. Think carefully about it before you blow more

money on more clothes.

Amal: You're right. I'd better not max out my credit card. OK. I'm going to show some self-control. If I stay

here another minute or two, I'll break down and buy it. So quick—let's beat it.

### **About the Conversation**

1. Where are Farah and Amal? How do you know?

2. What is Farah trying to convince Amal not to do? Why?

3. What does Amal change her mind about in the conversation?

### **Real Talk**

broke = out of money

blow = waste money

max out = spend up to the limit

beat it = leave quickly

### **Your Turn**

Role-play with a partner. Imagine that you are about to do something that is enjoyable, but probably isn't a good idea, such as spending a lot of money on clothes, taking a nap when you should be studying, or eating a second helping of elessert. Your partner will try to convince you not to do it, using the phrases for advising against something.

### وزارة التعــلم

Ministry of Education 2023 - 1445

### **Advising Against Something**

Are you sure you want to do that? I don't think that's a good idea. I wouldn't do that if I were you. I'm afraid you're going to regret it if you... You should think carefully before you...

## **4** Conversation

- Ask students to look at the photo without reading the conversation. Ask: What are all these bags? (shopping)
- Write on the board: Where are the women? Ask students to listen to the conversation for the answer to this question.
- Play the audio. Have students listen with their books closed, or the conversation covered.
- Elicit responses to the question on the board. (They are shopping, probably at a mall or department store.)
- Play the audio again. Have students listen and read along in their books.

### **Real Talk**

- Model the words and phrases for students to repeat.
   Explain that these are informal words and phrases that would not be used in writing or formal conversation.
- Ask who says each word or expression and why. Elicit answers, such as the following:

**broke** (Amal says this first, meaning that she has absolutely no money left to spend.)

**blow** (Farah says this, meaning that she thinks Amal is wasting her money on clothes that she doesn't need.)

**max out** (Amal says this, meaning that it wouldn't be smart to spend the maximum amount of money possible on her credit card.) Point out that you can max out other things, such as your cell phone minutes, texting limits, computer memory, music storage, etc.

**beat it** (Amal says this, meaning they should leave the mall quickly before she buys something else.) This phrase is usually used to mean leave quickly before something bad happens.

 Have students practice the words and expressions with a partner. Write the following prompts on the board for them to discuss:

When is the last time you were broke?
What kinds of things do you blow money on?
What is something that you often max out?
Tell about a situation when you had to beat it.

Have students practice the conversation in pairs,





### Language Builder

The word *max* in the phrase *max out* is short for *maximum*. A related expression is *to the max*, meaning *to the maximum point*. For example:

Some athletes push their body to the max by exercising and practicing continuously.

Another expression is *maxed out*, meaning *exhausted* or *incapable of doing more*. For example:

I am maxed out after working so hard all week. She is maxed out from trying to help too many people at once.

### **About the Conversation**

 Discuss the questions as a class. Ask students to read aloud the questions and call on other students to answer. Don't confirm or deny answers yourself. Rather, ask other students: Do you agree?

### **Answers**

- They are at the mall or in a department store. Amal has bought a lot of different things.
- **2.** Farah tells Amal not to buy anything else because she has already bought a lot of clothes.
- **3.** Amal decides not to buy the red sweater since she doesn't want to max out her credit card.

### **Your Turn**

- Call on a student to read aloud the directions.
- Focus students' attention on the phrases in the box.
   Explain that these are phrases that people often use when they are politely trying to stop someone from doing something. Model the phrases for students to repeat, using correct intonation and disapproval in your voice.
- Have students work in pairs to role-play their conversation, using phrases from the box.
- Have a few pairs act out their conversations for the class.

## Listening

- Read the directions aloud and ask students to study the chart.
- Play the audio. Tell students to first just listen for the names of the products listed in the chart.
- Play the audio again. Tell students to write the advertising techniques.
- Play the audio again to check answers. Pause the recording as necessary.

### **Answers**

|                                   | Advertising Technique    |
|-----------------------------------|--------------------------|
| 1. Sparkle Bright toothpaste      | Endorsement              |
| 2. Dew Top cola                   | Bandwagon Technique      |
| 3. Indigo jeans                   | Anti-Bandwagon Technique |
| 4. Caremark cards                 | Emotional Appeal         |
| <b>5.</b> Safe Home alarm systems | Emotional Appeal         |

### Audioscript

Good morning and welcome to the class Advertising 101. You are here today because you want to learn the secrets behind how advertisers sell to consumers. As you become more familiar with the techniques advertisers use to sell their products, you will notice that these same approaches pop up again and again, selling everything from toothpaste to tires and life insurance to laundry detergent. Let's take a look at some of these techniques.

Endorsements are one of the most popular types of advertising techniques. This technique shows a famous person promoting the product. Because viewers admire and want to be like the person, they may want to use the product. Here is an example: I'm famous for my smile. But I owe that smile to Sparkle Bright toothpaste.

Another popular advertising technique is called the Bandwagon Technique. *To jump on the bandwagon* is an idiom that means to join something simply because it is fashionable. So when advertisements use this technique, they try to make viewers believe that they will be part of the popular crowd if they use the product. Listen to an example: *More and more people are switching to the refreshment of Dew Top cola. Don't you want to be one of them?* 

The Anti-Bandwagon Technique takes the opposite approach. It encourages consumers to feel that if they buy a certain product, they will show their individuality and be recognized as someone special. When you're ready to break away from the pack, there's Indigo jeans. Think for yourself. Indigo jeans.

Emotional appeal is a technique in which the advertiser tries to get the viewer to respond to the commercial with some kind of strong emotion. The advertiser wants the consumer to associate the product with the emotion. Listen to two examples of emotional appeal:

### وزارة التعطيم

Ministry of Education 2023 - 1445

Even though my mama and I live miles apart, she is always in my heart. That's why I'm sending her a Caremark card. Because when you send Caremark, you send love.

Imagine if your home was burglarized in the middle of the night. What would you do? How would you keep your family safe? Luckily, with Safe Home alarm systems, you never have to worry about the safety of your family and your home.

## **6** Pronunciation

- Play the audio for the explanation. Have students listen and read along.
- Play the audio for the sentences. Have students listen and repeat, or speak along with the recording.

## 7 Vocabulary Building



 Have students work individually to match the words with the definitions.

### **Answers**

**1.** e **2.** f **3.** b **4.** a **5.** c **6.** d

B

Have students compare answers with a partner.

### Workbook

Assign page 273 for additional reading practice.

### **Teaching Tip**

Encourage students to listen to English broadcasts that they find interesting outside of class. If they are interested in the topic they will try harder to understand it, and it will feel less like work.

## Additional Activity

Arrange students in small groups. Assign each group one of the advertising techniques discussed in the Listening. Have groups find examples of print or media advertisements that use that technique. Have them present their findings to the class.



The most effective Internet advertisements have flash animation, motion, or video. They are difficult to ignore!

## 5 Listening



Listen to the lecture about advertising techniques. Then identify the kind of technique each product uses.

|    |                           | Advertising Technique |
|----|---------------------------|-----------------------|
| 1. | Sparkle Bright toothpaste |                       |
| 2. | Dew Top cola              |                       |
| 3. | Indigo jeans              |                       |
| 4. | Caremark cards            |                       |
| 5. | Safe Home alarm systems   |                       |

## 6 Pronunciation



The word to has different pronunciations. Before consonants, to is generally pronounced /tu/, like the first sound in the word tug. Before vowels, to is generally pronounced /tu:/ like the word two. Listen and practice.

- 1. Good morning and welcome to Advertising 101.
- 2. You are here today because you want to learn the secrets behind how advertisers sell to consumers.
- 3. Because viewers admire and want to be like the person, they may want to use the product.
- 4. The advertiser tries to get the viewer to respond to the commercial with some kind of strong emotion.
- **5.** The advertiser wants the consumer **to** associate the product with the emotion.

## Vocabulary Building



- A. You will see the following words in the reading on pages 74 and 75. Match the words with their meanings.
  - **1.** \_\_\_\_\_consumer
- a. shockingly strange or unexpected
- **2.** \_\_\_\_\_ exposed
- **b.** design symbol of a business or product

**3.** \_\_\_\_\_logo

- c. without planning
- 4. \_\_\_\_\_outlandish
- **d.** different from what is typically expected
- 5. \_\_\_\_spontaneously
- e. a person who buys things or services
- **6.** \_\_\_\_unconventional
- f. left unprotected

التاقالة . Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

## Reading **III**

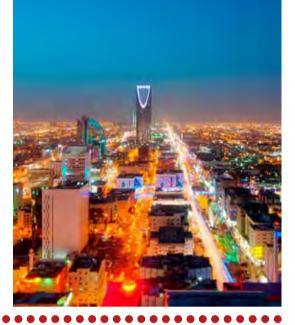


### **Before Reading**

Make a list of all the places you see ads in your everyday life. How many ads do you think you are exposed to in an average day?

# **ADS EVERYWHERE:** Do You "Buy" It?

For most people, it is virtually impossible to go through the day without seeing advertisements. From the time we wake up and flip on the TV or check our email, we are surrounded by advertisements. They are in magazines, on buses, on billboards, online, and on



buildings, to name just a few of the places we see them throughout the day. According to a recent study, the average person is exposed to between 400 and 600 advertisements each day. This means that but he time we are 60, we will have been exposed to 9 to 13 million advertisements!

In the past, advertisements were usually designed to reach people in their homes through traditional approaches, like TV commercials and newspaper and magazine ads. However, people's viewing habits have changed dramatically in the last couple of decades. These days, people are less likely to give one form of media their full attention. For example, even if someone is watching TV, they are also often using the Internet at the same time. Advertisers need the consumer's attention in order to promote their products. But because getting this attention is harder than it used to be, advertisers have been forced to find new ways of reaching the consumer.

One unconventional place advertisements are popping up is in doctors' offices. In some doctors' offices, pharmaceutical companies advertise products on everuthing from boxes of tissues to the paper covering the exam table. Doctors get free products, and the advertisers get the consumers', attention. Similarly, advertisements are becoming more common in schools. "Free" products such as book covers and educational posters are offered by companies so that the company can advertise on these materials. In the U.S., a company called Channel One broadcasts a ten-minute news program followed by two minutes of commercials each day in 350,000 schools. Because the schools show these news programs, the companies give them thousands of dollars worth of much needed audiovisual equipment.

Advertisers have found that one of the best ways to get consumer attention is to place ads in unusual places. So, ads are popping up in all kinds of unexpected places like pizza boxes, grocery carts, air sickness bags on airplanes, and even on pieces of food like bananas and apples. A television network recently imprinted its logo on 35 million eggs. They called the approach "egg-vertisements."

One of the strangest developments in advertising has been people selling advertising space on themselves! This mini-trend began in 2005 when a man offered his face for advertising to the highest bidder on eBay. A pharmaceutical company won the spot, paying the man \$37,375 to place a temporary sticker on his forehead to advertise one of their products. He may have been the first to offer such an unusual exchange, but he was not the last.

Ministry of Education 2023 - 1445

## 8 Reading

- With books closed, discuss the Before Reading activity and question as a class. Brainstorm all of the places students see ads and write them on the board. Have students guess at how many ads they see a day. Do not confirm or deny answers at this point.
- Have a student read aloud the title: Ads Everywhere: Do You "Buy" It? Ask: Why is Buy in quotation marks? Elicit or explain that buy has two meanings in this title. The first meaning is to purchase something. The second, more idiomatic meaning is to accept, believe, or support something. Ask: What are the two meanings of the title? (Do you buy products that you see advertisements for? and Do you accept the practice of being exposed to advertisements everywhere?)
- Direct students' attention to the photos. Ask: Do you recognize these cities? Elicit or explain that the first photo shows Riyahd and the second photo shows Jeddah. Ask Do you see many advetisements in these cities? What do they advertise? Have a brief class discussion.

### **READING STRATEGY Previewing**

- Explain to students that previewing a text before they read it will prepare them to understand it better.
   Previewing gives the reader an idea of what the text will be about and the reader can think about what he or she already knows about this topic.
- Ask students to read the first sentence in the first paragraph, covering the rest of the paragraph. Ask:
   What do you think you will learn in this paragraph? (about the amount of advertisements people see in a day)
- Ask students to read aloud the first sentence in the second paragraph, covering the rest of that paragraph.
   Ask: What do you think this paragraph will tell you? (how advertisements reach people today)
- Continue previewing the text in this manner, having students read the first sentence of each paragraph and eliciting what they think they will learn in that paragraph.
- As a wrap-up to the preview, call on a volunteer to summarize what the entire text will be about. After reading the complete text, students are likely to be surprised at how much information they learned just by reading the first sentence of each paragraph.

Play the audio of the text. Have students listen and Ministry of Education read along in their books.

- For additional vocabulary practice, refer students back to the Vocabulary Building exercise on page 73. Ask students to search the text for all of the words in the left column and underline them. Ask them to study the context of the words to help them better understand the meaning.
- Call on volunteers to explain in their own words how the vocabulary words are used in the text. Sample answers include:

Advertisements are designed to catch the attention of *consumers* and make them want to buy or use products.

The amount of advertisements that people are exposed to every day and throughout their lives is unbelievable.

Companies include their *logos* every place possible for consumers to notice.

Using people's bodies to advertise products is an example of *outlandish* advertising.

Some people are hired to *spontaneously* discuss products with people that they know to promote the product without the other person knowing.

*Unconventional* places that we see advertisements include bathrooms and elevators.

### **Culture Notes**

### eBay

eBay is an online auction and shopping site. It is owned by the American Internet company eBay, Inc. In addition to its U.S. website, eBay has more than thirty localized websites in different countries around the world. Using this site, anybody can buy and sell merchandise. A slogan of the website is *Whatever it is, you can get it on eBay.* 

### Shibuya

Shibuya is one of 23 wards or districts in Tokyo, Japan. It is known as a fashion center popular with young people.

### **Times Square**

Times Square is an intersection in the heart of New York City. It is recognizable for its many advertisements.

### **After Reading**

- Have students work individually to write answers to these questions.
- Encourage students to use their own words in their answers. One way to do this is for students to reread the part of the text that answers the question, and then close their books to write the answer.
- To check answers as a class, ask a different student to read aloud each question and call on a classmate to answer it.

### **Answers**

Answers will vary. Sample answers:

- The average person is exposed to between 400 and 600 advertisements each day.
- TV commercials, newspaper ads, and magazine ads are traditional advertising approaches.
- **3.** Selling advertising space on one's body is a strange development in advertising.
- 4. Buzz marketing is considered the sneakiest form of advertising.

## Speaking

- Have students in pairs to prepare the task.
- Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their ideas.
- Open up the group discussions to a class discussion.
- Ask groups to share their answers with the class.

### Workbook

Assign pages 274–275 for additional writing practice at word and sentence level.



### Teaching Tip

During class discussions, make sure that one or two students, or you yourself, don't dominate the discussion. If necessary, ask quieter students to lead the discussion by asking the questions and calling on classmates to respond.



### **Project: Advertise Events**

Brainstorm a list of events in your community or at your school that need advertising. These could include clubs, sports events, or events in the community, such as a local art show or bazaar. Assign each group an event to advertise. Have groups create advertisements for the event and, if possible, hang them around the school. Encourage groups to be creative.



The Gerber baby food company made a mistake when selling their baby food in Africa. They used the same packaging as in the U.S., a picture of an adorable baby. They later learned that companies in Africa often put pictures on the label of what's inside in case the consumers aren't able to read the label.





Perhaps the sneakiest form of advertising is called buzz marketing. This involves a company hiring people to create excitement about a product. In exchange for free products or money, these people pretend to talk about the product spontaneously in everyday settings to people they meet in their daily lives. Sometimes professional actors are even hired

to pose as users of the product. If the technique is done correctly, the consumers do not even know that they were the target of buzz marketing. Lately, buzz marketing has been spreading to chat rooms, Internet forums, and blogs.

Wherever we go, advertisements seem to follow. Unless you're reading this article on a desert island, there's probably an advertisement close by. And there seems to be no limit to the lengths advertisers will go to in order to catch our attention. In the years ahead, we can expect

advertisers to come up with even more creative, surprising, and outlandish forms of advertising in their ongoing efforts to grab our attention—and our wallets!

### **After Reading**

- 1. How many advertisements is the average person exposed to each day?
- 2. What are traditional advertising approaches?
- **3.** What does the author of the article consider to be one of the strangest developments in advertising?
- **4.** What does the author consider to be the sneakiest form of advertising?

## Speaking 💹



- 1. Work in pairs/groups. Think about advertising that is used to address adults, teenagers, and young children in your country. Decide on 2-3 products and/or services for each age group. Which advertisements are more memorable, in your view?
- 2. Talk about the slogans, images, and methods/techniques used in these advertisements and make notes in the chart. Then use your notes to discuss your ideas in class.

|                 | Target group   | Product/service 1 | Product/service 2 | Method/technique |
|-----------------|----------------|-------------------|-------------------|------------------|
|                 | Adults         |                   |                   |                  |
|                 |                |                   |                   |                  |
|                 |                |                   |                   |                  |
|                 |                |                   |                   |                  |
|                 | Teenagers      |                   |                   |                  |
|                 |                |                   |                   |                  |
|                 |                |                   |                   |                  |
|                 |                |                   |                   |                  |
| •               | Young children |                   |                   |                  |
| <u> کیا حتا</u> | وزارة ا        |                   |                   |                  |
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| 2023 - 144      | )              |                   |                   |                  |

## 10 Writing 🗾



- A. 1. Do you enjoy writing by hand? Why? Why not?
  - 2. Do you think handwriting is a useful skill? Why? Why not?
  - 3. Read the text and find out.
    - What does handwriting involve?
    - Why are some people not keen on writing by hand?
    - What can specialists find out about someone through his or her handwriting?
    - Why is word-processing popular?
    - Which types of tests are mentioned? What is the difference between them?
    - What is the writer's viewpoint on the issue? Do you agree or disagree? Why?

# Is handwriting obsolete?

Handwriting involves forming letters with a writing implement. Proper handwriting, i.e. cursive writing, normally requires formal training that is still in place in some schools. Naturally, at initial literacy levels young learners are trained to manipulate a writing implement and develop their eye-hand coordination so they can form letters.

As learners get older, however, they are more reluctant to write. One of the reasons mentioned is the fact that most people word-process, making handwriting unnecessary. Even older adults that used to have a distinct handwriting style often claim to have lost the ability to write smoothly and evenly. So is handwriting obsolete? Should we forget about it?

Handwriting has been a very distinct identifying feature. It represents the writer in more ways than one. Graphologists analyze handwriting to determine character traits, gender, personality, and emotional state or to authenticate documents. Allowing it to truly become obsolete would remove an identity marker that has been regarded quite highly in historical and personal terms. Handwritten notes of prominent authors are coveted by collectors, who will often pay exorbitant amounts to possess them.

On the other hand, most of us will invariably use a computer when we write. It is fast and efficient, and it makes editing so much easier. You can delete, copy, paste, and store versions of your work throughout stages of editing for later reference; you can

spell-check and search for words or alternative expressions. Compared to all these advantages, handwriting seems so restricting and restricted

that most computer literate people limit it to scribbling notes for someone or filling in forms that are not available in electronic form.

Tests, you might argue, require handwriting. Some do and some are computer-based; it is true, however, that a substantial number of pen and paper tests require writing by hand within a set time limit. "Rusty" handwriting is likely to affect the final score.

Overall, there seems to be some resistance to the total and unbroken hegemony of the computer, indicating that people do not want to become totally reliant on it. They are keen to hang on to some of the more tangible aspects of literate life that can be manipulated and accessed without the help of a device, such as reading books or writing by hand.

In view of the above, we would have to consider a more inclusive standpoint that allows us to exploit technological advances, while maintaining the ability to write with a simple implement on a surface for someone to read. Being able to record ideas, information, and messages in a self-sufficient and independent manner allows us to control the action itself and continue being masters of our expression.

مالحتا ظها الاعماد the text again and identify:

Ministry of Education thesis statements

supporting statements

2023 - 1445 **5.** What are some of the differences between this text and an expository essay?

## 10 Writing

- Write **handwriting** on the board and ask the students how they feel about it.
- Read guestions 1 and 2 and hold a discussion in class.
- Organize students into groups and ask them to discuss question 2 in greater detail. Call on a student from each group to report the group decisions.
- Ask students to read the title and answer it. Divide the class into two groups, one that thinks handwriting is obsolete and one that disagrees. Give groups a few minutes to prepare their arguments and then hold a class debate.
- Organize students into pairs. Have them read the questions for task 3 and try to predict as many of the answers as they can and make notes. Call on pairs to suggest possible answers in class.
- Divide the class into four groups: A, B, C, D. Ask each group to read part of the text. Group A reads paragraphs 1 and 2; Group B reads paragraph 3 and the first 5 lines of

paragraph 4 (in the first column); Group C reads the last 9 lines of paragraph 4 and paragraph 5;

Group D reads paragraphs 7 and 8.

Set a time limit of 2 minutes for each group to read its section silently and answer the questions that they can answer.

- Call on each group to report their answers.
  - Group A: first two questions
  - Group B: third and fourth questions
  - Group C: fourth and fifth question
  - Group D: last question and comments.

As each group reports, ask the class to listen and make

- Play the audio and have students listen and follow in their texts. Ask them to check their notes as they do so. Give them some time to discuss the notes on all the answers in their groups and then check in class.
- Hold a brief class discussion on the last point/ question. Allow students to express their opinion.

Handwriting involves forming letters with a writing implement. Cursive writing requires formal training and initial literacy stages require children to learn how to manipulate and the time implement and develop their Ministreyer-hand coordination.

2023 -Some Deople are not keen on handwriting because they prefer word-processing.

- Specialists can analyze a person's handwriting to determine character traits, gender, personality, emotional state or to authenticate documents.
- It's popular because it is fast and efficient and facilitates editing as people can make changes, add or correct parts of a text without having to write the whole thing. In addition, a computer can be used to check spelling through spellcheck.
- There are computer based tests and pen and paper tests. Computer based tests do not require writing by hand within a set time limit, whereas pen and paper tests do.
- The writer is in favor of technological advances that allow us to do things efficiently but he is also keen to preserve the skill of writing by hand without the help of a device; as a means of self-sufficiency and independence which is not reliant on machines.
- Have students read directions for 4 and answer the questions individually then compare with a partner.
- Call on volunteers to report their answers to the class.

### Answers

### Thesis statements

Paragraph 1: Handwriting involves ... implement.

Paragraph 2: As learners get older, ... to write

Paragraph 3: Handwriting has ... feature.

Paragraph 4: On the other hand, ... we write.

Paragraph 5: Some ... computer-based;

Paragraph 6: Overall, there ... reliant on it.

Paragraph 7: In view of ... standpoint ...

Subsequent information, details and arguments in each paragraph are used as supporting statements.

An alternative way of analyzing the text would also make it possible to consider the first half of the last paragraph as the main thesis statement with the rest of the paragraphs serving to support it.

- Read the directions for 5 with the class. Ask the students to work in pairs comparing this text and an expository essay. Direct them to Unit 4 if necessary to review some key features of an expository essay.
- Elicit ideas from different pairs and write them on the board.

### **Answers**

**Expository essay:** objective statements, thesis and information that has been researched and evidenced/comments and examples made by others/quotes, exchanges and arguments from different sources

Persuasive essay (this text): a thesis statement and a title that will attract readers/exploit controversy/avoid controversy/ consider different views/use of questions/objections to your arguments or viewpoints and ways to overcome them/focus on getting your reader to agree with you

### ß

- Tell students that they will write a persuasive letter to a local newspaper about advertising in schools.
- Read the directions for tasks 1 and 2 with the class. Organize students in groups and have them decide what the advantages and disadvantages are about advertising in schools.
- Have them draw an organizer in their notebooks like

|             | Advantages | Disadvantages |
|-------------|------------|---------------|
| Advertising |            |               |
| in schools  |            |               |
|             |            |               |
|             |            |               |

- Give groups time to decide according to their notes whether they are in favor or against advertising in schools.
- Call on a student to read directions for task 3 aloud.
- Direct students to the Writing Corner. Call on different students to read each point. Explain, discuss, and provide or elicit examples about the different points raised.
- Explain that formal letters often start and end in the same way. Direct them to the examples for appropriate phrases for openings and closings.
- Explain that formal letters use a set of connectors to present and list points in an argument. This helps set an argument out in a clear way in order to persuade the reader to agree with the writer.
- Focus on the opposite view and think about questions or arguments that people might ask to object. Address the objections with counterarguments, facts, and examples.
- Have students read the model text. Tell them that they can choose to continue from where it stops or write their own beginning.
- Ask students to write a first draft. Encourage them to help each other.
- Circulate and monitor as students work.
- Have students exchange their first drafts, read and edit them. Encourage students to make suggestions in order to help each other improve their letters.
- Give students time to rewrite their letters.
- Call on volunteers to read their letters in class. Have the rest of the class exchange and read as many letters as

possible:: Askthem to choose the ones they like best to Ministry of Education sortfolio.

2023 - 1445

### Workbook

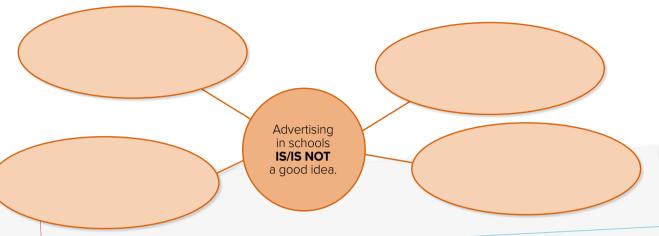
Assign page 276 for additional writing practice above word and sentence level.

Assign Writing Skills 1 on page 367 for further practice in expressing opinion. Alternatively, go over the information and exercises as a class.

### Additional Activity

Divide the class into two groups depending on their position on advertising in schools. Have them collate and edit all their arguments and produce a group letter that presents and argues their viewpoint.

- **B. 1.** Decide whether or not you support advertising in schools.
  - 2. Think about reasons why advertising in schools is a good or bad idea. Use an organizer to write down your ideas.
  - 3. Write a letter to your local newspaper about this topic, trying to convince the reader that your view is correct.



Dear Editor,

In response to last week's article about the rights and wrongs of advertising in schools, I am writing to give you my opinion on why I think it is a positive thing.

First of all, having adverts in and around the school gives teachers the opportunity to teach students about the field of marketing and advertising ....

Moreover, ...

To sum up, ...

### **Writing Corner**

When you write a letter to communicate your opinion and feelings on a controversial topic:

- start with an appropriate greeting: Dear Editor, Dear Sir or Madam, Dear Mr. Jones.
- state clearly the reason why you are writing and give your general opinion on the topic.
- state your reasons for your opinion by giving reasons and/or examples.
- organize your reasons into clear paragraphs. Each paragraph should start with a sentence which gives the main reason (topic sentence). The paragraph should then be developed in such a way that you support the topic sentence with more details and examples.
- use connectors to list your main reasons: *Moreover, ...; In addition, ...; Additionally, ...; What's more, ...; Last but not least, ...* and so on.
- to express your opinion, uses phrases such as: In my opinion, ...; From my point of view, ...; As far as I'm concerned, ...; I strongly believe that, ...
- · ask yourself what objections your readers might have to your ideas and use phrases to express
- a general opinion such as: Most people think that ...; Everyone knows that ...; Most people
  - select features and benefits that you can present to overcome these objections.

Ministry of Educasummarizing your facts/arguments. Use phrases such as: To sum up, ...; In conclusion, ...; To 2023 - 1445 conclude, ... and so on.

## Form, Meaning and Function



### **Conditional Sentences with Present and Future Forms**

You can use conditional sentences with if to talk about causes and results.

### **Present Facts**

Use the *simple* present tense in both clauses.

Our bottles are recyclable. If you drink Crystal Spring water, not only do you feel more energetic but you **help** the environment.

### **Future Facts**

Use the simple present in the if-clause and the future with be going to or will in the result clause.

If you drive the BMX-3000, people will notice and admire you.

If you have dull and lifeless hair, Floral Essence shampoo will make it healthy and shiny.

You won't feel your best, if your clothes don't look their best.

### May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If you haven't yet worn Planet Mercury sneakers, you may not be performing to your best ability. Put your feet in them today to see what you can do!

### I'd Rather/I'd Prefer

Use I'd rather (= I would rather) to talk about preferences.

**A:** Would you prefer to go shopping or stay home?

**B:** I'd rather go shopping.

A: I'd prefer to stay home. I don't want to spend all my money.

|    |    | M  |     |  |
|----|----|--|-----|--|
| A. | Co | omplete the sentences about facts. Use the simple present or <i>will</i> in the second clause. |     |  |
|    | 1. | If you (heat) water to 100°C, it (boil).   |     |  |
|    | 2. | If they (climb) up to 4,000 meters, they (need) oxygen.  |     |  |
|    | 3. | Unless you (stop) spending, you (be) completely broke before                                   |     |  |
|    |    | the end of the month.  | 107 |  |
| В. |    | ork with a partner. Say what happens, will happen, or might happen in the following uations.   |     |  |
|    | 1. | If children see a lot of toy commercials on TV,  |     |  |
|    | 2. | If there is a sale at my favorite store,   |     |  |
|    |    | If I leave my wallet or cell phone at home,  |     |  |
|    | 4. | If you get top marks at school,  |     |  |
|    | 5. | If I see an advertisement on TV,   |     |  |
| يد | 6. | ுயின்றிற்ற   |     |  |

Ministry of Education

26.2 Work with a partner. Ask and answer. Would you rather buy clothes online or at the mall? Why?

## Form, Meaning and **Function**

### **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/won't).
- Emphasize that we use the simple present in the ifclause 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).

### Language Builder

Remind students that won't is the contraction of the negative form will not. The negative forms of may and might are may not and might not. We do not use a contraction for may not and although it is grammatically possible, we rarely use the contraction mightn't for might not.

### I'd Rather/I'd Prefer

- Ask students to read out the questions and answers in the presentation.
- Point out the difference in form: I'd rather + bare infinitive; I'd prefer + full infinitive.



• Tell students to complete the questions alone and then compare their answers with their partner.



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• In pairs, students should discuss the different ways to complete each sentence.

5

- Tell them to complete the sentences in their book in a way that is true for them.
- Have volunteers call out their answers for the class to hear

### **Answers**

Students' own answers



B

- Tell students to focus on using the correct form when they state their preference.
- Call on students to share their ideas with the class.

### Answers

Students' own answers



### Teaching Tip

Keep a few ideas on hand for tasks to give to students who finish an activity early. These will keep them busy while the others are still working. One idea is to have them write two or three more questions or exercise items like the ones they have just completed. They can present these to the class at the end of the activity.

### **Words Connected with Shopping Habits**

- Tell students to read through the vocabulary items in the box and circle any words with which 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 statements below the vocabulary chart. Ask students to write more examples of their own in their notebooks.
- Call on students to share their examples with the class.



### Teaching Tip

Explain why you're asking students to do certain activities. This is especially important with older and more advanced students. For example, explain that discussing the meaning of vocabulary words in relation to a context helps them get a better understanding of the words. It also makes it more likely that they will remember the word.

### Conditional Sentences with When and **Unless**

- Review the use of the zero conditional to talk about facts and general truths. For example, Water boils at 100 degrees Celsius. If you heat water to 100 degrees Celsius, it boils. When you heat water to 100 degrees Celsius, it boils.
- Write the following on the board and ask students to complete it:
  - Unless you heat water to 100 degrees Celsius, it . (won't boil)
- Read out the information in the presentation and ask students to make their own example sentences with: Unless ... won't/will ...



- Direct students' attention to the three advertisements and ask for the product that each is promoting. (toothpaste, pet food, a cellphone)
- Ask a student to read out the example and match it with an advertisement on the right. (toothpaste)
- Tell students to work in pairs and create a similar paragraph for the other two ads.
- Call on students to write their answer on the board and encourage peer correction to correct any errors with وزارة التي

Ministry of Education

### **Answers**

Students' own answers



• Read out the directions and the example. Ask students to work in pairs and follow the model using if-sentences.

### **Answers**

Students' own answers

### Workbook

Assign pages 277–278 for more practice with the form, meaning and function of the structures in the unit.



### 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.

### **Words Connected with Shopping Habits**

Some words connected with different ways of shopping are:

| Shopping Mall          | Small Stores         | Online Shopping        |
|------------------------|----------------------|------------------------|
| wide range of products | friendly service     | convenient             |
| discounts              | neighborhood         | door-to-door delivery  |
| food courts            | helpful staff        | fast                   |
| entertainment          | appealing atmosphere | wide range of products |
| luxury                 | convenient location  | pay by card            |

Small, neighborhood stores offer a friendly, personal service.

**Luxurious** shopping malls provide **entertainment, food** and good **discounts** on products. Online shopping is becoming more and more popular as it's **convenient, fast** and you can **pay by** credit **card.** 

### Conditional Sentences with When and Unless

Use **when** in place of **if** to talk about general truths. Use the present tense in both clauses.

When you press the button, the washing machine turns off.

When water reaches 100 °C, it boils.

You can use the word **unless** in place of **if** in negative sentences.

Unless I study hard, I won't get top marks.

Unless you exercise, you probably won't lose weight.

Unless you study harder, you will fail the test.

- **D.** Read the advertisements. Work with a partner and persuade him or her to buy the product. Use sentences with **when**, **if** and **unless**
- When you brush your teeth with *Sparkle* toothpaste, your teeth will be cleaner and brighter. If you buy this toothpaste, your teeth will look great. If you don't buy this toothpaste, you might need to visit the dentist. Unless you buy this toothpaste, your teeth will look terrible.
- **E.** Work with a partner. Talk about your preferences and give some reasons. Use conditional sentences in the present or future.
- I'd prefer to go the mall. If we go to the mall, we can also have lunch in the restaurant.
  - 1. local store/the mall
  - 2. e-learning/classroom
  - **3** get a job/go to college
  - 4. buy a motorbike/buy a car



Ministry of Education 2023 - 1445







## 12 Project



- 1. Work in pairs/groups. Think about the advertisements that you see, watch, or hear every day. They can be billboards, advertisements in magazines or newspapers, TV commercials, radio advertisements, leaflets, stickers, etc.
- 2. Choose one that you think is beneficial and helpful to people.
- 3. Discuss and identify the product or service that is being advertised, the target group, the text/script or slogan that is being used, the image, and the message that the advertisement is trying to get across. Make notes in the chart.
- 4. Create a new advertisement for the product. Use a different medium. If for example, you have chosen a magazine advertisement, you might want to develop a TV advertisement for the same product or service. Use your notes to help you.
- 5. If you decide to create a TV advertisement, remember to make a storyboard. If, on the other hand, you have decided to create a radio advertisement with people talking to each other, remember to write a script. Finally, if you decide to design a magazine or billboard advertisement, make sure you prepare a sample with photos, colors, special fonts, etc.
- 6. Role-play. Take on the roles of advertising teams and clients (company executives of the product or service). Each advertising team has to present their new advertisement to the clients in a convincing manner so they can persuade them to agree to it.

| Product/service:          | Existing advertisement             |                       | New advertisement                  |                       |
|---------------------------|------------------------------------|-----------------------|------------------------------------|-----------------------|
| The medium                | Billboard<br>Magazine<br>Newspaper | Radio<br>TV<br>Other: | Billboard<br>Magazine<br>Newspaper | Radio<br>TV<br>Other: |
| The target group          |                                    |                       |                                    |                       |
| The text/script or slogan |                                    |                       |                                    |                       |
| The image/design          |                                    |                       |                                    |                       |
| The message               |                                    |                       |                                    |                       |
| Special features/details  |                                    |                       |                                    |                       |



## **12** Project

- Organize students in groups and have them brainstorm on popular advertisements
- Read directions for task 1 with the class. Have students work in groups discussing different advertisements that they see or hear every day. Circulate and encourage groups to think of different types of advertisements.
- Call on a student to read the directions for 2.
   Give groups a couple of minutes to choose an advertisement that they think is beneficial and helpful to people.
- Call on a student from each group to present the group's decision and discuss in class.
- Have students read the directions for task 3 silently.
   Ask them to use the picture on the page as an example and identify the product, the target group, the slogan, the image and the message that the advertisement is trying to get across.
- Ask students to study the chart and use it to make notes about the advertisement that they have chosen.
- Read directions for task 4. Discuss where students can find information.
  - Remind them to use the Internet, look up magazines and talk to people to find out what they notice most and what they remember from advertisements that they have seen or read.
- Read the directions for task 5 with the class and elicit information about storyboards, scripts, visuals, billboards, magazine advertisements and slogans. Give groups time to discuss, make decisions and design the new advertisement. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Have students work in groups and discuss the information they have. Remind them to 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.
- Have groups plan and design their advertisement.

  Encourage them to add their own ideas. 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 their skills and achance to express their Ministropinion and make suggestions. Circulate and monitor

participation. Encourage quieter students to participate. Help when necessary.

- If there isn't internet access, tell students that they will have to do some of the work for the advertisement in class and some after class.
  - In-class tasks: Assign research and design tasks, assign responsibilities, share the work among members of the group. Discuss and draft the text or script, plan posters, collect and organize available information.

    Out-of-class tasks: Research on the Internet for information on successful slogans.
- Explain to students that after they have collected all the information and designed their advertisement, they will spend some time in class coordinating before they present it in the following lesson.
- Read directions for task 6 with the class. Divide the class into advertising teams and clients and have the advertising teams present the new advertisements to the clients in a convincing manner.
- Include the successful advertisements in a class portfolio.

2023 - 1445

## 13 Self Reflection

- Write Do You Really Need It? 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 unit title with. Elicit answers from volunteers.
- Have students scan pages 68 and 69. 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:

Read the slogans and quotes below and ask students to say which products are being advertised.

- · It's the clear choice.
- "I wouldn't wear anything else on the court."
- Put an end to dull, lifeless hair ...
- Set yourself apart from the crowd with a \_\_\_\_ modern and as sophisticated as you are.
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 70–71, ask them to complete these sentences:

| They decided to go back home since      |  |
|---|--|
| There was a lot of traffic because of _ |  |
|   |  |

Many companies give customers free samples in order to People remember him wherever

Have volunteers answer. Elicit more examples 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 72–73. Call on volunteers to say what the Conversation is about and which are their favorite expressions.
- Have students say what they remember from this section and make notes in the chart.
- Write Ads Everywhere Do You "Buy" It? on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list

as manywords as they can on the board. Encourage

Ministry of Education

- the rest of the class to make suggestions.
- Have a class discussion about advertisements and how they affect our lives.
- 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 handwriting. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 76 and 77 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?

Where did they find information? Where did they find photos?

Did they enjoy preparing their advertisement? 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 about Unit 5:   | Things that I didn't like very much:     |
|-------------------------------------|--|
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
| Things that I found easy in Unit 5: | Things that I found difficult in Unit 5: |

| Things that I found easy in Unit 5: | Things that I found difficult in Unit 5: |
|-------------------------------------|--|
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |

| Unit 5 Checklist  | I can do this<br>very well. | I can do this<br>quite well. | I need to study/<br>practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| evaluate and discuss the influence of advertising       |                             |                              |                                    |
| create an advertisement for a product                   |                             |                              |                                    |
| advise someone against something                        |                             |                              |                                    |
| use adverb clauses                                      |                             |                              |                                    |
| use conditional sentences with present and future forms |                             |                              |                                    |
| use may and might to speculate about the future         |                             |                              |                                    |
| talk about preferences using: I'd rather and I'd prefer |                             |                              |                                    |
| talk about shopping habits                              |                             |                              |                                    |
| use conditional sentences with when and unless          |                             |                              |                                    |

| My five favorite new words from Unit 5: | If you're still not sure about something from Unit 5:   |
|---|---|
| حتا قرازم                               | <ul> <li>read through the unit again</li> <li>listen to the audio material</li> <li>study the grammar and functions<br/>from the unit again</li> <li>ask your teacher for help</li> </ul> |

# **6** The Gender Divide

## Listen and Discuss [



- 1. In what ways do you think men and women behave differently?
- 2. In what ways do you think their behavior is similar?
- **3.** Do you think there are more similarities or differences?

Do you think you know a lot about men and women? Answer True or False for these statements. Then check your answers with the results of gender studies.

| 1. Women talk more than men.                       | True | False |
|--|------|-------|
| 2. Women tend to worry more than men.              | True | False |
| 3. Men are more truthful than women.               | True | False |
| <b>4.</b> Men are more easily bored than women.    | True | False |
| <b>5.</b> Women have a greater tolerance for pain. | True | False |
| <b>6.</b> Women live longer than men.              | True | False |

Sandy: I think women talk much more than men.

Amal: That's just a stereotype. Though I do think women talk more than men about certain things.

Sandy: Like what?

**Amal:** Women like to talk about their feelings, but men usually don't.

Sandy: Men'd rather talk about sports. Or cars.

**Amal:** Typical!

- 1. The common stereotype that women talk more than men is wrong. In fact, recent research shows that there is very little gender difference in how much people speak. Some research suggests that men tend to speak more than women in formal settings, and that women speak more in informal situations. One study revealed that women speak an average of about 16,000 words a day, and men
- 2. Studies show that women worry more frequently than men. This may be due to the fact that women's brains produce less of a brain chemical called COMT, which controls anxiety. Having less of this chemical can make it harder for a person to stop worrying.
- 3. Women lie frequently, and men do too. However, research shows that women and men tend to lie about different things. Women are more likely to lie in order to try to not hurt a person's feelings. They are also more likely to lie to try to avoid a conflict. However, you are more likely to be told a lie by a man for a different reason. Men more often lie in order to make themselves seem more impressive.
- 4. Studies show that men have more restless temperaments than women. For example, women seem to have a capacity to adjust to repetitive tasks, but men don't. They dislike being asked to do such tasks and are less likely to successfully complete them. It is speculated that women do better in these situations because they have a greater ability to keep their thoughts and imagination active, even ring tedious activities.

2023 - 1445

## Unit Goals

Vocabulary

Gender words Scientific research and studies Comparative words

**Functions** 

Talk about gender differences and similarities Discuss stereotypes Ask for and give directions

Grammar

Verbs + Infinitives or Gerunds with Different Meanings Passive Forms of Infinitives and Gerunds Auxiliary Verbs after But and And

Listening

Listen for specific details

Pronunciation

Rising and falling intonation on tag questions

Reading

Do Men and Women Speak the Same Language?

Writing

Write an essay about communication

Form, Meaning and **Function** 

> Present Progressive versus Present Perfect Simple Words Connected with Hobbies and Interests

### **Warm Up**

- With books closed, write the title of the unit on the board: The Gender Divide. Define the word gender if necessary (male or female). Ask: What do you think this unit will be about? (differences between men and women)
- Arrange students in small groups to discuss the introductory questions. Write the questions on the board for students to refer to. Tell them to focus on the emotional or mental differences between men and women rather than the physical.
- Have a brief class discussion about the questions. allowing groups to share and respond to each other's opinions.

## **Listen and Discuss**

With books still closed, tell students that they will listen to the recording and take a guiz. Tell them to listen to each statement and answer true or false. Explain that their answers should reflect their opinions.

- Play the audio of just the guiz section of the recording. Have students listen and answer true or false
- Play the audio of the quiz section again for students to confirm their answers.
- Have students open their books and look at pages 82 and 83. Tell them to reread the quiz section to confirm their understanding of the questions.
- Tell students they can check their answers on page 83.
- Play the remainder of the audio. Have students listen and read along with the explanation of each true/false statement.
- Briefly discuss students' reactions to the results of the gender studies. Ask: Are you surprised by any of these findings? Which findings surprised you? Which findings were you already sure of?
- Refer back to the Warm Up discussion. Ask: **Did you** discuss any of these gender differences and similarities in your earlier discussion? Do you feel differently about gender stereotypes now?
- For additional vocabulary practice and to enhance comprehension, give students time to reread the text on pages 82 and 83. Ask them to underline any words that they do not understand.
- Have students work with a partner to compare their underlined words. Have them study the context of each word carefully and try to help each other understand the meaning. Ask them not to use a dictionary.
- Working as a class, ask students to come to the board and write any words that they are still not sure about. Try to elicit the meaning of each word from other students before giving the definition yourself or allowing students to look it up in a dictionary.



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### **Quick Check**



- Have students look at the words in the box and then find them in the quiz.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- Check answers by calling on students to read aloud the completed sentences.

### **Answers**

- 1. stereotype
- 2. restless
- 3. repetitive
- 4. anxiety
- 5. intensity
- 6. capacity
- 7. temperament
- 8. tedious
- 9. gender



- Have students work with a partner to ask and answer the questions, referring back to the quiz as necessary.
- Check answers by calling on pairs to read aloud each question and answer it.

### **Answers**

Answers will vary. Sample answers:

- 1. Women tend to speak more in informal settings.
- Women's brains produce less of a chemical that controls anxiety than men's brains do.
- **3.** Women tend to lie to avoid hurting another's feelings. Men tend to lie to make themselves look more impressive.
- It is possible that women are better at keeping their thoughts and imaginations active.
- **5.** Women have a longer life expectancy than men. In the U.S., the life expectancy for women is 79, but for men it is 72.

## 2 Pair Work

- Call on a volunteer to read aloud the directions.
- Have students work in pairs to think of another gender stereotype. Have pairs write whether they think the stereotype is true or false and give an explanation to support their opinion.
- Ask students to research their stereotype outside
  of class to confirm their answers. Tell students to try to
  find real scientific studies done on the stereotype, either
  in the library or on the Internet. If they are not able to
  find any, tell partners to conduct their own research.
- Have pairs present their findings to the class.

### Workbook

Assign page 279 for practice with the vocabulary of the unit.



### Teaching Tip

Gender issues can be a touchy subject for some students, provoking emotional responses. Be sure to keep the discussion objective and not personal in order to avoid upsetting any students. Remind students to respect each other's opinions.



### **Additional Activity**

Write the following English saying on the board:

### Boys will be boys.

(This saying is often used to humorously excuse the behavior of both boys and adult men.)

Discuss the meaning of it. Elicit sayings about men and women from the students' native language. Have students translate them into English and write them on the board.



Ministry of Education 2023 - 1445

- 5. Many people assume that since women have babies, and men don't, women probably have a greater ability to deal with pain. However, the research seems to indicate that, due to their body chemistry, women actually have lower tolerance for pain. During recovery after surgery, women tend to experience pain with greater frequency and intensity than men do.
- 6. Women outlive men all around the world, sometimes by an average of as much as 10 years. For example, in the U.S., the average life expectancy is about 79 for women, but only 72 for men. The gap is largest among people who live to be 100 or older. Worldwide among people 100 or older, women outnumber men 9 to 1.

### Answers:

1. False; 2. True; 3. False; 4. True; 5. False; 6. True

### **Quick Check** ✓

**A. Vocabulary.** Complete each sentence with a word from the box.

| l  | anxiety  | gender         | repetitive      | stereotype         | temperament    | ı |
|----|--|----------------|-----------------|--------------------|----------------|---|
| L  | capacity   | intensity      | restless        | tedious            |                |   |
| 1. | 1. The that blond-haired people are not smart is ridiculous. |                |                 |                    |                |   |
| 2. | We were bore   | ed and         | , so we d       | ecided to find son | nething to do. |   |
| 3. | That film is ver   | ry             | It shows the    | same place over a  | and over.      |   |
| 4. | I always feel o  | verwhelming .  | th              | e night before a t | est.           |   |
| 5. | The  | of the thu     | nderstorm mad   | e the animals ner  | vous.          |   |
| 6. | Some people  | believe that a | nimals have the | e to               | feel the same  |   |
|    | emotions that  | humans do.     |                 |                    |                |   |

- 7. Luisa has a lovely \_\_\_\_\_. She's always happy and smiling.
- **8.** Finding sources for an essay can be a time-consuming and \_\_\_\_\_ task.
- 9. The \_\_\_\_\_\_ of an animal often has a specific name; for example, a male horse is a stallion and a female horse is a mare.
- **B.** Comprehension. Answer the questions.
  - 1. In what types of settings do women tend to speak more?
  - 2. What causes women to worry more than men?
  - 3. What things do women tend to lie about? What things do men tend to lie about?
  - 4. What might explain women's ability to deal with repetitive tasks better than men?
  - **5.** Which gender has the longer life expectancy? Give an example.



pul \_ \_ i Migriki with a partner to think of another common stereotype about people. Decide whether you Ministry of Edhink the stereotype is true or false. After class, do research to confirm whether your decision 2023 - 1445 was correct.

## 3 Grammar 鷆



### Verbs + Infinitives or Gerunds with Different Meanings

Some verbs can be followed by either a gerund or an infinitive, but the verb + gerund and the verb + infinitive have different meanings. These verbs are remember, forget, regret, stop, and try.

He always **remembers to send** his grandparents a gift on special holidays. (**remember** + *infinitive* = remember to do a task)

He **remembers sending** gifts last year. (**remember** + *gerund* = remember having done something in the past)

She sometimes **forgets to call**. (**forget** + *infinitive* = not remember to do a task)

She sometimes forgets calling. (forget + gerund = not remember having done something in the past)

I regret to tell you that I have a secret. (regret + infinitive = wish it were not necessary to do something) I regret telling you my secret. (regret + gerund = wish it were possible to undo something done in the past)

We **stopped to watch** the sunset. (**stop** + *infinitive* = stop doing something in order to do something else) We **stopped watching** the sunset. (**stop** + *gerund* = stop doing something)

I tried to reach them, but they didn't answer the phone. (try + infinitive = make an attempt to do something) I **tried reaching** them by email. (**try** + *gerund* = try a specific method to reach a goal)

### Passive Forms of Infinitives and Gerunds

The passive form of an infinitive is: to + be + past participle.

Everybody wants to be respected by somebody.

The passive form of a gerund is being + past participle.

Being asked to settle an argument can be awkward.

### Auxiliary Verbs after But and And

When an addition is made to a statement with but or and, often the main verb is not repeated. Instead, it is replaced with an auxiliary verb.

but + subject + auxiliary

My sister isn't good at remembering special occasions, but my mother is.

John doesn't get frustrated easily, but Sam does.

and + subject + auxiliary + too (for positive sentences) or either (for negative sentences)

He enjoys outdoor activities, and his son does too.

We don't like going for walks in this heat, and he doesn't either.

- **A.** Circle the correct form in each sentence.
  - 1. Did you remember (to shut / shutting) the window before it started raining?
  - 2. He stopped (to play / playing) football after he hurt his knee.
  - 39 if you haven't been able to get an answer from the boss on the phone, maybe you should try (to send / sending) him an email.
- He'll never forget (to score / scoring) that goal in the last minutes of the game.

  5. Don't forget (to email / emailing) me the photos.

Ministry of Education We regret (to inform / informing) you that your application has been declined.

## **3** Grammar

## Verbs + Infinitives or Gerunds with Different Meanings

 Read the explanation and examples with the class. For each set of examples, ask students to explain in their own words how the meaning changes in the sentence, by changing the gerund to the infinitive. For example:

He always <u>remembers to send</u> flowers on their anniversary. (He sends flowers every year on their anniversary.)

**He** <u>remembers sending</u> **flowers last year.** (He sent flowers last year.)

**She sometimes** <u>forgets to call.</u> (She sometimes doesn't call.)

**She sometimes** <u>forgets calling</u>. (She sometimes doesn't remember that she called.)

I <u>regret to tell</u> you that I have a secret. (I'm sorry that I have to tell you that I have a secret.)

I <u>regret telling</u> you my secret. (I'm sorry I told you my secret.)

We <u>stopped to watch</u> the sunset. (We stopped what we were doing to watch the sunset.)

**We** <u>stopped watching</u> the sunset. (We finished watching the sunset.)

I <u>tried to reach</u> her, but she's not home. (I attempted to get in touch with her.)

*I <u>tried reaching</u> her by email.* (I attempted to get in touch with her by email.)

• Direct students to exercises **A** and **B** for practice.

## Passive Forms of Infinitives and Gerunds

- Call on students to read aloud the explanations and examples.
- Ask: When would you choose to use passive forms of infinitives and gerunds like in these examples? (to emphasize that the subject of the sentence is being acted upon) Explain that these forms are also useful when making general statements.
- Direct students to exercise C for practice.



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### Auxiliary Verbs after But and And

- Read the explanation and examples with the class.
- Elicit or remind students about auxiliary words. The most common are *do*, *have*, and *be*.
- Point out that only statements with *and* are followed by *too* or *either*. Statements with *but* do not use *too* or *either*.
- Direct students to exercises **D** and **E** for practice.

## A

• Ask a volunteer to read aloud the directions. As an example, write the following sentence on the board:

## They stopped (to get / getting) directions at the gas station before they got on the highway.

- Then write on the board and have a student read aloud the sentence, using both the gerund and infinitive forms:
  - 1) They stopped <u>to get</u> directions at the gas station before they got on the highway.
  - 2) They stopped <u>getting</u> directions at the gas station before they got on the highway.

Ask: Which sentence is grammatically correct?

(They are both correct.) Elicit the difference in meaning in the sentences. (In the first sentence, they did get directions before getting on the highway. In the second sentence, they no longer continued their past practice of getting directions before getting on the highway.) Ask: *Which sentence makes more sense?* (the first sentence, using the infinitive)

- Have students work individually to choose the correct form in each sentence. Then have them compare answers with a partner.
- To check answers call on students to read aloud their sentences.

#### **Answers**

to shut
 scoring
 playing
 to email

**3.** sending **6.** to inform

### Language Builder

The following verbs can be followed by either a gerund or infinitive and retain the same meaning:

begin continue love can't bear hate prefer can't stand like start

### **B**

- Have a student read aloud the directions and example.
- Elicit additional answers to the example question.
   For example: I have stopped drinking so much coffee.
- Have students ask and answer the questions in pairs.
- To check answers as a class, call on multiple students to answer each question.

### **Answers**

Answers will vary. Sample answers:

- 1. I remember going to the park every Sunday.
- 2. I forgot to go to my doctor's appointment.
- 3. I tried to bake a cake, but it didn't turn out very good.
- 4. I will never forget visiting China.
- 5. I try to remember to take a vitamin every day.
- 6. I regret not buying some shoes I really liked.



- Ask a volunteer to read aloud the directions and example.
- Have students work individually to rewrite the sentences, and then compare with a partner.
- To check answers, call on students to write their sentences on the board.

### **Answers**

Answers will vary. Sample answers:

- 1. The trash needs to be taken out.
- 2. He expects to be promoted soon.
- 3. I remember being read to as a child.
- 4. He waited to be invited to sit down.
- 5. The car needs to be repaired.
- **6.** Many celebrities enjoy having their picture taken.

## 0

- Read aloud the directions and example sentence. Have a student reread the example, inserting the names of classmates.
- Do this activity orally as a class. Call on volunteers to read aloud the sentences, inserting classmates' names.

### Answers

Answers will ♥ary. Sample answers

- 1. John lives close to school but Kurt doesn't.
- 2. Louis was in school yesterday, but George wasn't.

3. John is wean hotel ue today, but Mike isn't.

Mini4t Natalie never comes to class late, and Melanie doesn't either.

2023 - 1445

### **3**

- Have a student read aloud the directions and example sentence. Call on other students to read aloud the information about Faris and Abdullah.
- Arrange students in pairs to write additional sentences.
   Have them write at least five.
- Call on a pair to read their sentences aloud. Ask additional pairs to read aloud only sentences that have not yet been given.

### **Answers**

Answers will vary. Sample answers:

- 1. Faris likes Indian food, and Abdullah does too.
- 2. Faris doesn't like coffee, and Abdullah doesn't either.
- 3. Faris likes comedy shows, but Abdullah doesn't.
- 4. Abdullah likes video games, but Faris doesn't.
- 5. Abdullah doesn't like the beach, but Faris does.

### Workbook

Assign pages 280–282 for practice with the grammar of the unit.



## Teaching Tip

From time to time, during the last two minutes of class, ask students to write down what they learned and what they are still unsure of. Collect and use these notes as a warm up for the next class.



### Additional Activity

Bring in photos of famous people. Arrange students in groups. Give each group two pictures and have them write as many sentences as they can in two minutes, using auxiliaries after *but* and *and*. Then groups exchange photos and do it again. See which group wrote the most correct sentences.

- **B.** Answer the questions about yourself.
- What is something you once did that you have stopped doing? I have stopped biting my nails when I'm nervous.
  - 1. What is something you remember doing often when you were a child?
  - 2. What is something you forgot to do recently?
  - 3. What is something you tried to do, but were not able to do?
  - **4.** What is something you will never forget doing?
  - **5.** What is something you try to remember to do each day?
  - **6.** What is something you regret doing?
- **C.** Rewrite each sentence as a passive sentence.
- The job candidate didn't expect the human resource manager to criticize him so harshly. The job candidate didn't expect to be criticized so harshly.
  - 1. You need to take out the trash.
  - **2.** He expects the manager to promote him soon.
  - 3. I remember my father reading to me when I was a child.
  - **4.** He waited for his boss to invite him to sit down.
  - **5.** The mechanic needs to repair the car.
  - **6.** Many celebrities enjoy having photographers take their picture.
- D. Complete each sentence with names of classmates and the appropriate auxiliary verb. When appropriate, use too or either after the auxiliary verb.
- Don often volunteers in class, and Alex does too. 1. \_\_\_\_\_lives close to school, but 2. \_\_\_\_\_was in school yesterday, and \_\_\_\_\_\_ 3. \_\_\_\_\_\_is wearing blue today, but \_\_\_\_\_ 4. \_\_\_\_\_never comes to class late, and \_\_\_\_\_
- E. Read about Abdullah and Faris. Then describe the similarities and differences between Abdullah and Faris, using auxiliary verbs after but or and.
- 📍 Faris plays football, and Abdullah does too.

### **FARIS**

- **Likes:** conted shows, Indian food, football, relaxing on the beach
- **Dislikes:** coffee, video games, waking up early, hiking

**ABDULLAH Likes:** game shows, Indian food, football, waking up early, hiking, video games Dislikes: coffee, the beach, comedy shows 2023 - 1445



## 



Fahd: I don't know why Google Maps can't find Lakeside Drive.

I think we'd better stop and ask directions.

Faisal: Don't worry. I'm sure I can find it. Let's try going this way.

Fahd: I think we're lost. Look. There's a gas station. Let's

pull over and ask someone.

Faisal: Oh, all right. Attendant: You look lost.

Fahd: You can say that again. We're looking for Lakeside Drive.

Attendant: I know this town like the back of my hand, and I can tell you that there's no street by that

name. Do you mean Riverside Drive?

Faisal: Oh, yeah! That must be it. I just got the street name wrong.

Fahd: Can you tell us how to get there?

Attendant: It's not far. It's just over on the other side of town. You need to turn left out of here. Then

> go straight for a couple of miles. Keep going until you see an ice-cream shop. If you pass Town Hall, you've gone too far. Take the first left after the ice-cream shop and you'll be on

Riverside Drive.

Faisal & Fahd: Thanks!

Fahd: I guess it's a good thing I suggested we stop for directions. We would have been driving in

circles for ages.

Faisal: Don't make a big deal about it. I'm sure I would have figured it out eventually.

#### **Real Talk**

You can say that again. = I agree with you completely. know (something) like the back of my hand = know something very well over = used to emphasize location for ages = for a very long time

make a big deal about = make something small seem very important

### **About the Conversation**

- 1. How do Faisal and Fahd react differently to being lost?
- 2. Why couldn't they find the street they were looking for?
- 3. How does each of them feel about having stopped to get directions?

### **Your Turn**

Role-play with a partner. Ask your partner how to get to his or her home (or some other destination) from school. Your partner will give you directions. Use phrases from the box.

### Asking for Directions

Am I headed in the right direction? Can you tell me how to get to ...? I'm looking for...

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### **Giving Directions**

Go straight on...until you get to a... If you see a...you've gone too far.

Keep going until you come to a (crosswalk/set of traffic lights). Take a left/right after the (first, second, etc.) set of traffic lights. When you get to...you'll see a...

2023 - 1445

## 4 Conversation

- Draw students' attention to the picture. Ask: What do you see? (a driver using Google Maps to find directions) How many of you use Google Maps for finding directions? (See the Culture Note.)
- Ask students to close their books. Play the audio for students to just listen.
- Ask several students to tell you just one thing that they understood from the conversation. Make a few notes on the board about their answers.
- Play the audio again. Have students listen and read along in their books.
- If students ask, explain that Town Hall refers to the chief administrative or government building in a town. This is where the office of the mayor or town council is found.

#### **Real Talk**

- Model the Real Talk expressions in the conversation. Read aloud the whole sentence with appropriate intonation for students to repeat.
- Discuss the meaning of the words and phrases in the context of the conversation. For example, ask: When Fahd says You can say that again, how does he feel? (He is a bit annoyed.) Explain that people often say this when someone has just pointed out something very obvious. Say a few obvious statements to elicit the phrase from students. For example: (Ahmed) I know you study hard. You look very tired. Elicit from Ahmed: You can say that again.
- Ask: What do you know like the back of your hand? Elicit answers from several students. Point out that this phrase often refers to places or locations. For example: I know this town/street/neighborhood/hospital/ school like the back of my hand.
- Explain that the word *over* when used to give directions is not a necessary part of the sentence. It only serves to emphasize the direction.
- Say: Fahd says We would have been driving in circles for ages. How long do you think they actually would have driven in circles? Elicit that it likely wouldn't be more than an hour or so. Fahd is exaggerating. This phrase can refer to any length of time but is often used to exaggerate the period As an additional example, say: I haven't been to the mall for ages. It has been at least three weeks. Ask: What is something you haven't done for ages? Elicit various responses. وزارة التع

- Say: When Faisal says Don't make a big deal about it, how does he feel? (He is annoyed and doesn't want to talk about it anymore.) As an additional example, say: I don't like it when people make a big deal about my birthday. Ask: What don't you like others to make a big deal about? Elicit various responses.
- Have students practice the conversation in pairs, switching roles.

### About the Conversation

• Discuss the guestions with the class. Have students ask classmates the questions and elicit answers.

### Answers

- 1. Fahd wants to stop and ask for directions, but Faisal doesn't.
- 2. They were looking for the wrong street name.
- 3. Fahd is glad that they stopped, but Faisal isn't.

### **Your Turn**

- Ask a student to read the directions aloud.
- Focus students' attention on the phrases in the box. Provide a model of the phrases as necessary. For example, tell students how to get to a nearby location using the phrases for Giving Directions.
- Have students work in pairs to role-play their conversations. Tell them that if they are uncomfortable giving directions to their home, to choose another place in town. They may choose to be walking or driving to the location.
- Ask one or two pairs to act out their conversations for the class. You might also have each pair act out their conversation for another pair.

#### **Culture Note**

#### Google Maps

Google Maps is a web mapping service developed by Google. It offers satellite imagery, aerial photography, street maps, interactive panoramic views of streets (Street View), real-time traffic conditions, and route planning for traveling by foot, car, bicycle and public transportation. In 2020, Google Maps was used by over 1 billion people every month.

Source: Wikipedia

## Listening

- Have a student read aloud the directions.
- Ask students to read the statements and make predictions about the answers.
- Play the audio twice. The first time students just listen. The second time they mark the sentences *true* or *false*.
- Play the audio again for students to check their answers. Pause as necessary to discuss answers. For false sentences, ask students to give the correct information.

#### **Answers**

- 1. false (Ken Larder is the host of the show.)
- 2. false (The book is new.)
- 3. true
- 4. true
- 5. false (Younger drivers normally have faster reflexes.)
- 6. true
- 7. true

### Audioscript

**Ken:** Good morning and welcome to *A.M. Chat.* I'm your host, Ken Larder, and today we're talking with Kevin Shields, the author of *Young and Mature Drivers: Driving Each Other Crazy*, a fascinating new book about the sometimes incompatible differences between young and older drivers. Kevin, good morning, and welcome to the show.

Kevin: Thanks, Ken. Glad to be here.

**Ken:** Kevin, I want to begin by asking you about one of the major issues the book focuses on: The difference between younger and older drivers' approach to danger while driving. Can you tell us a little bit about this?

**Kevin:** Yes, I'd be happy to. It's long been suspected that men of different generations have different ways of reacting to obstacles and potential dangers. Research has indicated that these differences are probably real. They reveal that experienced drivers tend to have a better sense of the parameters involved in each situation and react intuitively.

**Ken:** So, this means that experienced drivers have better reflexes, doesn't it?

**Kevin:** Certainly not. Experienced drivers simply have encountered similar obstacles or dangers before and have developed a number of strategies. Intuition, as we all know, often has to do with accumulated knowledge and a range of experiences. Younger drivers normally have faster reflexes, but they need to process all the information on the spotance make a decision that they have probably not had to make before. Sq., it is a more conscious process in their case that sometimes increases stress or fear, depending on the individual.

Ken: So:then geign neither group has a total advantage in such cases, do they?

Ministry of Education

2023 - 1445

**Kevin:** Well, the strategies experienced drivers use does give them an advantage when having to regain control of the car or dealing with spillage that makes the road slippery or driving on ice.

**Ken:** I remember hearing that experienced drivers usually have lower car insurance premiums than new drivers. That's true, isn't it?

**Kevin:** Yes, it is, provided that the experienced driver has a clean record, with no major accidents.

**Ken:** That's a bit unfair for new drivers, isn't it? I mean it makes it considerably more expensive for a younger person who doesn't really earn much if they have a job.

**Kevin:** Not really. While young drivers have quicker reflexes, they also tend to take greater risks and get into more accidents. Older drivers are more cautious, and so get into fewer accidents. So new drivers have their strengths, and experienced drivers do too. Each group deserves to be given credit for what they do well.

**Ken:** So each group is the better driver in their own way, aren't they? **Kevin:** Exactly!

## **6** Pronunciation

- Play the audio for the explanation and the sentences. Students listen and read along.
- Play the audio for the sentences again. Students listen and repeat, and then check whether the sentence has rising or falling intonation.

## 7 Vocabulary Building



 Have students work individually to match the words with the definitions.

#### **Answers**

**1.** d **2.** e **3.** a **4.** c **5.** g **6.** h **7.** f **8.** b

**B** 

• Have students compare answers with a partner.

## Workbook

Assign page 283 for additional reading practice.

## 1

## Teaching Tip

Having students say one thing they understood from a listening is a non-threatening activity for them and a good assessment of comprehension for you.

## Additional Activity

Make copies of the listening script for students. Have them practice role-playing the interview in pairs. Remind them to use proper intonation on the tag questions.

## 5 Listening 🔊



Listen to the morning news show discussion about the different strategies used by new and experienced drivers. Then answer true or false. If the sentence is false, rewrite it with the correct information.

- **1.** \_\_\_\_\_ Kevin Shields is the host of the show.
- **2.** \_\_\_\_\_ The book they are discussing was written a long time ago.
- **3.** \_\_\_\_\_ New and experienced drivers use different driving strategies.
- **4.** \_\_\_\_\_ Experienced drivers seem to be better able to deal with difficult situations.
- **5.** \_\_\_\_\_ Older drivers' reflexes are as fast as younger drivers' reflexes.
- **6.** \_\_\_\_\_ New drivers tend to get more stressed and frightened when dealing with a dangerous situation.
- 7. \_\_\_\_\_ Experienced drivers normally have lower insurance premiums than new drivers.

## 6 Pronunciation 🜌



Tag questions are short questions added to the ends of sentences. If the tag question uses rising intonation, the speaker isn't sure of the statement and is looking for information. If the tag question uses falling intonation, the speaker is sure of the statement and is expecting confirmation. Listen and repeat. Then check whether the sentence has rising or falling intonation.

|   | Rising<br>Intonation | Falling<br>Intonation |
|---|----------------------|-----------------------|
| 1. So this means that experienced drivers have better reflexes, doesn't it?   |                      |                       |
| 2. So then it seems neither group has a total advantage in such cases, do the | y? 🗆                 |                       |
| <b>3.</b> That's true, isn't it?  |                      |                       |
| 4. That's a bit unfair for new drivers, isn't it?                             |                      |                       |
| <b>5.</b> So each group is the better driver in their own way, aren't they?   |                      |                       |

## Vocabulary Building



A. You will see these words in the reading on pages 88 and 89. Match the words with their meanings.

- **1.** \_\_\_\_\_ content
- **2.** \_\_\_\_\_convey
- **3.** \_\_\_\_\_feminine
- **4.** intimate
- 5. \_\_\_\_\_literal6. \_\_\_\_\_masculine7. \_\_\_\_\_species

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- a. of or relating to women or girls
- **b.** observe an incident
- c. emotionally close
- **d.** subject matter
- e. communicate by statement or suggestion
- f. category or type of living thing
- g. concerned with facts only
- **h.** of or relating to men or boys

Ministry **BECheckyo**ur answers with a partner. If you do not understand the meaning of a word, look it up in 2023 - 1445 dictionary.

## **8** Reading 🗾



In what ways do you think men and women communicate differently?

## Do Men and Women Speak the Same Language?

The difference in the ways that men and women communicate has been the subject of countless books, magazine articles, talk show discussions, and jokes. These differences can sometimes make men and women seem mysterious to each other, and can occasionally make communication difficult and confusing. People often jokingly say that men and women are from different planets or that they are different species. But just what *are* these communication differences and what is their cause?

One basic reason men and women have such different ways of communicating is that they see the purpose of communication differently. Research shows that women use communication as a way of growing closer to people and establishing intimate relationships. Women tend to use language to share thoughts and feelings, and to be supportive. Meanwhile, men tend to see the goal of communication as accomplishing a task. Men most often use language to persuade, argue, convey facts, and demonstrate knowledge.



Although men do not tend to use communication to achieve closeness, they have their own way of bonding. In one study, 75 percent of the men surveyed said that their most meaningful experiences with friends came not through talking, but through shared activities. In a related study, researchers found that fathers tend to show affection to sons by helping them with tasks and challenges. Javier Morales's experiences certainly support this idea. Says Morales, "My dad and I are really close, but I wouldn't say we talk very much. We spend a lot of time together doing things. We spent all of last Saturday repairing my car, and this week we're going hiking together. My dad and I have a deep bond. Just because we're not talking doesn't mean we're not sharing important time together."

The content of what males and females talk about tends to be different as well. Researcher Deborah Tannen has found that while feminine talk tends to focus on feelings, relationships, and people, masculine talk tends to focus on sports, the economy, and facts.

Women talk to explore problems, but men do not. Instead, men talk to fix problems. This can sometimes cause problems in communication. Janet West, a freshman in college, remembers encountering this issue recently. "I told my brother Derek about a problem I was having with my studies. He immediately came up with possible solutions to the problem. Being told how to fix the problem was kind of frustrating because it wasn't what I was looking for. I asked him to stop trying to fix the problem and try talking with me about it instead. He seemed completely confused and said, "Why bother talking about a problem unless you're trying to find a solution to it?"

Another way in which men and women differ is in the way they listen. Research has shown that men tend to place all of their attention on one thing at a time, but women do not. Instead, women commonly divide their attention between a number of things at once and make connections between these different things. Since this comes so easily to women, they are sometimes frustrated when men struggle to do this. For example, a common complaint among women is that when a man is watching television, he often doesn't hear a question asked by the person sitting right beside him. Sakura Kumi has witnessed this many times in her house. Sakura says, "My mother used to get so frustrated trying to get my father's attention while he was watching TV, and I did too. So she got into the habit of standing in front of the TV and saving, 'Hiroshi, J'mapout to ask you a question.' It's become sort of a family joke."

Research has shown that these communication differences can be partially explained by the different ways in which the male and female brains are structured and wired. For example, the left side of the brain, where logic and literal the highlighted processed, tends to be stronger in men. Meanwhile, women tend to think with the right side, which is where Ministry comprehension is processed. The female brain also has more connections between the right and left sides, so their 2023 - thought process is likely to be more complex.

## 8 Reading

- With books closed discuss the **Before Reading** question with the class. If students need help responding, suggest specific situations. For example, say: When men get together what do they talk about? When women are together, what do they talk about? How do men and women react differently to a disagreement? Emphasize that there are no right or wrong answers to these questions. You are asking for students' ideas and opinions.
- Ask students to open their books to pages 88 and 89.

#### **READING STRATEGY Pause and reflect**

- Tell students that when reading a long or scientific text, it is helpful to pause periodically and think about what they just read. When they pause, they should follow three steps. Write the steps on the board:
  - 1) Summarize the main ideas of what you just read.
  - 2) Comment on the information and add your own thoughts.
  - 3) Question anything that you don't understand.
- Arrange students in groups of three. Tell them that they will read the article silently, pausing and reflecting after every two paragraphs. During the pause, group members will take turns summarizing, commenting on, and questioning the paragraphs they just read. Group members will respond by adding ideas or answering questions to help each other understand the article.
- Monitor to make sure that students understand the procedure. You might ask students to draw a line under the second, fourth, sixth, and eighth paragraphs as a reminder for them to stop at these points. Be sure that students are reading silently within their groups. Tell students who finish reading early to begin to prepare for the reflection. Each student should have a turn to summarize, comment, and question.
- Have students read the final paragraph silently.
- Elicit feedback from students on the activity. Ask: Did you like this exercise? Do you feel that you understood the text better because of it?

- Explain that, while reading, students can pause and reflect by themselves, following the three steps in their heads.
- Play the audio of the complete reading. Have students listen and follow along in their books.
- For additional vocabulary practice, refer students to the Vocabulary Building exercise on page 87. Ask them to find and underline the vocabulary words in the article.
- Have students study the words in the context of the article. Ask questions to elicit use of the vocabulary words. For example, ask:

How is the content of men's and women's conversations different? (They talk about different things)

What do men use language to convey? (facts) What does feminine talk usually focus on? (feelings, relationships, people)

How would you describe an intimate relationship? (when two people are close and tell each other private things)

Which gender is stronger in literal thinking? (male) What does masculine talk usually focus on? (sports, the economy, facts)

Name two different species. (cats and dogs) Are men and women different species? (no) What has Sakura Kumi witnessed? (She has witnessed her father not hearing a question asked him because he is watching TV.)



### **After Reading**

- Have students work with a partner and take turns asking and answering the questions.
- Check answers by calling on pairs to read aloud a question and answer it.

### **Answers**

Answers will vary. Sample answers:

- Women see communication as a way of establishing intimacy. Men use communication to accomplish a task.
- 2. Men often bond through shared activities.
- **3.** Men often talk about sports, the economy, and facts. Women often talk about feelings, relationships, and people.
- 4. Women talk to explore problems, but men talk to solve problems.
- **5.** Male and female brains are wired differently, and men and women are raised to behave differently.

## 9 Speaking

- Arrange students in pairs to discuss the questions.
- Each student should use the questionnaire to ask each other the questions.
- Have students copy the questionnaire in the notebook and write the answers as well as their ideas.
- Open up the group discussions to a class discussion.
   Have students share and discuss their ideas in class.

### Workbook

Assign pages 284–285 for additional writing practice at word and sentence level.

## **Teaching Tip**

Studies have shown that when working in small groups, students tend to learn more of the lesson material and remember it longer than when the same content is presented in other ways. Students who work in groups also tend to enjoy their classes more.

## Additional Activity

Create a cloze activity from one or two of the quiz explanations on pages 82 and 83. Delete every seventh or eighth word from the text, leaving a blank for students to fill in. Make photocopies of this text for students to try to complete, without referring to the complete text in their books.

## Project: Gender Stereotypes

Working in pairs, have students create a gender stereotypes quiz like the one on pages 82 and 83. They may use those *true/false* statements and add additional statements as desired. Tell pairs to give the quiz to at least 5 people outside of class. Compile the results to find out how many people believe in gender stereotypes. Have pairs report their findings to the class.





Research has also shown that the different ways that boys and girls are raised has a significant impact on how they communicate. Girls are raised to recognize and be sensitive to the feelings of others. On the other hand, boys are taught to be more direct and goal-oriented. Being raised in such different ways is bound to create two different styles of communication.

While the differences in the way men and women communicate can sometimes cause confusion, these differences are also what help maintain a balance in communication. It ensures that a variety of topics and viewpoints are explored, feelings are expressed, and problems are discussed and solved. This balance is what makes communication so rich and interesting.

### **After Reading**

Answer the questions.

- 1. What do women see as the purpose of communication? What about men?
- 2. How are men most likely to bond with others?
- 3. How does the content of men and women's talk tend to differ?
- 4. How do men and women approach problems differently?
- 5. What causes men and women to communicate differently?

## Speaking 🞑



- 1. Work in pairs/groups. Use the questionnaire to ask each other about the way you communicate with people. If you like, add your own questions.
- 2. Compare answers with your classmates. Discuss individual preferences and your reasons.
- 3. Find people in class that communicate in a way that is similar to the way you communicate.

| Do you talk about your problems?  |
|---|
| Do you share your feelings with others?   |
| Do you share your reenings with others:   |
| Do you spend time with family/friends without talking?                                  |
| Do you talk while you are doing something, e.g. fixing something, playing a game, etc.? |
| Which of these topics do you enjoy talking about? (circle)                              |
| people you know people you don't know sports TV video games books                       |
| clothes and accessories travel holidays food art cars buildings news                    |
| assignments activities shopping gadgets computers other:                                |
| inistry of E <mark>ducation</mark>  |

## 10 Writing 🗾

- A. 1. How do we communicate? Do we mostly communicate through verbal or non-verbal language?
  - **2.** Try communicating these to your partner without speaking.
    - Can I have your pen, please?
    - Are you going to call me after school?
    - I went shopping yesterday.
  - **3.** Now write two of your own messages on a piece of paper. fold it, and set it aside or give it to your teacher. Use nonverbal language to communicate your message. Check. How successful were you?
  - **4.** "A picture is worth a thousand words." Explain.
  - **5.** Read the text and find:
    - the main thesis statement
    - · the supporting paragraphs
    - · the arguments used





# Verbal and non-verbal communication

When people talk about communication, the first thing that comes to mind is words or language. Language is our primary means of communication as human beings, which sets us apart from other species. However, as studies have shown, it is not the only means of communication.

Think about a photograph taken in the center of a town. It provides information about the buildings, stores and services, people and cars, plants, and all kinds of details if you choose to take the time to look at it more carefully. Now try describing the picture and everything you have identified in it to your friend or write about it. How long do you think it's going to take you? Certainly a lot longer than it takes a photo to convey the same amount of information.

Suppose that you have just acquired the latest electronic gadget. Would you choose to tell your friend about it or show it to him or her? Usually,

we choose to do the latter, i.e. show it to somebody and point out all the new, amazing features. In other words, pictures and objects can "speak for themselves" more efficiently and effectively than we can through verbal language.

However, there are situations where a different type of interaction is required, when, for example, you run into somebody you have not seen for some time. You probably want to talk about everything that has happened, ask him/ her questions, and talk about people you know, and so on. This is definitely a case that requires verbal language.

On a partly different note, you see a friend you have not seen for some time at a distance, e.g. different escalators at the airport leading to different lounges. You have both checked through security and cannot go back; and you certainly don't want to start shouting across the airport building. You want to get his/her cell phone number.

You probably resort to gesturing by holding your hand next to your ear and pretending to talk; you point to the "phone," point to your friend and use a hand gesture to signal "What?" pointing back to the imaginary phone. Your friend signals each number by holding up the appropriate number of fingers.

In other words, although language is important and allows us to communicate facts, feelings, thoughts, experiences, and practically everything and anything that we are interested in, it is not the only way we communicate with each other. As studies have shown, about 60 percent of human communication is carried out through non-verbal means, e.g. facial expression, gestures, or illustration. Maybe we should keep this in mind when we are "at a loss for words": our eyes and overall expression can convey what we cannot express through words.

## 10 Writing

### A

- Direct students' attention to the pictures at the top of the page. Elicit ideas from them about the people in the pictures. Use guestions like these:
  - What is the origin of each person in the picture? Do they both come from the same country? How do you think they communicate?
- Read question 1 with the class. Have students answer in pairs. Elicit and discuss answers in class.
- Go through directions for task 2. Have students try to communicate the messages to each other without speaking. Call on students to demonstrate for the class.
- Call on a student to read the instructions for task 3.
   Give students time to write their messages on slips of paper, fold them and set them aside or give them to you.
- Call on students to use non-verbal language in order to communicate their messages to the class. Check the slip to find out how successful they are.
- For task 4, write a picture is worth a thousand words on the board and ask students to think about its meaning and explain it.

### **Answer**

A picture shows and represents so much that would otherwise require a lot of time, effort and words to explain and even then one might not do as good a job.

- Hand out pictures to pairs of students to look at and think about how to describe them. Call on students to describe their picture as the rest of the class listen, make notes and /or draw. Ask students to compare their drawings and notes with the actual pictures and decide how accurately they were described and/or whether the information was conveyed successfully.
- Read directions for 5 with the class. Ask students to read the text and answer individually. Then have them compare with a partner.
- Discuss the answers in class. Ask students to refer to the text.

## Answers

- Mainthesis statement: the second half of the first paragraph; Language is our ... means of communication
- Supridring phiagraphs: paragraphs 2 to 6

Ministry of Education 2023 - 1445

- Arguments: describing as opposed to looking at a photograph of the center of town (par. 2)
- Showing or telling a friend about a new gadget (par. 3)
- Situations where verbal language is required, for example when running into someone you haven't seen for a long time (par. 4)
- Having to communicate with someone at a distance/at the airport to get his phone number (par. 5)
- According to studies, 60% of communication is carried out through non-verbal means. (par. 6)
- Call on pairs to report their answers to the class.
- Hold a class discussion about verbal and non-verbal language.

## **Additional Activity**

### Do we all use the same gestures?

Elicit a number of words or phrases that students can communicate through non-verbal language. Write them on the board. Then ask the pairs to demonstrate using non verbal language.

### **B**

- Tell students that they are going to write an essay about the way different people communicate.
- Have students read the instructions for tasks 1. 2 and 3.
- Ask students to think of an Arab and a non-Arab person individually and make notes in the chart.
- Have them compare with a partner and add or modify their notes.
- If possible show the video of a news broadcast by an Arab and one with a non-Arab. Allow students to discuss in pairs or small groups and check their notes.
   Help them identify gestures and facial expressions.
- Call on students to report their ideas. Have the rest of the class add to the chart and make notes. Encourage them to ask each person to repeat or clarify points as they listen, so they can complete their notes. This way, they will have more information about some nationalities/cultures and add new cultures that they didn't know about.
- Ask students if they know or have heard about student exchange programs or programs that team up schools from different countries. Elicit or offer information about such programs on a European or Global basis. Tell students that in such cases students are involved in projects that require online communication between them. Explain that they are given the opportunity to find out about each other and their cultures on a personal basis, beyond national stereotypes. Hold a brief class discussion.
- Direct students to the Writing Corner. Have them read each point and discuss it in class. Stress that they need to consider different aspects of the topic/ issue and list similarities and differences. Suggest that they use a Venn diagram if they want to have a clear picture of points/features that are shared as opposed to differences for each culture. Explain that the alternative structure requires them to focus on a feature, for example greetings between men in the different cultures, followed by a focus on another feature such as gestures of approval and a comparison/contrast in different cultures and so on. The block method would call for a discussion of all relevant features in one culture followed by a subsequent discussion of the same features in the other culture. The final part would require students to compare, contrast and conclude.
- Have students read-the excerpt from a model essay on the page. Ask them to identify the structure that is going to be used. Get them to justify their answers.

- Remind them how important it is to reflect and give them time to think about what they know. Point out that the initial notes they make while they brainstorm don't have to be perfectly organized. They can be used as raw data to help them remember and organized later in categories as mentioned in the guidelines.
- Have students use their notes to draft an essay. Remind them to organize their information and views in an alternative or block structure. Circulate and monitor; help when necessary.
- Give students time to read their essays and make comments and corrections individually before they exchange with other students.
- Have students exchange drafts and comment/correct each other's texts. Then ask them to edit and rewrite.
- Call on volunteers to read their assays in class. Have the
  rest of the students listen and make notes on interesting
  information and views as well as points that they would
  like to raise and challenge after the essay has been
  read.
- Have the class identify the structure of each essay.

### Workbook

Assign page 286 for additional writing practice above word and sentence level.

Assign Writing Skills 2 on page 368 for further practice in rewriting and rephrasing. Alternatively, go over the information and exercises as a class.

- B. 1. Think of an Arab man or woman and a non-Arab man or woman you know personally or from TV.
  - 2. Think about the way these people communicate. Research and collect information about culture-specific features of communication. Do you think they communicate in a way that is typical of their culture? Write your ideas in a chart.
  - **3.** Write an essay about the communication approaches used by each person. Give examples to support your ideas.

|  | Arab person's name: | Non-Arab person's name: |
|--|---------------------|-------------------------|
| Culture-specific communication features              |                     |                         |
| Communication features that are not culture-specific |                     |                         |

A Friend from Sweden and a Friend from Poland

My two friends are also colleagues. We work together as researchers on an educational

project that encourages schools to communicate online with schools in other countries. Although

they come from different cultures, both of them are not really what you might consider typical

according to national stereotypes.

Erik, my Swedish friend, is a very friendly, outgoing person in a quiet manner. Janek,

my Polish colleague, on the other hand, does not look very friendly at first but ...

### **Writing Corner**

When you write a comparative/contrastive essay:

- · consider the different sides of the issue.
- develop a list of similarities and differences.
- establish your basis for comparison.
- create a thesis for their relative importance, e.g. similarities outweigh differences.
- structure your essay using an alternating or a block structure:
- a. an afternating structure involves a point by point discussion and can be quite systematic and analytical.

pப் செய் பேந்த block method allows you to discuss each aspect or topic in distinct blocks and then Ministry of Educatioconclude.

2023 - 1445

## Form, Meaning and Function



### **Present Perfect Progressive versus Present Perfect Simple**

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done or how many times something has been done.

#### **Present Perfect Progressive**

Sandy and Amal have been discussing the differences in behavior between men and women for 2 hours. How long have you been discussing stereotypes? Saeed **has been driving** since early this morning. How long have you been driving?

#### **Present Perfect Simple**

They have decided that women talk about feelings more than men.

How many times have you discussed this issue? He has driven 400 miles.

How many different models of car have you driven?

Use the present perfect progressive to talk about an annoying action or situation.

I haven't slept at all. My phone has been ringing all night. Who's been eating the cakes? There is only one left!

### Time Expressions with the Present Perfect Progressive: How long, for, since, all day/all week/all month/all year

They've been talking for over an hour. The children are getting bored.



- A. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time? Use the present perfect progressive and the present perfect simple.
  - A: What has the man at the magazine stand been doing during the rain?
  - B: He's been reading.



# 11 Form, Meaning and Function

### Present Perfect Progressive versus Present Perfect Simple

- Read the explanation and examples in the presentation.
- Ask: What is the form of the present perfect progressive? (has/have + been + -ing form of the verb)
- Ask: What is the form of the present perfect? (has/have + the past participle)
- Ask students to look at the example sentences for each tense in the presentation. Ask: Which tense is used in each example sentence and why?
- Explain or elicit that we use the present perfect progressive to ask and say for how long something has been happening. We use the present perfect simple tense to talk about something in the past which has a relation to now.

## Time Expressions with the Present Perfect Progressive: How long, for, since, all day/all week/all month/all year

- Call on students and ask: What have you learned to do? Have you finished learning it? If not, how long have you been learning for?
- Write students answers to these questions on the board. Highlight the time expression. For example, Ali has been learning how to drive for five months.
- Elicit a substitution for the underlined time expressions on the board using *since*. (e.g., *since May*)
- Refer students to the explanation in the presentation.
   Point out that How long refers to the length of time someone has been doing or has done something.
- 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.)
- Under the heading, How long ..?, write for and since on the board. Have students say a period of time not in the presentation. For example, seven years, one day, a long time. Write the expressions on the board under for.
- Have students say a point of time in the past; for example, a Week ago, last Monday, seven years ago. Ministr Write the expressions under since.

### 

- Put students into pairs to ask and answer about the picture. Monitor students closely and note down any errors with form.
- Call on volunteers to describe the picture.
- Write any errors with form on the board and ask students to correct them.

### **Answers**

Answers will vary. Sample answers:

A lady has been sitting in a taxi for a long time. She looks fed up.

Two friends have been catching up over a cup of coffee.

They have drunk four cups.

A man has been directing traffic.

A businessman has been talking on his phone.

A man with a bag has been waiting for a taxi for a long time. He is soaking wet.



### Teaching Tip

When a student asks a question in class, try to elicit the answer from other students before providing the answer yourself. Involve the class in the discussion. In this way, everyone will benefit from the student's question. Otherwise, students will tend to "tune out" while you are answering the question, thinking it has nothing to do with them.

### **Words Connected with Hobbies** and Interests

- 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 statements below the vocabulary chart. Ask students to write more examples of their own in their notebooks.
- Call on students to share their examples with the class.

### Adjective + Preposition + Gerund

- Read through the example sentences and emphasize the prepositions which follow the adjectives. For example, good AT, fascinated BY, interested IN.
- As or give students more examples of adjectives which are followed by prepositions and write them on the board. For example, afraid OF, bored WITH, amazed AT and so on. Give students more adjectives and ask them to categorize them into groups according to the preposition they have in common.
- Ask students at random questions using the adjectives and prepositions, tell them to answer with a full sentence. For example, What are you most afraid of? I'm most afraid of failing my English test!

## ß

- Put students into small groups of three or four. Tell students to work together by taking it in turns to ask and answer questions.
- Students should try to complete as much of the chart as possible.
- Call on groups to report their findings to the rest of the class. Carry out on-the-spot correction by asking students to self-correct if they make an error with the form of the present perfect progressive or present perfect simple.

### **Answers**

Students' own answers



 Have students spend a few minutes writing about themselves. They can write a paragraph in their notebooks Ministry of Education

2023 - 1445

- Have students exchange paragraphs and correct any mistakes they see with language.
- Call on students to read out the paragraph they have corrected and invite the class to guess who the paragraph belongs to.

#### **Answers**

Students' own answers

### Workbook

Assign pages 287–288 for more practice with the form, meaning and function of the structures in the unit.



### Teaching Tip

When students are having a group discussion, try to make sure that each person in the group has something to do. For example, give each student a role to play, such as leader, reporter, or secretary. This helps ensure that everyone participates. At the same time, remind students that as they become more advanced in English, they will come across more situations where there is more than one possible answer to a question or more than one way to say something correctly.

#### **Words Connected with Hobbies and Interests**

Here are some words connected with popular free time activities. Write some words connected with a hobby or interest of your own.

| Playing Sport     | Reading Books     | Collecting Items | Surfing the Internet | Your Hobby |
|-------------------|-------------------|------------------|----------------------|------------|
| play a team sport | science fiction   | stamps           | computer, laptop     |            |
| water sport       | detective stories | stuffed toys     | educational          |            |
| join a club       | adventure stories | comic books      | play games           |            |
| training          | best seller       | stickers         | Internet cafe        |            |
| outdoors          | poetry            | bookmarks        | enjoyment            |            |
| keep fit          | book worm         | enjoyment        | knowledge            |            |
| athletic track    | entertaining      | happiness        | new information      |            |
| rewarding         | bookmark          | fascination      |                      |            |
| competition       | novel             | satisfaction     |                      |            |
| awards            | writer            | collection       |                      |            |

Ahmed is a footballer. He has **played** every week since he was ten years old. He **plays** in his local **team** and they have won many **competitions** and **awards**.

Sally is a **bookworm**. She loves reading **novels** and **poetry**. One day she hopes to be a **writer**.

Ali has always been **fascinated** with superheroes and **comic books**. They bring him much **enjoyment** and **happiness** and he now has a **collection** of more than one thousand.

### **Adjective + Preposition + Gerund**

I'm not very good at playing sport.

I'm **fascinated by** traditional stories and books.

I'm interested in reading all sorts of stories.



- **B.** Work in groups. Find out about your classmates' hobbies and interests. Ask how long they've been doing them. Complete the chart.
- A: Can you play a sport?

**B:** I've been playing tennis since I was ten.

**B:** Yes, I can. I play tennis on the weekends.

**A:** Have you taken part in any tournaments?

**A:** How long have you been playing tennis?

B: Yes, I have.

| Hobby/Interest             | Name | Length of Time |
|----------------------------|------|----------------|
| Sport                      |      |                |
| Books                      |      |                |
| Collecting something       |      |                |
| Your idea                  |      |                |
| Your idea                  |      |                |
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Ministry of Education

2023 - C44 Fell the class about your group's hobbies and interests.

## 12 Project



- 1. Think about and research methods that people have used to communicate with others throughout history. For example, Native Americans used to communicate through smoke signals. They used a blanket to cover and uncover the fire in order to make a specific number of smoke puffs rise. Someone at a distance could watch and interpret the smoke signals and understand the message that was being sent.
- 2. Work in pairs/groups. Find out about different methods of communication that have been used through time and make notes in the chart.
- 3. Use your notes and the information that you have collected to prepare a PowerPoint presentation for your class.







|  | Communication Method  | 1 | 2 | 3 | 4 |
|--|-----------------------|---|---|---|---|
|  | Description           |   |   |   |   |
|  |                       |   |   |   |   |
|  | Time period           |   |   |   |   |
|  | Place                 |   |   |   |   |
|  | Person/group involved |   |   |   |   |
| •  | Advantages            |   |   |   |   |
| <u>میاحتا</u><br>Ministry of E<br>2023 - 144 |                       |   |   |   |   |

## **12** Project

- Tell students that they are going to research and prepare a presentation on the ways people have communicated through history.
- Have them brainstorm on means of communication that they know about in groups. Call on a student from each group to report the group information and ideas.
- Have students look at the photos in their book and talk about them. Ask them to give reasons for their answers.
   Elicit answers from volunteers and list ideas on the board

### **Answers**

Picture 1: a pigeon; they were used to carry messages

**Picture 2:** a postman in his uniform carrying his mail bag, possibly delivering letters

**Picture 3:** a man sending a smoke signal, possibly to seek help

- Organize students in groups and have them brainstorm on different methods used for communication over distances.
- Call on groups to present their ideas for the class. Ask a member of each group to list the different methods that are mentioned on the board.
- Read directions for tasks 1 and 2 and have students write as much information as they can in the organizer.
   Encourage them to research and add information.
- Ask students to download and print information that they find on the Internet as well as any promotional material or leaflets with information about mail services, online communication, telephone communication etc.
- Organize students in groups and have them collate their notes and fill in gaps in their chart.
- Elicit ideas and guidelines about PowerPoint presentations from volunteers. Allow students to look back at their notes.
- 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 to design a PowerPoint presentation with photos and/or drawings.



<u>صلحتاا</u> قرازم Ministry of Education 2023 - 1445

- Allow time for research. This means that if students don't have access to the internet or would like to take photos of certain practices they will not be able to complete their poster. 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 presentation for the next lesson.
- Call on each group to present. Suggest that they take turns presenting sections of their group presentation.
- Include the PowerPoint presentations in the electronic class portfolio.

## **Additional Activity**

Research and find out how people communicated during the 20th century. Find out which inventions affected communication. Identify similarities and differences between now and then, and present them in class. Have a class discussion commenting on similarities and differences.

## 13 Self Reflection

- Write The Gender Divide 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 82 and 83. 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:

Circle the right word/s:

The common stereotype that men talk less than women is wrong/right.

According to studies, women worry less/more than

Men and women tend to lie about different/the same thinas.

Men can/cannot adjust well to repetitive tasks. Men have lower/higher tolerance to pain.

### Answers

wrong; more; different; cannot; higher

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 84–85, ask them to explain the difference in meaning between the sentences. For example:

I don't remember sending you this book. Are you sure it was me?

They always remember to water the flowers when we're away.

We stopped to admire the view from the mountain. It was spectacular.

We stopped driving to the seaside on the weekend. It's too crowded.

#### Answers

- · I don't remember having sent you this book. Are you sure it wasn't sent by someone else?
- They never forget to water our flowers when we are away.
- · We stopped driving in order to admire the view.
- We don't drive to the seaside on the weekend any longer. We used to but we've stopped doing it because there are too many people.
- 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.
- Direct students to pages 86–87. Call on volunteers to ary what the Conversation is about in this lesson.

Ministry of Education

- Have students say what they remember from this section and make notes in the chart.
- Write Do Men and Women Speak the Same Language? 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.
- Direct students to pages 88–89. Organize students in pairs and ask them to answer questions like these:

Name some of the communication differences between men and women and their causes? How do men bond?

What does masculine talk tend to focus on? What does female talk tend to focus on? Do men and women listen in the same way? 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 verbal and non-verbal communication. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 90 and 91 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.

Did they have difficulty making decisions in their group? Why? Why not?

Where did they find information? Where did they find photos?

Would they change anything if they had the chance to do it again? What?

Did they enjoy designing the presentation? Did everyone contribute?

- 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 about Unit 6:   | Things that I didn't like very much:     |
|-------------------------------------|--|
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
| Things that I found easy in Unit 6: | Things that I found difficult in Unit 6: |
|                                     |  |
|                                     |  |
|                                     |  |

| Unit 6 Checklist  | I can do this<br>very well. | I can do this<br>quite well. | I need to study/<br>practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| talk about gender differences and similarities                          |                             |                              |                                    |
| discuss stereotypes   |                             |                              |                                    |
| ask for and give directions   |                             |                              |                                    |
| use verbs + infinitives or gerunds with different meanings              |                             |                              |                                    |
| use passive forms of infinitives and gerunds                            |                             |                              |                                    |
| use auxiliary verbs after but and and                                   |                             |                              |                                    |
| use the present perfect simple and the present progressive tense        |                             |                              |                                    |
| use time expressions: How long?; for; since; all day, week, month, year |                             |                              |                                    |
| talk about hobbies and interests  |                             |                              |                                    |
| use adjectives + prepositions + gerunds                                 |                             |                              |                                    |

| My five favorite new words fro                   | If you're still not sure about something om Unit 6: from Unit 6:   |
|--|--|
| ارة التعليم Ministry of Education<br>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 |

# 7 Everyone Makes Mistakes

## Listen and Discuss **2**



- **1.** How would you define the word *mistake*?
- 2. What do you think the following quote means? "Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: could have, might have, and should have." -Louis E. Boone
- 3. Accepting failure and hardship is often difficult. How do we endure such bad situations?

## Mistake: A company rejected the patent for the telephone.

In 1876, the most important communications technology was the telegraph. A wealthy company called Western Union was in control of this technology. The president of the company, William Orton, was offered the patent for an invention called the telephone for \$100,000. Orton sent a response to the 29-year-old inventor of the telephone, Alexander Graham Bell. It said, "After careful consideration of your invention...while it is a very interesting novelty, we have come to the conclusion that it has no commercial possibilities...What use could this company make of an electrical toy?" Bell kept the patent and created his own telephone company, which became the largest in the U.S. The patent

Bell had offered Western Union eventually became the most valuable patent in history. Orton could have made one of the best deals in business history. Instead, he may have made the worst business mistake in history.

Mistake: The *Titanic* ignored warnings about icebergs.

On April 14, 1912, the RMS *Titanic*, the largest and most modern passenger ship of its time, hit an iceberg and sank. This resulted in the deaths of 1,517 people. Yet incredibly, this tragedy could have easily been avoided. On the day the *Titanic* sank, it had received five warnings from other ships about heavy ice in the area. However, the captain was not worried. In fact, he even increased the speed of the ship so that it could arrive in New York a day earlier than expected. That evening, while the Titanic's radio operator was sending out personal messages from the passengers, he received a sixth ice warning. This one warned of an iceberg directly in the path of the *Titanic*. The operator was supposed to give the message to the captain. But busy with his task, he put the message aside. It never reached the captain. If it had, the *Titanic* tragedy might never have happened.



2023 - 1445

## Mistake: Russia sold Alaskan gold to the U.S.

Alaska had been considered a burden, rather than an asset, by Russia for a long time. It was remote, indefensible, and of little benefit. So, when William Seward, U.S. Secretary of State, began negotiations on his own initiative, he expected to encounter some opposition. However, the outline of the deal was accepted by the cabinet and the agreement was signed in March 1867, transferring Alaska to the United States for a payment of \$7.2 million. However, the purchase of a seemingly desolate and mostly frozen land was greeted with criticism by the press and the public. Alaska was referred to as "Seward's Folly," "Seward's Icebox," or President Johnson's "polar bear garden," attitudes that must have changed drastically after the discovery of gold. Russia should have investigated potential resources before selling the land to the U.S. at the price of about 1.7 cents per acre.

# Unit Goals

Vocabulary

Failures and mistakes Inventions and discoveries Rearets

Functions

**Apologize** Respond to an apology

O Grammar

Modals in the Past: May Have/Might Have, Could Have, Must Have, Should Have, Was/Were Supposed To Passive Modals in the Past

Listening

Listen for specific information

**Pronunciation** 

Reductions of modals + have: could have. should have, might have, must have

Reading

Happy Accidents

Writing

Write a descriptive and personal narrative

Form, Meaning and **Function** 

> Words Connected with **Business** Articles

Count/Noncount Nouns Expressions of Quantity

### **Warm Up**

- With students' books closed, discuss the introductory questions as a class. Write the word *mistake* on the board. Ask students to define it and give examples. A sample answer might be: A mistake is something that you wish you hadn't done. A small mistake might be an error on a test. A big mistake, such as quitting school, might affect the rest of your life.
- Write the quote from introductory question 2 on the board:

"Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: could have, might have, and should have." -Louis E. Boone

- Discuss the quote as a class, eliciting what it means to students. Ask for examples of things that people often regret not doing or trying; for example, not going to college, not taking a job opportunity, etc.
- As a class, discuss introductory question 3.



وزارة التعــلام Ministry of Education 2023 - 1445

## **Listen and Discuss**

- Write the title of Unit 7 on the board: **Everyone Makes Mistakes**. With books still closed, tell students that they will listen to four short stories about big mistakes made in history.
- Play the audio. Have students just listen for general comprehension.
- Stop the recording after each story and ask a few general comprehension questions to elicit the main idea. For example:

(the telephone)

What was the mistake? (Western Union rejected the patent for the telephone.)

Why was this a mistake? (The company would have made a lot of money.)

(the Titanic)

What was the mistake? (The captain ignored five warnings about icebergs and the radio operator didn't give the captain another warning.)

Why was this a mistake? (It resulted in the deaths of 1,517 people.)

(Alaska)

What was the mistake? (Russia sold Alaska to the United States for 1.7 cents per acre.)

Why was this a mistake? (There was gold in Alaska.) (Coca-Cola)

What was the mistake? (Coca-Cola changed their formula and taste.)

Why was this a mistake? (People were outraged that the original Coke was not available.)

- Tell students to open their books to pages 96 and 97.
- Play the audio again. Have students listen and follow along in their books.

#### **Quick Check**



- Read the directions aloud. Model the words in the left column for students to repeat.
- Have students search the stories for the words in the left column and underline them. Tell them to study the context of each word in order to guess its meaning.
- At this level, it is important for students to use their dictionaries to enrich their vocabulary and become autonomous learners. Ask students to look up endured, and note the difference in register compared to put up with (informal).
- Have students match the words and then compare answers with a partner.

### **Answers**

**1.** f **2.** b **3.** d **4.** c **5.** a **6.** e

- For additional vocabulary practice, ask students to go through the stories again, this time circling any words with which they are unfamiliar. Have them study the context of these words to help them guess at the meaning. Then have students compare circled words with a partner and try to help each other understand the meanings.
- Finally, allow students to ask you or use a dictionary to find the meanings of words that they still do not understand. Monitor partners as they work and compile a list of the most useful words students questioned to discuss as a class.



 Arrange students in groups of four to ask and answer the questions. Assign each group member a number, 1, 2, 3, or 4. Students are responsible for leading the group discussion about their number question, and reporting that answer to the class.

### Answers

Answers will vary. Sample answers:

- William Orton did not realize that the telephone would become the most valuable patent in history.
- 2. If the radio operator had given the warning to the captain about the iceberg that was directly in the ship's path, the *Titanic* might not have sunk.
- **3.** Russia probably regretted selling Alaska to the United States since the Americans discovered gold.
- 4. Coca-Cola tried to change the formula of the soft drink that had been the most popular in the world for over 100 years.

Ministry of Education

2023 - 1445

## 2 Pair Work

- Call on a volunteer to read aloud the directions.
- To provide an example, have a student ask you the questions given about a mistake. For example:

Student: What was the mistake?

**Teacher:** My father's car was wrecked in an accident.

Student: Who made the mistake?

Teacher: My brother did.

Student: Why was the mistake made?

**Teacher:** He wasn't paying attention while driving.

- Arrange students in pairs to interview each other about mistakes. Make sure they switch roles.
- Call on a few volunteers to share their stories with the class. Have the interviewer explain the story told by his or her partner.

### Workbook

Assign page 289 for practice with the vocabulary of the unit.



## Teaching Tip

Give students strategies for understanding new words in context. Tell them to read the sentence a few times and think of another word that might make sense in the sentence. Tell them to try the word and see if the sentence makes sense in the overall context.



## **Additional Activity**

Working in small groups, ask students to brainstorm as many synonyms for the noun *mistake* as they can in two minutes. Award a small prize to the group that comes up with the most. Then, allow students to use a dictionary to expand their lists. Possible synonyms include: blooper, blunder, error, fault, faux pas, gaffe, inaccuracy, lapse, misapplication, misapprehension, miscalculation, misconception, misinterpretation, misjudgment, misprint, misstatement, misstep, omission, oversight, slip.



In 1492, while searching for a shorter route to Asia from Europe, Christopher Columbus unintentionally discovered the Americas. He thought, however, that he had reached the Indies, and so he called the native people of America Indians. Columbus traveled to America three additional times, each time thinking he would soon be in China. Today, as a result of Columbus's mistake, some people still refer to Native Americans as Indians.

## Mistake: Coca-Cola tampered with their successful formula.

Coca-Cola® was launched in the 1880s. By 1980, it had been the most popular soft drink in the world for nearly 100 years. However, by that time Coke had more competition, and its sales figures started slipping. In an effort to boost sales, Coca-Cola created a new, improved formula. This new formula was tested in 200,000 taste tests, and the results were clear: most people much preferred the flavor to the original Coke. The Coca-Cola Company decided to stop producing the formula they had been using for 100 years and to replace it with New Coke. This was an enormous marketing mistake. People were outraged that the original Coke was no longer available, and New Coke was a flop. Coca-Cola executives must have been surprised! They had to get rid of New Coke quickly and bring back the original formula.



## **Quick Check ▼**

- A. Vocabulary. Match each word to its definition.
  - **1.** \_\_\_\_ boost

- a. very angry
- **2.** endure
- **b.** put up with

**3.** \_\_\_\_ flop

- c. new thing
- **4.** \_\_\_\_ novelty
- d. failure
- **5.** \_\_\_\_ outraged
- e. interfered with
- **6.** \_\_\_\_\_ tampered
- f. raise
- **B.** Comprehension. Answer the questions.
  - 1. What was William Orton's mistake?
  - 2. How could the sinking of the *Titanic* have been avoided?
  - 3. What do the Russians probably regret? Why?
  - 4. How did Coca-Cola mess with success?



Interview your partner to find out about a mistake they or someone they know once made. Ask questions, which is what was the mistake? Who made the mistake? Why was the mistake made?

Ministry of Edward Appened as a result of the mistake? How could it have been avoided?

2023 - 1445

## 3 Grammar 💹

### Modals in the Past

#### May Have/Might Have

May/Might have + past participle is used to suggest uncertainty or possibility about the past.

I lost my cell phone. I may have left it at school.

You **might have dropped** it at the restaurant.

#### Could Have

Could have + past participle is used in two ways: to talk about the past with uncertainty, or to talk about an option in the past that was not taken.

Do you think I **could have left** my cell phone at your house?

He **could have been** a doctor if he hadn't made the mistake of dropping out of school.

#### Must Have

Must have + past participle is used for drawing conclusions about the past.

I got lost on the way here. I **must have taken** a wrong turn somewhere.

#### Should Have

Should have + past participle is used to talk about mistakes made in the past or expectations that have not been met.

You **should have apologized** for your mistake.

They should have arrived by now.

#### Was/Were Supposed To

Was/Were supposed to + base verb is used to express that an expected action didn't happen.

The football game was supposed to start at 1:00, but it was postponed because of the rain.

Where were you last night? You were supposed to help me with my essay.

### **Passive Modals in the Past**

Passive modals in the past are used to give opinions about events and situations that happened in the past. The form is: subject + modal + have been + past participle.

The money could have been given to the poor.

The package should have been sent a week ago.

- **A.** Circle the correct modal in the past to complete each sentence.
  - 1. I have a sore throat. I (should have / may have) caught your cold.
  - 2. He (wasn't supposed to / shouldn't have) know about the business deal, but he found out by accident.
  - **3.** You have a big smile on your face in all the vacation pictures. You (should have / must have) had a great time.
  - 4. I don't know where she is, but she was very tired. She (should have / may have) gone to bed.
  - 5. I (must have / should have) paid more attention in English class. Now I'm completely confused
  - about the grammar.
  - 6. I (must have / shouldn't have) ordered that new laptop. It was way too expensive.
  - 7. Did you get the package? It (was supposed to / must have) arrive by today.
- \_\_\_\_\_\_ இப்புறு not have / should not have) said that. Now you've hurt your friend's feelings.

Ministry of Education

2023 - 1445

## **3** Grammar

### Modals in the Past

- Briefly review modals in the present. List on the board: may, might, could, must, should, and (be) supposed to. Elicit an example sentence using each.
- Explain that the modals on the board have a different form when talking about the past, but retain similar meaning. Present the material in the grammar box, reading the explanations with the class and calling on students to read aloud the examples.
- Ask students to turn back to pages 96 and 97. Have them find and underline examples of past modals in the stories. Call on students to read aloud the examples they found.

(the telephone)

Orton **could have made** one of the best deals in business history.

Instead, he *may have made* the worst business mistake in history.

(the Titanic)

Yet incredibly, this tragedy **could have** easily been avoided.

The operator was supposed to give the message to the captain.

If it had, the *Titanic* tragedy **might** never

#### have happened.

(Alaska)

The Russians **couldn't have known** how wrong they were.

The Russians *must have regretted* that mistake for many, many years.

(Coca-Cola)

Coca-Cola executives *must have been* surprised!

• Direct students to exercises **A** and **B** for practice.

#### Passive Modals in the Past

Present the explanation to the class. Write the examples on the board and ask students to rewrite the passive sentences as active sentences:

The money could have been given to the poor. ([We] could have given the money to the poor.) The package should have been sent a week ago.

([We,] should have sent the package a week ago.)

Direct students to exercise **C** for practice.

Ministry of Education

### A

- Ask a volunteer to read aloud the directions. Do the first sentence with the class as an example. Elicit the correct complete sentence. Ask: Why did you choose may have? (Since the person has a sore throat, it is a possibility that he or she has caught a cold. It is not a mistake or past expectation.)
- Have students work individually to complete the exercise, and then compare answers with a partner. Ask students to discuss any of their answers that are different and try to work out the correct answer.
- To check answers as a class, call on students to read aloud their completed sentences.

### Answers

- 1. may have
- 2. wasn't supposed to
- 3. must have
- 4. may have
- 5. should have
- 6. shouldn't have
- 7. was supposed to
- 8. should not have

### Language Builder

The past form of the modal *ought to* is *ought to have* + past participle. The past forms of *should* and *ought to* have the same meaning, but *should* is used much more often. For example: You ought to have called me. = You should have called me.

The past form of the modal had better is had better have + past participle. This form is used in speaking, but not usually used in writing. For example: You had better have done the dishes by the time I get home!

Pronunciation of this form in casual speech would be: You'd better-əv... or You'd better-ə...

### **B**

- Ask a volunteer to read aloud the directions and example.
- Have students work individually to complete the sentences, referring back to the chart on page 98 as necessary. Then have them compare answers with a partner.
- Check answers by calling on students to read aloud their completed sentences. Elicit all of the possible correct answers for numbers 1, 5, 6, 8, and 9.

### **Answers**

- 1. could have/might have
- 2. was supposed to
- 3. could have
- 4. couldn't have
- 5. should have/could have
- 6. might have/may have
- 7. should have
- 8. must have/should have
- 9. might have/could have
- 10. must have



- Ask a volunteer to read aloud the directions and example.
- Have students rewrite the sentences individually, and then compare answers with a partner.
- Call on students to read their sentences aloud.

### **Answers**

Answers will vary. Sample answers:

- 1. These keys must have been dropped at the meeting.
- **2.** Hot chocolate may have been drunk by the Mayans as far back as 2,600 years ago.
- **3.** This picture must have been taken by a professional photographer.
- 4. The accident may have been caused by a computer error.
- **5.** He could have been arrested for speeding, but was let go with a warning.
- **6.** You should have been given a course catalog on the first day of school.
- The vegetables in our garden might have been eaten by a squirrel or a rabbit.
- 8. Our car was supposed to have been fixed by now, but it's still broken.



- Read the directions aloud. Direct attention to the example photo. Ask: What is happening in this picture? (A man is standing in the rain.) Read the example sentences aloud. Elicit one or two other possible sentences to describe the photo.
- Have students work with a partner to write at least three sentences about each photo.
- Call on several pairs to read their sentences aloud for each photo.

### **Answers**

Answers will vary. Sample answers:

- A. He must not have been expecting the good news. It might have been a surprise to him. The good news may have been given to him by his parents.
- **B.** He must have just missed his train. He might have had a job interview. He should have gotten to the station earlier.
- **C.** He might have forgotten something important. Whatever he forgot must have been important. He should have written it down.
- **D.** The cup must have been made of ceramics. Somebody might have dropped it accidentally. It may have fallen out of a cabinet.

## Workbook

Assign pages 290–292 for practice with the grammar of the unit.



## Teaching Tip

When presenting new grammar, be sure to give students practice using the grammar through reading, writing, speaking, and listening.



## **Additional Activity**

Write on the board a situation for students to speculate about. For example: When I arrived at class today, there were papers all over the floor in the hall and in the classroom. Have pairs write as many sentences as they can to explain what may have happened, using modals in the past.



<u>صلحتاا</u> قرازم Ministry of Education 2023 - 1445

- B. Complete each sentence with a modal in the past. For some items, more than one modal may be possible.
- ho I should have worn a suit to the interview. I don't think my clothes were formal enough.
  - 1. It's too bad we didn't know you were there. We \_\_\_\_\_ met up.
  - **2.** She study biology in school, but she ended up studying medicine instead.
  - **3.** Farah \_\_\_\_\_\_ gone to Dubai this summer, but she decided to stay home instead.
  - **4.** He \_\_\_\_\_ have said that. I think they must have misunderstood him.
  - 5. It was such a beautiful day today. We \_\_\_\_\_ gone to the beach.
  - **6.** I'm not sure what we did with the bottles. We \_\_\_\_\_ put them in the recycling bin.
  - 7. The product \_\_\_\_\_ been a big success, but instead it was a flop.
  - **8.** You were right there when the accident happened. You \_\_\_\_\_ seen everything.
  - **9.** Who knows what \_\_\_\_\_ happened if the other candidate had won the election.
  - **10.** You look refreshed and well-rested. You slept well.
- **C.** Rewrite each sentence as a passive sentence.
- The coach should have chosen Abdullah for the football team. Abdullah should have been chosen for the football team.
  - **1.** Someone must have dropped these keys at the meeting.
  - 2. The Mayans may have drunk hot chocolate as far back as 2,600 years ago.
  - **3.** A professional photographer must have taken this picture.
  - **4.** A computer error may have caused the accident.
  - 5. The police officer could have arrested him for speeding, but he let him go with a warning.
  - **6.** The registrar should have given you a course catalog on the first day of school.
  - **7.** A squirrel or a rabbit might have eaten the vegetables in our garden.
  - **8.** The mechanic was supposed to have fixed our car by now, but it's still broken.
- D. Look at the photos. Write at least three sentences about each photo using modals in the past and passive modals in the past.
- 📍 He must have been caught in the rain. He should have brought an umbrella. He could have stayed dry if he had an umbrella. He may have caught a cold.











## **Everyone Makes Mistakes**

## 



Sarah: What did you do on Thursday night?

Fatima: My family took me out because I graduated.

Sarah: Oh no! I forgot that you graduated last week.

I'm so sorry!

Fatima: Why?

Sarah: I should have gotten you something for the occasion. I should have at least called you.

Fatima: Don't worry about it. It's no big deal.

Sarah: No big deal? Of course, it's a big deal. It was your graduation. I don't know how I forgot

about it. Come to think of it, I was so focused on studying for final exams, your graduation

must have just slipped my mind. I feel awful about it. Can you forgive me?

You're making too much of it. Forget about it. Anyway, you were studying for finals. That's Fatima:

a good excuse. Don't sweat it.

Sarah: But I feel like such a flake.

Fatima: No more apologies! You're making me wish I hadn't mentioned it to you.

Sarah: Sorry!

#### **Real Talk**

(no) big deal = (not) something of great importance

slip (one's) mind = forget about something

make too much of (something) = exaggerate the importance of something

Don't sweat it. = Don't worry about it.

flake = irresponsible person

### **About the Conversation**

### 1. Why is Sarah apologizing?

2. What is Sarah's excuse?

**3.** What is Fatima's response to Sarah's apologies?

### **Your Turn**

Role-play with a partner. Choose a situation in which one person apologizes to another. Use phrases for apologizing and responding to an apology.

| Apologizing  | Responding to an Apology |
|--|--------------------------|
| Can you forgive me?                                | Don't sweat it.          |
| I feel awful about this.                           | Don't worry about it.    |
| I'm so sorry.                                      | Forget about it.         |
| Inf sorry. I should not) have Please excuse me for | It's no big deal.        |
| •Please excuse me for                              | That's OK.               |

## وزارة التعــلم

Ministry of Education 2023 - 1445

## **4** Conversation

- Focus students' attention on the photo. Ask them to cover the conversation. Ask: What can you see? (two young women shaking hands) Write on the board: What do you think happened? Tell students that they will listen for the answer to this guestion.
- Play the audio. Have students listen with their books closed for the answer to the question on the board.
- Elicit the answer to the question on the board. (Sarah forgot about her friend Fatima's graduation.)
- Play the audio again. This time, have students listen and read along in their books.
- Ask a few comprehension questions. For example:
   Whose graduation was it? (Fatima's) What did she do
   for her graduation? (Her parents took her out.) How
   does Sarah feel? (She feels very bad that she forgot
   about it.)

### **Real Talk**

 Model the expressions in the Real Talk box for students to repeat. Discuss the expressions with the class. Ask who says each expression and why.
 For example:

**(no) big deal** (Fatima says this, meaning that she is not upset that Sarah forgot her graduation. This may not be true but Fatima doesn't want Sarah to feel bad.)

**slip (one's) mind** (Sarah says that, meaning that she knew about Fatima's graduation, but somehow forgot about it at the last minute.)

make too much of (something) (Fatima says this, meaning that it isn't important enough for Sarah to keep apologizing for.)

**Don't sweat it.** (Fatima says this, meaning that she doesn't want Sarah to talk or worry about it anymore.) **flake** (Sarah says this, meaning that she feels dumb for not remembering Fatima's graduation.)

 Ask a few questions about students' own experiences to elicit use of the expressions. Arrange students in pairs to discuss questions and statements, such as the following:

Would you like people to make a big deal about your graduation? (No. I don't like big events. I'd rather just have a quiet celebration.)

Has someone's graduation or another important event ever slipped your mind? How did you feel?

صلحتا قرازم Ministry of Education

2023 - 1445

(Yes. I forgot about my brother's graduation day one year. I felt terrible.)

**Tell about a situation when someone apologized to you.** (My sister apologized for taking my smartphone without asking first.) **Did the person make too much of it?** (Yes.) **Did you say Don't sweat it?** (Yes. I wasn't angry.)

**Have you ever felt like a flake?** (Yes. I felt like a flake last week when I forgot that I was supposed to meet a friend for lunch and I didn't go.)

 Arrange students in pairs to practice the conversation, switching roles. Have one pair act out the conversation for the class.

### **About the Conversation**

- Have students work in pairs to ask and answer the questions.
- Check answers by calling on pairs to read aloud the questions and answer them.

### **Answers**

Answers will vary. Sample answers:

- 1. She's apologizing for forgetting Fatima's graduation day.
- 2. Sarah was focused on studying for final exams.
- 3. Fatima doesn't mind. She tells Sarah not to worry about it.

#### **Your Turn**

- Call on a student to read aloud the directions.
- Focus students' attention on the box of phrases.
   Ask students to read the phrases aloud. Answer any questions about vocabulary.
- Brainstorm situations that the partners might role-play; for example: you borrowed something from a friend and lost/broke it; you forgot that you had to meet a friend somewhere; you told someone a secret that you shouldn't have told; etc.
- Have students work in pairs to role-play their conversations. As students are working, go around and check that they are using some of the expressions for apologizing and responding to an apology. Check also that students are not writing the conversations. Explain that this is intended as speaking practice, not writing.
- Ask one or two pairs to act out their role plays for the class, or have each pair act out their conversation for another pair.

## 5 Listening

- Read aloud the directions. Ask students to study the chart. To prepare them for listening, ask:
  - What information will you listen for?
- Play the audio twice. The first time, students just listen. The second time, they write in the chart. Pause the audio after each story to give students time to write.
- Play the audio again, pausing after each story to check answers with the class.

### Answers

|    | The Bee Story                             | The Ring Story                             |
|----|---|--|
| 1. | to get rid of the bees                    | to give his wife an anniversary ring.      |
| 2. | yes                                       | no   |
| 3. | He set his shed on fire.                  | The wind pulled the balloon from his hand. |
| 4. | The fire caused \$80,000 worth of damage. | He lost a \$10,000 ring.                   |

## Audioscript

And in other news tonight, we have two stories of people making very silly mistakes.

In the first story, a man, attempting to solve a problem, creates a much bigger problem. Joshua Mullen of Mobile, Alabama, was alarmed when he saw a swarm of bees in his shed. At first he wasn't sure how to get rid of them. Then he had an idea. But it was an idea that he should have thought twice about.

Mullen dumped a can of gasoline onto a pile of rags in the shed, and then walked away. He thought the smell might get rid of the bees. But the pilot light of a hot water heater in the shed set the gas fumes on fire. In moments, the shed went up in flames, causing \$80,000 worth of damage. The fire did get rid of the bees, but in Mullen's words, "Looking back at all this, there might have been a better way." The really silly part of this story is that Mullen is a mechanic who has received training in handling gasoline safely in order to avoid starting fires. He should have known better.

The second story involves a man who wanted to come up with a unique way to give his wife a ring on their anniversary. Twenty-eight-year-old Alec Bell of East London wanted to surprise his wife, Emma. So he had a florist put a \$10,000 diamond ring inside a helium balloon. Bell said, "I had been planning this for ages. I thought it would make Emma eally happy." He couldn't have known that he was the one if for a surprise.

When Bell left the shop, a strong wind pulled the balloon from his hand. The balloon floated into the sky. Bell said, "I just watched as twent latting and farther up in the air. I felt like such an idiot. It cost

a fortune, and I knew my wife would be furious with me." Bell spent two hours chasing the balloon in his car, but eventually lost sight of it and had to give up. He must have had fun explaining to his wife what had happened!

## **6** Pronunciation

- Play the audio for the explanation. Students listen and read along.
- Play the audio for the sentences. Students listen and repeat, or speak along with the recording.

## 7 Vocabulary Building

### A

 Have students work individually to match the words with the definitions.

#### **Answers**

**1.** e **2.** c **3.** d **4.** b **5.** f **6.** a



• Have students compare answers with a partner.

## Workbook

Assign page 293 for additional reading practice.

## **Teaching Tip**

Give students strategies for guessing at the meaning of unfamiliar words. Tell them to look for familiar letter chunks within words. They may be prefixes, suffixes, endings, whole words, or base words. These chunks give clues to a word's meaning.

## Additional Activity

Make copies of the listening script and distribute one copy to pairs of students. Have pairs find and underline all of the past tense modals. Then have them practice reading aloud the script, pronouncing the modals in their reduced form.



In 2019, the average cost of a wedding in the United States was \$28,000. This doesn't include the amount spent on engagement rings or honeymoons.

Ministry of Education

2023 - 1445

## 5 Listening 🔊



Listen to the stories about two silly mistakes. Then fill in the chart.





|    |  | The Bee Story | The Ring Story |
|----|--|---------------|----------------|
| 1. | What was the person's goal?                |               |                |
| 2. | Did the person achieve the goal?           |               |                |
| 3. | What mistake did the person make?          |               |                |
| 4. | What were the consequences of the mistake? |               |                |

## 6 Pronunciation



In casual speech, modals + have are often reduced in the following way:

#### Standard Form

#### **Reduced Form**

could have / could not have should have / should not have shoulda / shouldn'ta might have / might not have must have / must not have

coulda / couldn'ta mighta / mightn'ta musta / mustn'ta

Listen and practice the reductions in the sentences.

- **1.** But it was an idea that he **should have** thought twice about.
- **2.** Looking back at all this, there **might have** been a better way.
- 3. He should have known better.
- **4.** He **couldn't have** known that he was the one in for a surprise.
- **5.** He **must have** had fun explaining what had happened to his wife!

## Vocabulary Building



A. You will see the following words in the reading on pages 102 and 103. Match the words with their meanings.

- **1.** absent-minded
- 2. \_\_\_\_adhesive
- **3.** \_\_\_\_\_ automatically
- \_\_\_damage **5.** \_\_\_\_\_ discarded **6.** \_\_\_\_\_ ubiquitous
- a. found everywhere
- **b.** harm
- **c.** a material that causes two materials to stick together
- d. something done without thought, as is done by a machine
- e. forgetful, distracted
- **f.** thrown away

... Ministry of ER Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary. 2023 - 1445

## 8 Reading 💹



## **Before Reading**

Can an accident or mistake ever end up leading to something good?



When we make a mistake, often our first instinct is to say, "Oh no!" and to feel regret and maybe even embarrassment at our failure. But mistakes and accidents are not always a bad thing. In fact, they sometimes give rise to extraordinary ideas. In 1492, Christopher Columbus set out to discover a new route to Asia. He did not reach Asia, but this failure resulted in his discovering the New World!

There are many stories of such happy accidents throughout modern history. For example, one of the greatest medical discoveries of the 20th century was antibiotics, a kind of medication used to kill bacteria that cause disease. Since the discovery, antibiotics may have saved millions of lives. Yet, the discovery of the first antibiotic happened by accident.

In 1928, a Scottish scientist named Alexander Fleming was researching a kind of bacteria called staphylococcus. He conducted experiments with the bacteria in dishes. Fleming was brilliant, but he was messy and absent-minded. When he left his laboratory to go on vacation, instead of cleaning up, he left the bacteria in the dishes. When he returned, he noticed that mold had grown in the dishes while he was gone. He could have just thrown the dishes away. Fortunately, instead, he looked at them under a microscope. Fleming found that the area around the mold was free of bacteria. He realized that the dangerous bacteria must have been dissolved by the mold. These dirty dishes led to the discovery of penicillin, the first antibiotic. Today, this life-saving drug is used around the world. Each year there are over 80 million prescriptions written for penicillin in the U.S. alone!

Not all lucky accidents have changed the way we live in dramatic ways. Some fortunate accidents have just made life a little more convenient. But many of these conveniences have become such a part of our everyday lives that we've come to take them for granted.

1948, a Swiss inventor named George de Mestral went for a hike. When he returned, he was covered in burrs—seed-sacs that cling to clothes. Nature designed burrs to do this in order to spread seeds to new areas. De Mestral became curious about how these burrs attached themselves to clothes and hair. He inspected one of the burrs from his pants under a microscope. He saw that it had countless tiny hooks that clung to the tiny loops in the fabric of his pants. This gave him the idea to design a new kind of fastener. The fastener would be made of two aylan strips, ane side with stiff hooks like the burrs and the other side with loops like the fabric of his pants. His invention, Velcro, has since become \_ubiquitous. Lan be found on everything from shoes

... to wallets to blood pressure cuffs to space shuttles. 2023 - 1445



# 8 Reading

- With books closed, discuss the Before Reading question with the class: Can an accident or mistake ever end up leading to something good? Elicit personal stories from students about good things that have come from mistakes. If students have difficulty coming up with stories, provide an example, such as the following: Last week, I overslept one morning. I left my home a half hour later than usual, thinking I would be late for work. It turned out to be lucky. If I had left earlier, I probably would have been caught in an awful traffic jam, caused by a multiple car accident.
- Ask students to open their books and look at the title of the reading: Happy Accidents. Tell them to cover the text, but look at the photos. Elicit the name of the object in each photo. (prescription pills or antibiotics, Velcro®, Post-it™ Notes) Ask: Does anyone know how any of these objects were invented? Elicit any prior knowledge or guesses students have about each object.

#### **READING STRATEGY Reciprocal Learning**

- Reciprocal Learning is a group reading process that practices four reading strategies: summarizing, questioning, clarifying, and predicting.
- Tell students that they will read this article in groups.
   Arrange students in groups of four. Within each group, assign each student a number, 1–4. Write on the board for reference:

Student 1 is the summarizer Student 2 is the questioner Student 3 is the clarifier Student 4 is the predictor

- Have students read the first four paragraphs of the article silently. You might ask them to draw a line underneath the fourth paragraph before they begin reading as a reminder to stop.
- When all group members have finished reading the first four paragraphs, have them discuss what they read. The summarizer gives a brief summary of the paragraphs, retelling just the main points.

  The questioner asks questions about any points that he or she is unsure about, or asks questions about the characters of content to extend the discussion.

  The clarifier tries to answer all of the questions.

The prediction nakes guesses about what the Ministrip maid depoint article will contain.

- When groups are finished discussing, have them read the rest of the article silently.
- Have groups repeat the procedure with the second half of the article. This time, ask group members to switch roles. Student 1 becomes Student 2, Student 2 becomes Student 3, Student 3 becomes Student 4, and Student 4 becomes Student 1.
- Discuss as a class any questions asked by the questioner that students were unable to answer in their groups.
- As a follow-up, ask students to share what they liked and didn't like about reciprocal teaching.
   Ask: How did using this strategy help you understand the article better?
- Play the audio for the article as preparation for the **After Reading** questions. Have students listen and read along in their books.
- For additional vocabulary practice, ask students to turn back to the Vocabulary Building exercise on page 101.
   Have them search the article for the vocabulary words and underline them. Tell students to study the context of each word to help them understand the meaning.
   Call on students to explain each word as it is used in the context of the article. Sample answers may include:
   We know that Alexander Fleming was absent-minded because he left bacteria growing in dishes while he went on vacation.

Silver thought that the *adhesive* he invented was a failure because it was weak. Using it, objects could be stuck and unstuck again and again.

The writer thinks that there can be value in mistakes and they should not be *automatically* forgotten about. The benefit of the weak adhesive on Post-it™ Notes is that it doesn't *damage* the object it is stuck to. Ideas and inventions should not be *discarded* too quickly as mistakes. They might serve a different

Velcro® has become *ubiquitous*. It can be found almost everywhere.

purpose than the intended.

#### **After Reading**

- Have students work individually to mark the sentences true or false and rewrite the false sentences to be true.
   Then have them compare answers with a partner.
   If their answers are different, they should discuss and decide which is correct.
- Check answers and discuss the statements with the class.

#### **Answers**

- 1. true
- 2. false (The first antibiotic was discovered in 1928.)
- 3. true
- 4. false (Post-it Notes have a weak adhesive.)

# Speaking

- Arrange students in pairs to discuss the question. Each student should answer and explain his or her thoughts.
   Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
   Have the pairs explain to each other their ideas about the two questions.
- Open up the group discussions to a class discussion.
   Ask groups to share their answers with the class.

# Workbook

Assign pages 294–295 for additional writing practice at word and sentence level.



# Teaching Tip

Students enjoy reading and writing about topics that are interesting to them. Find out what your students are interested in. Then find readings on these topics or assign writing activities based on them.



### **Additional Activity**

Write a class chain story. Write the beginning of a story about a happy mistake down on a piece of paper. For example, write the title: What a Happy Mistake! and first line: When I left school yesterday to go home, my car wouldn't start... Pass the paper around the room, having each student add another line to the story. Tell students to continue the story by writing about what happened and what might have happened. When all students have added a line, have the last student read aloud the whole story.



# **Project: Other Lucky Mistakes**

Elicit or write a list of other inventions that were created by mistake on the board. The list might include the following topics: X-rays, potato chips, artificial sweeteners, Teflon, the microwave, and corn flakes. Arrange students in groups. Each group picks a topic from the board or chooses a topic of their own to research. Have them find out how the product was invented. Have groups prepare a presentation for the class based on their findings.



The invention of Coca-Cola was also an accident. The recipe was devised by an American pharmacist who was trying to create a cure for headaches. He sold it in a drug store as a soda fountain drink for years before selling the recipe to a company who bottled it.





Another modern invention we owe to a happy accident is Post-it™ Notes, those small pieces of notepaper that can be stuck and unstuck again and again. In 1970, Spencer Silver was working in a research laboratory, trying to create a strong adhesive. He created a new adhesive that stuck to objects, but it could also easily be lifted off them. Because the adhesive was so weak, Silver considered it a failure. He shouldn't have. A few years later, a co-worker of Silver's was looking in a book. He used scraps of paper to keep his place in the book, but the scraps kept falling out. Remembering Silver's invention, the co-worker put some of the adhesive on the scraps. It was perfect! The scraps stayed in place, but came off easily so they didn't damage the book. Post-it Notes were introduced in 1980, and quickly became an essential office product around the world.

All of these stories show that accidents are not always a bad thing, and that not all mistakes should automatically be discarded. Instead, perhaps we should take a closer look at our accidents and mistakes. They just may reveal the solutions to a problem, or pave the way to an extraordinary new idea.

# **After Reading**

Answer **true** or **false**. Rewrite the false statements to make them true.

- **1.** Mistakes sometimes lead to great new discoveries.
- **2.** \_\_\_\_ Antibiotics have been in existence since the 1800s.
- **3.** \_\_\_\_ The idea for Velcro came from nature.
- **4.** Post-it Notes have a strong adhesive.

# 9 Speaking 🞑



- 1. Work in pairs/groups. Think about how the world would be different without the discoveries and inventions mentioned in the reading and make notes in the chart.
- 2. Use your notes to discuss your ideas in class.

|                                 |              | Discoveries or inventions | How the discoveries/inventions changed the world | What the world would be like if each invention/discovery had not been made |
|---------------------------------|--------------|---------------------------|--|--|
|                                 | 1            | Penicillin                |  |  |
|                                 | 2            | Velcro®                   |  |  |
| <u>میاحتا</u><br>Ministry of Ec | 3<br>ازارت ا |                           |  |  |

# 10 Writing **1**



- A. 1. Have you ever made a mistake that has turned out for the best? When? Where? Who was involved?
  - 2. Read the text and find out.
    - Where did the incident take place?
    - Who was involved?
    - What was the outcome?
    - What impact did it have on the writer?
  - 3. Is there an explicit description of the people involved? How old do you think they are?

What kind of people do you think they are? Compare notes with a partner.



I was traveling to London and had just gone through security check at the airport. When I picked up my coat, it felt a bit heavier than usual, but I quickly put it down to fatigue as I had worked through the night in order to complete some work before I left. I checked the time and decided that it was far too early to proceed to the departure gate, so I sauntered about the Duty Free section of the terminal, having a look at displays.

I was examining a computer case when I heard the announcement. Somebody had mistakenly taken a coat that was a lot lighter than his, and requested that the person who might have accidentally taken the wrong coat meet him at the information desk. I did not take any notice at first, but when the announcement was repeated for a third time, I stopped and had a look at the label of the coat I was carrying. I had never seen it before!

When I got closer to the information desk, I saw someone who looked vaguely familiar. I smiled holding up the coat. He smiled back, pointing to my coat. We exchanged coats and introductions. Surprisingly, we shared the same family name.

We decided to spend the time left before our flights working out possible connections over a cup of coffee. As it turned out, we were both descendants of the same family. We simply happened to be in different places at different times. We found the physical resemblance quite amusing. We could have been brothers or cousins. We have since kept in touch and have become very close friends, or relatives, if you wish.

If I hadn't taken the wrong coat at the security check, I might never have run into my long lost relative. I would not have known of the existence of someone who looked like me and carried the same name. I would have missed the opportunity to encounter an important person in my life.

4. Read the text again and identify which paragraph(s): sets the scene • reveals the first clue reveals the second clue price in a juij presents factual outcome Ministry of Education presents the writer's thoughts/reflection

2023 - 1445 **5.** Is the outcome predictable after the third paragraph? Why? Why not?

# 10 Writing

### A

- Write question 1 on the board. Call on a volunteer to read it aloud in class. Give students a couple of minutes to think about it and elicit answers. Have the rest of the class listen and comment/compare with their experiences.
- Direct students to the photo and ask them where they think the people are and what they are doing there.
   Sample answers will probably include places like an airport, airport terminal, mall, station.
- Write the students' suggestions on the board and ask them to think of mistakes that are likely to happen in these places. For example: people might mix up their luggage, sit in the wrong seat, go to the wrong gate, miss the plane/ train, etc.
- Have students read directions for 2 and read the text.
   Ask them to discuss answers with a partner. Encourage students to answer the questions in their own words.
   Circulate and monitor to make sure all pairs are answering.
- Call on pairs to share their answers with the class.

#### **Answers**

- At the airport terminal
- The writer and the person who looked like him and had the same family name.
- They got to know each other and found out that they were descendants of the same family.
- He gained a close friend and relative that he would never have met if he hadn't mistakenly picked up the wrong coat.
- Call on a volunteer to read directions for 3 aloud in class. Play the audio and have students listen and follow in their books.
- Have students answer the questions individually. Then ask them to compare with a partner.
- Call on pairs to report their answers in class. Ask students to justify their answers. For example: They are over 30 because it sounds as if they are both used to travelling. One was just looking around the Duty Free shops while the other one directed himself to the information desk as soon as he realized that he didn't have the right coat. What they did indicates that they are seasoned travelers.
- Ask students if their answers and impressions had been affected by the photo.

Have students read the directions for tasks 4 and 5.
 Give them time to read the text alone and answer the questions. Then ask them to compare with a partner. If they disagree on the answers refer them back to the text

#### **Answers**

#### 4.

- The first paragraph sets the scene
- The second paragraph reveals the first clue, "Somebody had mistakenly taken a coat that was a lot lighter than his ... to meet him at the information desk. / I stopped ... a look at the label ... I had never seen it before!
- The third paragraph reveals the second clue, "... looked vaguely familiar ... shared the same family name."
- The fourth paragraph presents factual outcome
- · The final paragraph presents the writer's thoughts and reflection.

#### 5.

- Yes, it is as there is mention of the fact that they looked alike and shared the same family name.
- · Call on students to share their answers with the class.

# Additional Activity

Organize students in small groups and have them rewrite and present the story in a completely different order.

# Teaching Tip

It is best to encourage students to answer questions and express themselves in their own words, rather than extract words from the text. In fact, it is often possible for students to answer some questions by using grammatical clues and extracting what is necessary from the text without necessarily understanding it. The answers included in the Teacher's notes are there to guide you, not to impose one way of answering.



- Tell students that they are going to write a descriptive account of an event and speculate on how things could have turned out very differently.
- Read directions 1 and 2 with the class.
- Organize students in pairs and have them talk to each other about the accidents or mistakes they have in mind. Ask them to think about how things might have turned out if the mistake/accident had not taken place. Circulate and monitor. Remind students to make notes in the chart as they discuss different versions or ideas.
- Call on volunteers to report some of their ideas in class. Ask the rest of the class to listen, ask questions to find out more or comment.
- Focus the students' attention on the Writing Corner.
- Have a student read each point aloud and discuss it in class. Explain to them that:
  - 1. They need to describe different aspects of a person and not restrict their description to physical appearance. Point out that a lot can be provided about a person's attitude and feelings through behaviour.
  - 2. It is important to draw the reader's attention and create some proximity through addressing him/her directly by asking questions, commenting, or allowing the reader access to narrator's thoughts and images.
  - 3. In personal narratives, factual information is combined with feelings, thoughts and attitude/comments.
- Have students read the directions for 1 and highlight factual sentences and comments, thoughts and feelings in the model text on page 105 and/or the model text on page 104. There will be sentences/phrases, that combine facts and feelings or thoughts. For example, the last sentence in the model text on page 105: He could not have known ... medical school.
- Have them highlight individually. Then ask them to compare answers with a partner. Examples from the model text on page 104:
- When I picked up my coat it felt a bit heavier than usual, but I quickly put it down to fatigue ... (feeling, thought)
- I sauntered about the Duty Free section at the terminal, having a look at displays. (fact)
- Call on students to report and check/discuss answers in class. The aim here is not to categorize sections perfectly but to have students notice how thought/ feelings and facts are interwoven, so that they become aware of what is possible in personal narrative.
- Read the last question in the Writing Corner and elicit answer arbin atudents.

Ministry of Education 2023 - 1445

#### Answer

- No, there isn't a regular pattern. Facts and feeling/thoughts are integrated as required.
- Allow time for students to make their notes in the chart. Remind them not to write full sentences.
- Have students use their notes in the chart to write a story/personal narrative individually. Exchange with a partner, read and comment on each other's essays; have them make corrections and rewrite their essays. Circulate and monitor. Help students edit.
- Give them some time to rewrite their essays. Call on some students to read their essays in class. Then circulate the rest of the essays in class so that students read as many essays as possible. Encourage them to make a note of anything they find interesting, for example a word or phrase, an expression and so on.
- Post the essays on the board or on the wall and have the students stand up and read them. Have students decide which ones:
  - 1. are organized well
  - 2. are original
  - 3. are the most vivid
  - 4. use language well
  - 5. attract and involve the reader optimally
  - 6. provide a balanced view of feelings, thoughts and
- Tell them that each essay might satisfy more than one criterion.
- Have pairs compare their choices. Call on them to present their ideas for the class. Have the rest of the class listen and comment.

# **Additional Activity**

Have students read what might have happened aloud for the class. Have the rest of the class guess/ identify the event, accident or mistake.

### Workbook

Assign page 296 for additional writing practice above word and sentence level.

Assign Writing Skills 3 on page 369 for further practice in editing. Alternatively, go over the information and exercises as a class.

- **B. 1.** Think of a mistake or an accident. It can be something that happened to you, someone you know, or a famous person.
  - **2.** Did the mistake/accident work out for the best, or not? Think about how things might have turned out differently if it had not happened. Use a chart to organize your ideas.
  - **3.** Write a descriptive account of the event. Write about what happened as a result of the mistake or accident, and speculate on how things might have turned out differently if it had not happened.

| What happened? | What might have happened? |
|----------------|---------------------------|
|                |                           |
|                |                           |
|                |                           |
|                |                           |
|                |                           |

The Mistake that Led to My Father Becoming a Doctor

My father had always wanted to become a historian. He used to read history
books, follow current affairs consistently, and collect all the data he could from
different sources.

At the time, there was no Internet, so reading and collecting data demanded access to books and other published materials, and a lot of determination. He was supposed to pursue a relevant course of study and specialization. He could not have known that his outstanding performance in science and biology would accidentally steer him away from history and secure a place for him in medical school.

### **Writing Corner**

When you write a personal account or narrative:

- think about the people involved in terms of personality, physical characteristics, skills and abilities, behavior, feelings and aspirations:
  - personality
  - physical characteristics
  - skills and abilities
  - behavior
  - feelings and aspirations
- try not to restrict your account to a series of facts. Include details and description
  which will get your reader visualizing places and people, and speculating, predicting
  and anticipating what will happen next.
- As you might potice in the model text, factual sentences are interspersed with personal thoughts, comments, and feelings.
- 1. Use two different colors to highlight factual sentences/information and the writer's personal comments, thoughts, and feelings.

Ministry of Education 2. Is there a regular pattern? Why? Why not? 2023 - 1445

# Form, Meaning and Function



#### **Words Connected with Business**

Here are some words and phrases often connected with business. Work with a partner and add a word or phrase of your own to each column.

| Doing Business     | Good Business     | Bad Business                |
|--------------------|-------------------|-----------------------------|
| a good deal        | boost sales       | no commercial possibilities |
| begin negotiations | new and improved  | make a mistake              |
| sign an agreement  | an asset          | slipping sales figures      |
| buy/sell           | a valuable patent | stop producing              |

#### **Articles**

#### a/an

Use the indefinite article a/an before singular count nouns when we refer to the noun in a general sense, and when we mention something for the first time.

In an attempt to boost sales, a well-known soft drinks company created a new, improved formula.

We use the definite article the before singular and plural nouns when we refer to something already known, mentioned or defined.

The new formula, which was tested in 200,000 taste tests replaced the original formula.

Use the with **superlative** and **comparative** adjectives and adverbs.

In 1876, **the** most important communications technology was the telegraph.

Use the to refer to inventions.

Alexander Graham Bell invented the telephone.

Don't use the before the names of **people**, **streets**, **cities**, and **countries**.

Fahd is my brother. He lives on Main Street. He's in Dubai on vacation.

| A.  | Сс        | mplete the sentence  | es with <b>the</b> , <b>a</b> , <b>an</b> , c | or no article ( | <del>-</del> ).       |                   |                   |
|-----|-----------|--|---|-----------------|-----------------------|-------------------|-------------------|
|     | 1.        | A company rejected   | d the patent for                              |                 | telephone.            |                   |                   |
|     | 2.        | Willi  | iam Orton was offe                            | red the pate    | nt for                | _ invention calle | ed the telephone. |
|     | 3.        | Orton may have ma  | ade   | worst busine    | ess mistake in histor | y.                |                   |
|     | 4.        | Alas<br>Russia.  | ska had been cons                             | idered a bur    | den rather than       | asse              | et by             |
|     | Wo<br>fol | Replacing the old for brought  ork with a partner. Implementation of the partner is a second control of the partn | original formulagine you work in              | a back quick    | kly.                  |                   | and the company   |
| Mir | rav       | Fsald ly and perks<br>ekopportunities<br>1445  | your working envi                             |                 |                       | made              |                   |

# 11 Form, Meaning and Function

#### **Words Connected with Business**

- Tell students to read through the vocabulary items in the chart and circle any words or phrases 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.
- Ask students to read the texts again on pages 96 and 97 and find the vocabulary items from the chart on page 106 in the short reading texts to check their understanding of the meaning.
- Tell students to either add a word or phrase of their own to the vocabulary chart or find more words or phrases from the short texts on pages 96 and 97. Ask students to compare their words and phrases with a partner.
- Call on students to share their examples with the class.

#### **Articles**

- Write the words on the board and say them out loud: a mistake and an invention. Show students how it's easier to say 'an invention' with the /n/ sound in an.
- Go over the explanation and other examples of *α* and *αn* in the example sentence in the presentation.
- Explain that the definite article the comes before singular and plural nouns: the formula and the inventions.
- Tell students we use the for specific objects or people that have already been introduced or that are already known. Read out the example sentence to illustrate this.
- Have students read the next examples and explain that we use the in the superlative and the comparative structure: The better the formula, the more they sell.
- Point out when we don't use articles and read the example sentence.

Language Builder

Point out the use of the atticles a/an in most phrases with singular nouns. For example: Saudi Arabia is an interesting place. Riyadh is a wonderful city.

Ministry of Education
2023 - 1445

#### A

- Ask a volunteer to read the directions and the first sentence aloud. Elicit that the article needed is the.
   Elicit or explain the reason why. (We are referring to an invention.)
- Have students refer to the guidelines given in the presentation and work alone to complete the sentences. They should then compare their answers with a partner.
- Call on volunteers to read out their answers. Have the class listen carefully and check they agree. If not, ask why not. Focus students on the explanation given in the presentation if necessary.

#### Answers

- **1.** the
- 2. (-), an
- **3.** the
- 4. (-), an, (-)
- **5.** a, the

#### **3**

- Focus students' attention on the picture. Ask: Where is this man? What is he doing? (Working in an office; Writing a proposal, etc.)
- Ask a volunteer to read the directions and the words and phrases in the box.
- Have students work individually to make notes on their dream job. Students then work with a partner to take it in turns to ask and answer about the things in the box.
- Ask a few volunteers to role-play their conversation for their class. Ask: How are the conversations the same or different?
- If there is time in class, ask students to write a paragraph describing their dream job.

#### **Answers**

Students' own answers



# Teaching Tip

Explain why you're asking students to do certain activities. This is especially important with older and more advanced students. For example, explain that discussing the meaning of vocabulary words in relation to the context helps them get a better understanding of the words. It also makes it more likely that they will remember the words.

#### **Count/Noncount Nouns**

- Go over the material on the page and point out when we add -s 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: When do we add —es to a singular noun to form a plural noun?
- 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: advice, information, news, time, furniture. Ask students to add to the list with their own examples.

### **Expressions of Quantity: Some/Any**

- Explain that we use the quantifier some in affirmative statements and any in negative statements and in questions.
- Write on the board: Is there any news? Are there any newspapers? Ask students to respond with an affirmative and negative response.

### Expressions of Quantity: A Lot of, Much, Many, Enough, Plenty of, (A) Few, Little, Hardly Any

- Have volunteers read the example sentences. Elicit the quantity words for count nouns and the quantity words for noncount nouns. Then elicit the quantity words for both count and noncount nouns.
- Point out that we use enough to mean the correct, or appropriate amount—as many/much as needed. Model sentences with enough. For example: I have enough money to pay the rent but I don't have enough to go on vacation.

#### Language Builder

Explain the importance of using the article a with a few and a little. Without the article a, the meaning changes. For example:

Tom's boss had issued a few verbal warnings about his bad time keeping. In the end, Tom was fired. (= Tom had received a lot of warnings.)

There had been few verbal warnings, so Tom was surprised was hie was filed. (= Tom hadn't had many warnings.)

Ministry of Education

2023 - 1445

#### 0

- Have a volunteer read the directions and the words in the box. Ask students to work in pairs to complete the sentences.
- Emphasize that students will not use all the words and in some cases, there is more than one possible answer.
- Call on volunteers to write their answers on the board.
   Check the answers as a class.

#### **Answers**

- 1. career/occupation/profession/job
- 2. career/occupation/profession/job
- 3. university
- 4. qualifications, salary
- 5. interests
- 6. work
- 7. guidance

#### **(D)**

- Read out the directions and call on two students to model the example.
- Give students a few minutes to form possible questions about the nouns in the box in exercise C. Using their notes, students should then take it in turns to ask and answers questions.
- Call on volunteers to role-play their conversations for the class.

#### **Answers**

Students' own answers

# Workbook

Assign pages 297–298 for more practice with the form, meaning and function of the structures in the unit.



# Teaching Tip

Try to recycle vocabulary from the unit as much as possible. Here's one idea. At the start of a class, write a word on the board from earlier in the unit and then give a "prize" to the first student who manages to use the word in a natural way during the class.

#### **Count/Noncount Nouns**

Count nouns name things that you can count. They have singular and plural forms.

Singular Count Nouns Plural Count Nouns

a warning two warnings an iceberg three icebergs

Noncount nouns name things that you can't count: *advice*, *information*, *news*, *time*, *furniture* etc. They don't use a/an. They don't have plural forms.

#### Expressions of Quantity: Some/Any

Use *some* in affirmative statements. Use *any* in negative statements and in questions. Use *some/any* with noncount nouns and with plural nouns.

Affirmative (+) Negative (-) Questions (?)
There is some news. There isn't any news. Is there any news?

There are some newspapers. There aren't any newspapers. Are there any newspapers?

### Expressions of Quantity: A Lot of, Much, Many, Enough, Plenty of, (A) Few, Little, Hardly Any

Count Noncount

**How many** jobs have you had? **How much** gold did they sell? He only has **(a) few** friends. There's **little** money left.

Use *plenty of, a lot of, hardly any* and *enough* for both plural count and noncount nouns.

She has **plenty of/hardly any** friends.

She has **plenty of/hardly any** money.

**C.** Read the career advice and complete each gap with a word from the box. There is more than one possible answer for some gaps. You will not need to use all the words.

| career | high school | occupation | salary | degree         | interests | profession |  |
|--------|-------------|------------|--------|----------------|-----------|------------|--|
|        | university  | guidance   | job    | qualifications | work      |            |  |
|        |             |            |        |                |           |            |  |

**1.** What are you good at? What \_\_\_\_\_ is right for you?

2. You should choose a \_\_\_\_\_ that you'll find rewarding,

**3.** If you attend \_\_\_\_\_\_, you'll obtain a degree.

4. If you have \_\_\_\_\_, you will earn a higher \_\_\_\_\_

5. You should look at your \_\_\_\_\_, and test your IQ.

**6.** You should choose a satisfying line of \_\_\_\_\_\_ that you'll never find boring.

7. You should ask your teacher for \_\_\_\_\_\_ in order to choose the right path.



A: How many part-time jobs have you had?

Dienty of furniture.

Ministry of Education

2023 - 144: Do you have a lot of interests?

# 12 Project 🔐



As you know, most modern homes are equipped with a number of inventions, i.e. devices, gadgets and appliances that have become an integral part of our lives. This is the reason we often take them for granted and fail to notice them.

- 1. Look around your home and make a list of all the inventions that facilitate day to day life, e.g. telephone, microwave oven, printer, etc.
- 2. Think about where each invention is, what it's used for, and who uses it.
- 3. Choose 3 or 4 inventions that you think have become almost or completely indispensable for you and/or your family and provide reasons for your choice.
- **4.** Research and collect information about each item and use the chart to make notes.
- **5.** Use your notes to prepare a poster presentation. Make sure you include photos or drawings.



| Inventions         | 2 | 3 | 4 |
|--------------------|---|---|---|
| History            |   |   |   |
|                    |   |   |   |
| Use                |   |   |   |
| U3e                |   |   |   |
|                    |   |   |   |
| Advantages         |   |   |   |
|                    |   |   |   |
| Disadvantages      |   |   |   |
|                    |   |   |   |
|                    |   |   |   |
| Rate of necessity  |   |   |   |
| lacid laternatives |   |   |   |
| Education          |   |   |   |
| 45                 |   |   |   |

# **12** Project

- Direct students to the photos on the page and ask them to discuss what they see in pairs. Ask them to brainstorm in small groups and list home inventions and appliances that they can think of.
- Call on volunteers to report their ideas for the class.
   Have a couple of students list the group suggestions on the board.
- Read the directions for tasks 1 and 2 with the class.
   Have students add to their list in small groups and focus on 2.
- Call on a student from each group to present the group's ideas for the class.
- Read the directions for 3 with the class. Have groups choose the inventions/appliances they consider indispensable and provide reasons for their choice.
   Remind students to assign tasks to members of each group and to make sure there is at least one note-taker who records ideas and group decisions.
- Allow overlap between groups but encourage groups to vary enough so that a wider range of inventions is dealt with.
- Call on groups to report their decisions for the class.
   List group decisions on the board.
- Read the directions for 4 and 5. Direct students to the chart for note-taking. Circulate and monitor participation. Encourage students to be creative and original.
- Tell students to fill in their own ideas and information that they think the rest of the class will find interesting.
   For example, they will be able to fill in the *Use* section for the coffee maker but might not know about its history.
- Have students organize their research on the inventions/appliances they have chosen. Remind them to assign roles/responsibilities to individuals in the group depending on their skills and abilities, including note-taking. Circulate and monitor participation.
- Have students do the research at school if there is access to a library or the internet. If not, allow time for them to collect information and ideas out of school and present In the next lesson.

<u>صلحتاا</u> قرارة Ministry of Education 2023 - 1445

- Have students outline the stages that they will have to go through to prepare a poster presentation.
- Set a time limit for each presentation and remind learners to rehearse in each group before doing the actual presentation for the class.

# Additional Activity

**Guess what it is:** Have students describe what an appliance is used for without using its name or the name of the main product. For example, describe what a coffee maker does without using the word 'coffee' or 'coffee maker'. The rest of the class listen and try and guess which item is being referred to. They are entitled to 2 or 3 attempts each time.

# **13** Self Reflection

 Divide students into groups and have them brainstorm on Everyone Makes Mistakes. Tell them not to open their books. Remind them that they should not feel that they have to remember everything. Write some questions on the board to help them, for example:

What was the main focus of the unit? Do you remember the meaning of Boone's quote? What do you think of it? Which mistake or accident do you remember more clearly? Why? 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?

#### What do you feel you can do better now?

- Call upon a student from each group report what the group decisions were.
- Have groups compare their findings and make notes.
   For example, compare the words and phrases they remember and make a note of additional items.
- Have students scan pages 96 and 97. 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:

# Which mistake or accident led to a disaster? Why? Which quality is essential for inventors and researchers in their view?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 98–99, ask them some questions. For example:

What might have happened if Russia had researched for natural resources in Alaska?
What could have been avoided if the radio operator

had notified the captain upon receiving the sixth message?

#### What shouldn't the radio operator have done?

- Have students work in pairs to discuss the questions.
   Ask them to compare with other students in class.
- 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
- Tell them to complete the Unit 7 checklist as they work through the unit.

Directls避付的報 to pages 100–101. Call on volunteers to Ministry of Education

2023 - 1445

- it was realistic, interesting, useful or boring. Ask them to give reasons for their answer.
- Have students say what they remember from sections 4 to 7 and make notes in the chart. Use questions like these:

What does "make too much of something" mean? Provide an example.

What does "Don't sweat it" mean? When would you use it?

#### What is a "flake"?

- Write Happy Accidents on the board and brainstorm on language and information that students remember from the Reading.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:

Have you ever made a mistake that led to something good?

#### How was Velcro discovered?

- Have students discuss what they liked and/or disliked and what they found difficult or easy. Ask them to make notes in the Self Reflection chart.
- Follow a similar procedure with 10 Writing. Use questions like these:

What caused the two people to get to meet each other?

#### What was the outcome of the incident?

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- 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 the project task of the unit. Ask students to use the criteria below. For example, did the task foster personalization and natural language use?

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

# 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: |
|                                     |  |

| Unit 7 Checklist  | l can do this<br>very well. | l can do this<br>quite well. | I need to study/<br>practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| talk about famous mistakes in history   |                             |                              |                                    |
| discuss personal mistakes   |                             |                              |                                    |
| apologize   |                             |                              |                                    |
| respond to an apology   |                             |                              |                                    |
| use modals in the past: may have/might have, could have, must have, should have, was/were supposed to                         |                             |                              |                                    |
| use passive modals in the past  |                             |                              |                                    |
| talk about business   |                             |                              |                                    |
| use count and non count nouns with quantifiers: some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any |                             |                              |                                    |

|                          | My five favorite new words from Unit 7:  | If you're still not sure about something from Unit 7:   |
|--------------------------|--|---|
| <del>لير</del><br>Minist | رارة التاريخ ا | <ul> <li>read through the unit again</li> <li>listen to the audio material</li> <li>study the grammar and functions<br/>from the unit again</li> <li>ask your teacher for help</li> </ul> |

# 8 Against the Odds

# Listen and Discuss **W**



- 1. Despite difficult or unusual circumstances, things sometimes happen against the odds. People can achieve extraordinary things even when others think it's not possible. What is something you have achieved that you or others thought was impossible?
- 2. Can you think of situations where different organizations or countries have worked together to find solutions to challenging problems? Tell the class about a situation involving your country or other countries in the world.

# **Global Leaders** Take a Stand **Against** COVID-19

The Group of Twenty (G20) is an international forum for economic cooperation attended by the largest and the fastest-growing economies in the world. Founded in 1999,



the G20 brings together leaders from 19 countries and the European Union to discuss the world's most challenging problems.

In December 2019, the Kingdom of Saudi Arabia took over the 2020 G20 presidency. Not long after, the COVID-19 pandemic began to spread across the globe. The scale of the pandemic was so unexpected that most countries were unprepared to deal with it. In response to this emergency, an extraordinary G20 summit was called by King Salman bin Abdulaziz Al Saud to discuss how to deal with the crisis. The G20 leaders met virtually via a video conference on March 26, 2020.

For Saudi Arabia and the rest of the G20 leaders, it was a priority to deal with the pandemic and its effect on global health, societies, and economies. "The unprecedented COVID-19 pandemic is a powerful reminder of our interconnectedness and vulnerabilities," the G20 leaders reported in the statement they issued on COVID-19 after the virtual summit. "The virus respects no borders. Combatting this pandemic calls for a transparent, robust, coordinated, large-scale and science-based global response in the spirit of solidarity. We are strongly committed to presenting a united front against this common threat."

The G20 committed itself to working alongside other major international institutions – such as the World Health Organization (WHO), International Monetary Fund (IMF), World Bank Group (WBG), and United Nations (UN) – to fight the pandemic. The leaders expressed their determination to do everything in their power, both individually and collectively, to achieve the following goals:



# Protect people's lives

While pledging to protect all people, the leaders placed an emphasis on protecting those who are most vulnerable. The ways they proposed to achieve this were by sharing information, exchanging data on the disease, sharing materials needed for research and development, and strengthening the world's health systems. They also prioritized manufacturing medical supplies and making them available to regions that needed them the most at affordable prices and as quickly as possible. The need to plan for possible future pandemics and increase research and development funding for vaccines and medicines was not forgotten either.

# Safeguard the global economy and trade

The summit's statement outlined measures to minimize the pandemic's economic and social damage, support global growth, and make sure that global markets remain stable. This included injecting over five trillion U.S. dollars into the global economy.



OVID 10 nand

COVID-19 pandemic Extraordinary G20 summit Actions to combat the pandemic

- FunctionsExpress surprise
- Grammar Such...That/So...That Reducing Adverb Clauses
- Listening Listen for specific details
- Pronunciation Dropped final consonants

# Reading

Survival Against the Odds

Writing

Write a descriptive essay about your vision of the future in Saudi Arabia in 2030

Form, Meaning and Function

Past Progressive
Was/Were Going To and
Was/Were About To
Past Perfect Tense
Past Perfect Progressive
and Past Simple

### **Warm Up**

- Write the title of Unit 8 on the board: Against the Odds.
   Ask: What does this title mean? Elicit or explain that
   the word odds refers to the probability that something
   will occur. When something happens that is against
   the odds, it happens or succeeds in spite of being very
   unlikely or seemingly impossible.
- Arrange students in groups to discuss the introductory questions on page 110. Write the questions on the board for students to refer to. Have students keep their books closed to ensure that they do not read ahead.
- Call on a few groups to share their answers with the class.

### Language Builder

The phrase against all odds is often used in English to describe something that succeeded under impossible circumstances. For example: They were able to escape the deserted island against all odds.

The phrase shorten the odds means to make something more likely to happen. For example: When the all-star player joined our team, it shortened the odds that we would become the league champions.

MinistThe phrase lengthen the odds means to make something 2023 less likely to happen. For example: When I failed that test, it lengthened the odds that I would pass the course.

### 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.

# **1** Listen and Discuss

- Tell students that they will listen to an article about the COVID-19 pandemic and how the leaders of the world's biggest economies planned to fight it. Ask them to keep their books closed and listen for a general understanding of the article.
- Play the audio for the article on pages 110 and 111 as students listen.
- Pause the audio after the introductory passage explaining the origins, purpose, and goals of the G20. Check student understanding of the passage and determine if students know that Saudi Arabia is a member and that the country assumed the 2020 G20 presidency. Ask: Do you know any countries that are members of the G20? Did any Middle Eastern country take on the G20 presidency?
- Then play the rest of the audio, pausing as indicated below to ask the following questions:
  (Pause after the first three paragraphs)

  What happened soon after Saudi Arabia took over the G20 presidency for 2020? (the Covid-19 pandemic) Who called the summit? (King Salman) (Pause after Protect people's lives paragraph)

  Who did the G20 promise to protect? (people, especially those who are vulnerable)
  (Pause after Safeguard the global economy and trade)

  How much money did the G20 leaders say they would put into the economy? (five trillion US dollars)
  (Pause after Improve global cooperation section)

  Did the G20 leaders promise to help only some
- countries? (No, they said they would help all countries.)
   Play the audio again. Have students listen and read along in their books in preparation for the Quick Check exercises.

#### **Quick Check**



- Read aloud the directions. Have a student read aloud the words in the box.
- Ask students to search the article on pages 110 and 111 for the words in the box and underline them. Tell them to study the context of the words and guess at their meaning.
- Discuss strategies for guessing the meaning of words in context. For example, tell students to read the sentence more than once and think about what other word might make sense in the sentence. Tell them to then keep reading past the unfamiliar word and look for clues. If the word is repeated, tell students to compare the contexts. Can they think of a word that makes sense in both contexts?
- Have students work individually to complete the sentences with the words from the box. Then have them compare answers with a partner.
- To check answers as a class, call on students to read their completed sentences aloud.

#### **Answers**

- 1. safeguard
- 3. summit
- **5.** priority

- 2. pledged
- 4. vulnerable
- 6. disruption



- Have students work with a partner to ask and answer the questions. Tell them to refer back to the article as necessary and circle the parts of the article that provided the answers.
- To check answers, call on pairs to read aloud the questions and answer them.

### Answers

Answers will vary. Sample answers:

- It was held to discuss how to deal with the crisis caused by the pandemic.
- They would cooperate with international organizations such as the World Health Organization, the International Monetary Fund, the World Bank Group, and the United Nations.
- They would manufacture more medical supplies and making them available to regions that need them the most at affordable prices and as quickly as possible.
- **4.** They planned to make sure that there was no disruption in the flow of important medical supplies, agricultural products, and other goods and services across borders.

**5.** The PP And Fowward focus on helping developing and least developed countries. Ministry of Education

2023 - 1445

# 2 Pair Work

- Call on a volunteer to read aloud the directions.
- Give pairs time to think about the different ways the pandemic affected life in their country. Have students write down their ideas.
- Call on a few volunteers to present their ideas to the class. Invite the rest of the pairs to add to these ideas.
- As a class, discuss which of the changes were positive and which were negative.

### Workbook

Ask students to use their dictionaries to complete the activities on page 299.



### Teaching Tip

Monitor group activities to make sure students are on task. When their discussions begin to lag or are off-topic, wrap up the activity. If a group finishes early and others are still working, give the group an additional task to accomplish. Students should not have free time in the classroom.



# **Additional Activity**

Organize students into small groups. Give each group one of the vocabulary words from exercise **A**. Have groups prepare a word family chart for their word, including the noun, verb, adjective, and adverb forms. Then they write sentences using each form of the word. Have groups teach their words to the other groups by drawing their word family chart on the board and using each word in a sentence.

The G20 leaders expressed their confidence that their response would "get the global economy back on its feet and set a strong basis for the protection of jobs and the recovery of growth."

Another priority included minimizing disruptions to trade and global supply chains, and working to ensure the flow of important medical supplies, agricultural products, and other goods and services across borders.

### Improve global cooperation

After expressing their concern with the risks faced by countries, the leaders pledged to help all countries in need of assistance, and especially the developing and least developed countries that might be less able to cope with the situation. They also invited organizations such as the WHO, IMF, and WBG to cooperate further to support these countries facing health, economic, and social problems as a result of COVID-19.

"We are confident that, working closely together, we will overcome this. We will protect human life, restore global economic stability, and lay out solid foundations for strong, sustainable, balanced and inclusive growth," the G20 leaders concluded.

### **Quick Check** ✓

A. Vocabulary. Complete each sentence with a word from the box.

| disruption | priority  | summit     |
|------------|-----------|------------|
| pledged    | safeguard | vulnerable |

- **1.** More laws need to be passed to \_\_\_\_\_ the planet. I don't think we're doing enough to protect it.
- **2.** The student to follow the school's ethical code of conduct.
- **3.** The leaders of 12 African countries attended the \_\_\_\_\_\_ to discuss how to improve trade on the continent.
- **4.** Children are the most \_\_\_\_\_ members of our society, so we should do everything we can to protect them.
- **5.** You can help me wash the dishes, but that isn't a \_\_\_\_\_. Studying for your exams is much more important.
- **6.** A huge bird flew into our classroom today. It hopped from desk to desk, knocking over books and pens and causing a huge \_\_\_\_\_ in class.
- **B.** Comprehension. Answer the questions.
  - **1.** Why was the summit held?
  - 2. With which organizations did the G20 leaders say they would cooperate?
  - 3. What action did the G20 countries decide regarding medical supplies?
  - **4.** In what ways did the G20 leaders plan to help global trade?
  - 5. Which countries would be the focus of G20 assistance?



With a partner, make a list of the different ways the COVID-19 pandemic affected life in your country. Then compare your list with the rest of the class.

# 3 Grammar 鷆



#### Such...That/So...That

Such and so make the meaning of an adjective or adverb stronger. Such...that and so...that are used to show cause and effect.

such + adjective + noun + that

It was **such** a strange experience to see my old friend again **that** I was speechless.

Jake is **such** a determined person **that** he always manages to succeed.

so + adjective or adverb + that

Finding my keys on the beach was **so** unlikely **that** I was shocked when I spotted them.

He ran **so** quickly **that** he won the race.

so + many/few + plural count noun + that

We discovered so many similarities between our lives that it almost frightened us.

**So few** people were accepted into the school **that** it's amazing we both got in.

so + much/little + noncount noun + that

I have so much homework that I won't be able to go out tonight.

He had **so little** training **that** no one thought he would be accepted to the energy company.

**Note:** That is frequently left out in casual speech.

The book was **so** popular **(that)** it sold out within a week.

### **Reducing Adverb Clauses**

An adverb clause can be reduced to a participle phrase when the subject of the adverb clause and the subject of the main clause are the same. To do this, drop the subject in the adverb clause, and follow it with a gerund.

After we met online, we discovered that we live in the same town.

After meeting online, we discovered that we live in the same town.

I ran into him on the street while I was calling him on my cell phone.

I ran into him on the street while calling him on my cell phone.

#### A. Complete each sentence with such (a/an), so, so much, so many, so little, or so few.

**1.** My grandfather drives \_\_\_\_\_ slowly that other drivers get annoyed. 2. I got \_\_\_\_\_ sleep last night that I feel exhausted today. 3. He has \_\_\_\_\_ big family that he has cousins he hasn't even met. **4.** They are \_\_\_\_\_ good friends that they are more like brothers. **5.** The restaurant was \_\_\_\_\_ crowded that we couldn't get a seat.

• 6. There are rooms left in the hotel that we'll have to take whatever is available.

7. There are good courses this year that I can't decide which ones to take.

8. That TV has \_\_\_\_\_ large screen that it feels like you are almost part of the story. here are \_\_\_\_\_ shoppers in the store today that it looks empty.

here are \_\_\_\_\_ good TV programs on these days that I hardly watch TV at all. " **10.** Ther Ministry of Education

2023 - 1445

# **3** Grammar

#### Such...That/So...That

- Read the explanation with the class. Call on students to read aloud the examples.
- Write on the board:

It was <u>such</u> a hot day.

It was so hot today.

Ask: What do such and so mean in these sentences? Elicit that they emphasize the adjective and make it stronger.

 Write the following sentences on the board for students to complete:

It was such a hot day that...

It was so hot today that...

Explain that by adding the word *that*, these phrases now express a cause. Say: **Complete each sentence** with an effect. Answers may include: ...we went to the beach; ...we couldn't play football; ...everyone was sweating; etc.

- Write the following sentences on the board:
  - He ate so \_\_\_\_ cookies that he felt sick. (many)

He drank so \_\_\_\_ coffee that he couldn't sleep. (much)

She has so \_\_\_\_\_ time that she often doesn't finish her homework. (little)

She takes so \_\_\_\_ classes that she has a lot of free time. (few)

Elicit the correct word to complete each sentence.

• Direct students to exercises **A** and **B** for practice.

# **Reducing Adverb Clauses**

 Read the explanation in the chart with the class along with the example sentences. Write additional examples on the board and ask students to reduce the adverb clauses. For example:

Before I came to class, I ate a sandwich.

(Before coming to class, I ate a sandwich.)

While I was driving to school, I got into an accident.

(While driving to school, I got into an accident.)

Point out that if there is a be verb (as in the second example) this is also dropped.





- Write the following sentence on the board:
   I fell asleep while my friend was still talking to me.

   Ask: Can the adverb clause in this sentence be reduced? (no) Why not? (The subjects of the two
- Direct students to exercise **C** for practice.

clauses are not the same.)

### A

- Ask a volunteer to read aloud the directions.
- Do the first item together as an example. Elicit the correct word to complete the sentence. (so) Ask:
   Why did you choose so? (It is followed by the adverb slowly.)
- Have students work individually to complete the rest
  of the sentences. Then have them compare answers
  with a partner. Tell them to discuss any answers that are
  different and try to decide on the correct answer.
- Check answers by calling on students to read their completed sentences aloud. Ask the class to confirm whether each sentence is correct.

#### **Answers**

- **1.** so
- 2. so little
- 3. such a
- 4. such
- **5.** so
- 6. so few
- 7. so many
- 8. such a
- 9. so few
- **10.** so few

#### Language Builder

The use of dangling participles is a common mistake, even for native speakers. A dangling participle is a clause that doesn't have a correct subject to modify. For example:

**INCORRECT:** While riding my bike, a cat ran in front of me. While riding my bike is the dangling participle. It doesn't have a subject. This sentence implies that the cat was riding the bike.

**CORRECT:** While I was riding my bike, a cat ran in front of me.

### **3**

- Have a student read aloud the directions and the example sentence.
- Tell students to first match the sentences in the left and right columns. Then they rewrite the two matched sentences as one sentence.
- Have students work individually to complete the exercise and then compare answers with a partner.
- Call on volunteers to read their sentences aloud.

#### **Answers**

- 1. d I'm having such a good time that I don't want to go home.
- a The food was so spicy that my mouth burned for half an hour after eating it.
- **3. f** Emma is **such** a popular name **that** there are four girls in my class with that name.
- **4. c** The school is **so** selective **that** they only accept one student for every 100 applications.
- **5. g** The company received **so** many complaints **that** they had to recall the product.
- **6. b** My brother has won **so** many sports trophies **that** we've had to build a shelf to put them on.
- 7. e You made **such** a big meal **that** we'll never be able to finish it all.

# 0

- Have a student read aloud the directions and the example sentence.
- Have students work individually to rewrite the sentences and then compare answers with a partner.
- Call on volunteers to read their sentences aloud.

#### **Answers**

Answers will vary. Sample answers:

- 1. After finishing a large meal, I often feel sleepy.
- 2. You should always put on sunscreen before going to the beach.
- 3. While waiting for the bus, we looked through some magazines.
- Before finding an apartment to rent, they had looked at dozens of apartments.
- 5. Before moving to Riyadh, my family had always lived in the country.
- **6.** Since joining the social networking site, he has met many new friends.
- 7. While walking down the street, I ran into my old science teacher.



Ministry of Education 2023 - 1445

#### 0

- Have a student read aloud the directions.
- Look at the picture together and elicit one or two sentences using so...that, such...that, or an adverb clause to get students started.
- Have students work in pairs to write sentences. Ask them to write at least three sentences using each grammar point.
- Call on volunteers to share their sentences.

#### **Answers**

Answers will vary. Sample answers:

- **1.** It is such a hot day that the teenage boy's ice cream cone is dripping.
- The little boy is so excited that he is dragging his father to the ice cream truck.
- 3. The little boy has eaten so much ice cream that he feels sick.
- 4. While running, the teenage boy tripped and fell.
- **5.** Before skateboarding, the boy is putting on knee pads.

### Workbook

Assign pages 300–302 for practice with the grammar of the unit.



# Teaching Tip

Incorporate grammar instruction and practice into reading and writing activities. When reading a text, ask students to skim for the target grammar. When writing, ask students to try to use the target grammar at least once or twice.



# Additional Activity

Ask students to find examples of the target grammar (so...that, such...that, and reduced adverb clauses) in the text on pages 110 and 111.



What are the odds?

- The odds of being killed by a falling coconut are about 1 in 250,000,000. When coconuts fall, they can reach speeds up to 50 miles per hour. About 150 people around the world are killed each year in this way.
- The odds of finding a pearl in an oyster are about 1 in 12,000.

- B. Match the sentences. Then use these ideas to write one sentence with so...that or such...that.
- ightharpoonup I'm having such a good time that I don't want to go home.
  - **1.**  $\underline{d}$  I'm having a good time.
  - **2.** \_\_\_\_ The food was spicy.
  - **3.** \_\_\_\_ Emma is a popular name.
  - **4.** \_\_\_\_ The school is selective.
  - **5.** \_\_\_\_ The company received many complaints.
  - **6.** \_\_\_\_ My brother has won many sports trophies.
  - **7.** \_\_\_\_ You made a big meal.

- a. My mouth burned for half an hour after eating it.
- **b.** We've had to build a shelf to put them on.
- **c.** They only accept one student for every 100 applications.
- **d.** I don't want to go home.
- e. We'll never be able to finish it all.
- **f.** There are four girls in the class with that name.
- g. They had to recall the product.
- **C.** Rewrite the sentences, reducing the adverb clauses to participle phrases.
- While my brother was vacationing in New York City, he visited the Empire State Building.

  While vacationing in New York City, my brother visited the Empire State Building.
  - 1. After I finish a large meal, I often feel sleepy.
  - 2. You should always put on sunscreen before you go to the beach.
  - **3.** While we waited for the bus, we looked through some magazines.
  - **4.** Before they found an apartment to rent, they had looked at dozens of apartments.
  - 5. Before we moved to Riyadh, my family had always lived in the country.
  - **6.** Since he joined the social networking site, he has met many new friends.
  - **7.** While I was walking down the street, I ran into my old science teacher.
- **D.** Look at the picture. Describe what you see using **so...that**, **such...that**, and reduced adverb clauses.



# 4 Conversation <a><a></a></a>



Ahmed: Fahd? Fahd?

Fahd: Yes? Hey, aren't you...?

Ahmed: Ahmed! Abdullah's brother. From Jeddah.

From back home.

Fahd: I knew you looked familiar, but I couldn't

place your face. What are you doing here?

Ahmed: I'm going to school here.

Fahd: No way! That's incredible. Abdullah never

mentioned that you were going to college

in Beirut.

Ahmed: I didn't know either until a couple of months ago. I applied, but I was put on the waiting list. It was

looking iffy there for a while, but I got a break in July. A space opened up. I was so happy that I

was on cloud nine for weeks.

Fahd: I can't get over this. What are the chances? I hope we'll see each other around campus. Though,

I don't know if we'll run into each other that often. I'll be spending most of my time on the north

campus. That's where most of my classes will be.

Ahmed: Why? What are you studying?

Fahd: Pre-law.

Ahmed: No way! I'm studying pre-law, too! Fahd: OK. Now you're freaking me out.

Ahmed: This is amazing. What dorm are you in? Wait. Don't tell me. I bet you're in Fares Hall.

Fahd: No. Habib Hall.

Ahmed: Whew. I'm almost glad. I don't think I could have handled another coincidence.

#### **About the Conversation**

- 1. How do Ahmed and Fahd know each other?
- 2. What unexpected coincidences are revealed during their conversation?
- **3.** How does Fahd feel about the coincidences?

#### **Real Talk**

iffy = uncertain

break = significant opportunity

on cloud nine = extremely happy

freak (someone) out = to shock or disorient someone

#### **Your Turn**

Role-play with a partner. Think of a situation in which two people might be surprised by a coincidence, for example: two people finding out they have the same name, or two friends who run into each other at the mall and find out that they've just bought the exact same item. Role-play the conversation, using phrases for

Ministry of Education expressing surprise.

2023 - 1445

**Expressing Surprise** 

How about that! No way!

I can't believe this! That's incredible/amazing! I can't get over this. This is hard to believe.

I'm speechless. What are the chances?

# **4** Conversation

- Focus students' attention on the picture. Ask: What can you guess about these people? (They must know each other well. They might be friends.)
- Play the audio. Ask students to cover the text or close their books and just listen.
- Go around the room, asking students to say one thing they understood from the conversation. They may not repeat anything said by a classmate.
- Play the audio again. This time, have students listen and read along in their books.
- Tell students that listening to the tone in the speakers' voices can help them understand the meaning. For example, in this conversation, the speakers sound very surprised about the coincidences.
- Play the audio a final time. This time, have students read along quietly to themselves, mimicking the tone in the speakers' voices.

#### **Real Talk**

- Model the words and phrases for students to repeat.
- Discuss the meaning of each word or phrase in the context of the conversation and elicit the meaning.
- Ask: What was iffy? (whether there would be a space at the college for Ahmed) Ask: What word do you see inside iffy? (if) Explain that the slang word iffy is a derivative of if, meaning uncertain, doubtful, or questionable. Elicit or provide an additional example, such as: The weather is iffy today. It may rain, but it may not.

### Language Builder

Point out the verb place in the sentence: I knew you looked familiar, but I couldn't place your face. Explain that to place someone or something means to identify it by connecting it with the proper place or circumstance.

Ask: What is Ahmed's lucky break? (A space opened up at the college.) Elicit or provide an additional example, such as: The author got his lucky break when an agent read his book.

<mark>صیاحتاا قاازم</mark> Ministry of Education 2023 - 1445

- Ask: Why was Ahmed on cloud nine? (He was accepted at the college.) Provide an additional example, such as: I was on cloud nine when I got the exam results. To elicit additional examples, say to the class: Describe a time that you were on cloud nine.
- Ask: What is freaking Fahd out? (finding out about all of the coincidences between himself and Ahmed)
   Explain that the phrase freaked out often refers to how a person feels about amazing coincidences. Provide an additional example, such as: I was freaked out to discover that we had enrolled in all of the same classes at the same college. Elicit additional examples from the class.

#### **About the Conversation**

- Have students work in pairs to ask and answer the questions.
- Call on pairs to read aloud the questions and answer them.

#### **Answers**

Answers will vary. Sample answers:

- 1. They are both from Jeddah. Fahd is friends with Ahmed's brother.
- 2. They are both studying pre-law at the same college in Beirut.
- 3. He feels shocked about the coincidences.

#### **Your Turn**

- Ask a volunteer to read the directions aloud.
- Focus students' attention on the box of phrases for Expressing Surprise. Ask students to read aloud the expressions with appropriate surprised expression.
- You might have students find and underline expressions from the box in the conversation. Then replay the audio of the conversation for students to listen to the expression in the speakers' voices.
- Have students work with a partner to create and roleplay a conversation, using some of the expressions from the box. Remind them that this is a speaking activity and that they shouldn't write the conversation.
- Ask one or two pairs to role-play their conversation for the class.

# 5 Listening

- Read aloud the directions and direct students' attention to the picture and the chart.
- Tell students that they will listen to hear how Alicia and Jenna are alike. Ask: What kind of information do you think you will hear? Elicit that they will probably find out how the girls are similar in ways other than their looks.
- Play the audio twice. After the first listening, give students time to write any information they can remember. Then play the audio again for students to complete their answers.
- Play the audio a final time to discuss and check answers

#### **Answers**

# How are Alicia and Jenna alike? Both of them:

are studying psychology
have similar accents and mannerisms
have been painting since they were five
liked horses
planned to study teaching
volunteered at the community support center
have the same recurring dream

# Audioscript

Alicia Smith and Jenna Greer are identical twins who, at birth, were orphaned and adopted by different families. Incredibly, they grew up just 25 kilometers apart from one another, with each believing that she was an only child.

Some would say that the story of their recent accidental reunion was coincidence. Some would say it was meant to be. Upon graduating from high school, each of the girls chose to study psychology at universities only 2 kilometers apart. While attending university, Jenna kept noticing that strangers would wave and say hello to her. Meanwhile, Alicia's friends complained that she sometimes didn't wave back at them when they saw her on the street. Listen to the young women tell the story of how they discovered one another.

**Alicia:** A friend of Jenna's came to a study meeting at our dorm when I was twenty. She was shocked by how much I looked like a friend of hers. Of course, that friend was Jenna. She kept telling me that I had to meet this friend. She showed me a picture of Jenna and gave me her email address.

**Jenna:** After exchanging a couple of emails and talking to our parents, we discovered that we were sisters. So we made plans to

Alicia: The first meeting was really emotional. I thought my heart was going to thump out of my chest. It was strange seeing my face on someone else's body. And as soon as we started talking, we both noticed now similar our accents and mannerisms were.

Ministry of Education

2023 - 1445

**Jenna:** As we got to know each other, we found out that we'd lived lives that were, in many ways, incredibly similar. It's uncanny how much we have in common. Both of us have been painting since we were five, we both liked horses, we both planned to study teaching, and we had both volunteered at the community support center.

**Alicia:** But I think the strangest thing of all is that we even have the same recurring dream. One time when Jenna and I were talking, she described the same dream that I've had since I was a child. I was so freaked out that I just dropped the phone.

**Jenna:** I really believe that we are meant to be together. I think it was supposed to happen now. Not when we're older, or when we were younger and wouldn't have understood. This way we can enjoy each other for the rest of our lives.

# **6** Pronunciation

Play the audio twice. The first time students just listen. The second time they listen and repeat, or speak along with the recording.

# **7** Vocabulary Building



Have students match the words and the definitions.

#### **Answers**

**1.** d **2.** h **3.** g **4.** c **5.** b **6.** a **7.** e **8.** f



• Have students compare answers with a partner.

# Workbook

Assign page 303 for additional reading practice.



# Teaching Tip

Teachers need to be good listeners too. Let students completely finish speaking before you answer them. Don't assume what they are going to say.



If possible, make use of the Internet for listening activities. Find appropriate sites and passages ahead of time and assign them to your students.



The odds of having identical twins are about 1 in 250. Identical twins do not run in families and there is no way to increase the odds of having them.

# 5 Listening 🔊



Listen to the story about identical twins who were separated at birth. Then list the similarities between the twins.

How are Alicia and Jenna alike?



# 6 Pronunciation



Sometimes consonant sounds are left out in casual speech. For example, when a word with a final t is followed by a word that begins with another consonant sound, the t is often left out. Listen and practice.

- 1. They are identical twins who, at birth, were adopted by different families.
- 2. The first meeting was emotional.
- **3.** I thought my heart was going to thump out of my chest.
- **4.** I just dropped the phone.
- **5.** The strangest thing of all is that we even have the same recurring dream.

# Vocabulary Building



A. You will see the following words in the reading on pages 116 and 117. Match the words with their meanings.

- 1. \_\_\_\_\_detectable
- 2. \_\_\_\_\_disoriented
- **3.** \_\_\_\_\_ exhilarating
- 4. \_\_\_\_haggard
- **5.** \_\_\_\_\_ hallucinating
- **6.** \_\_\_\_\_intact
- 8. \_\_\_\_startling

- a. remaining whole and unharmed
- **b.** imagining things that are not real
- c. very thin and tired
- d. able to be found
- e. the quality of radio waves received by a device
- f. very surprising
- g. causing a strong feeling of excitement and happiness
- h. confused

E. Check your answers with a partner. If you do not understand the meaning of a word, look it up in Ministry of Education a dictionary. 2023 - 1445

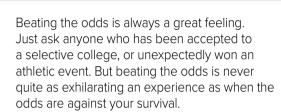
# 8 Reading



# **Before Reading**

Think of a story you've heard about a person who survived a dangerous or difficult situation. Tell the class about it.

# Survival Against the Odds



Tami Oldham Ashcraft knows this feeling. At the age of 23, while she was sailing the South Pacific, Ashcraft was caught in a violent hurricane. The 50-foot (15-meter) waves overturned her boat. Ashcraft, who was below deck, was knocked unconscious. When she awoke 27 hours later, the boat had turned right side up again, but the storm had been so violent that the sails were destroyed, the motor was dead, and the radio was lost. Only the rudder, which steers the ship, was intact. Ashcraft was badly injured and disoriented.

Determined to survive, Ashcraft created a sail from scraps of material and charted a path to Hawaii, which was 1,500 miles (2,400 kilometers) away. Traveling only two miles an hour, Ashcraft reached her destination 41 days later. Having lost 40 pounds (18 kilograms) during her ordeal, Ashcraft was thin and haggard when she arrived. However, she was happy and grateful to have beaten the odds. Ashcraft, who still sails, eventually told her tale of survival in a book called *Red Sky in Mourning*.

Another such tale of survival against the odds can be told by Eric Le Marque, a hockey player who played with the French national Olympic team during the 1994 Olympics. One day in February 2004, Le Marque set out for a day of snowboarding in California's Sierra Nevada Mountains. But by the end of the day, Le Marque found himself in a life-or-death situation.

While looking for a good place to snowboard, Le Marque lost his way and ended up in the wilderness at the back of the mountain. Le Marque, who had expected to just be out for a couple of hours, had no food, very few supplies, and his cell phone battery was dead. All he had was a seemingly useless pocket radio. Once he realized he was lost, he decided to keep moving. Unfortunately, he chose the wrong direction and, over the next few days, moved farther and farther away from safety and rescue. Knowing that eating snow lowers body temperature, Le Marque ate only tree bark and pine seeds.

After a few days Le Marque had an idea that may have saved his life. He turned the pocket radio into a kind of compass. He noticed that whenever he pointed the radio in a certain direction, the reception for a local radio station grew stronger. Using this radio reception as a guide, Le Marque switched direction and started walking towards safety and, ultimately, rescue.

For days, Le Marque struggled through hunger, freezing temperatures, and 12-foot (4-meter) deep snow. By the eighth day, Le Marque was so weak and his legs were so frostbitten that he could no longer walk or even stand. He was in such bad condition that he began hallucinating that his situation was just a video game. He recalls thinking, "The game is over. Let's reset it. I give up." Le Marque was at the point of exhaustion and death when he was found by rescuers in a helicopter. Although he lost his legs to frostbite, Le Marque's survival experience left him with more of an appetite for life than ever before. After being fitted with artificial limbs, he vowed to go snowboarding again. Only in the future, he plans to be much better prepared.

Occasionally, some owe their survival not to struggle, but to nature. Take the startling case of Mitsutaka Uchikoshi. One Ministry Referbig deliber day in 2006, Uchikoshi had been with a group on a mountain in western Japan. After wandering 2023 - 10#46to a field on his own, Uchikoshi tripped, hit his head, and was knocked unconscious. As Uchikoshi remembers,



# 8 Reading

- Ask students to keep their books closed. Arrange students in small groups to discuss the **Before Reading** activity. Write it on the board for groups to refer to: Think of a story you've heard about a person who survived a dangerous or difficult situation. Tell about it.
- Elicit a few survival stories from the class.
- Ask students to open their books to pages 116 and 117 and preview the reading. Tell them to read the title and look at the pictures. Ask: What do you think this reading will be about? Students can predict from the title that the reading will be about survival in dangerous situations. From the pictures, students can predict that the reading will tell about a survival story at sea and about a survival story in the cold, snowy mountains.
- Play the audio of the complete reading. Have students listen and read along in their books.

#### **READING STRATEGY Summarizing**

- Tell students that being able to summarize a reading succinctly is an important skill, both for academic success and in everyday life. People often summarize texts for others as a way to share information.
- Ask: What makes a good summary? Elicit or provide the following information:
  - 1. A summary is shorter than the original text.
  - **2.** A summary contains the main ideas of the original text.
  - **3.** A summary does not contain opinions or commentary by the summarizer.
- Arrange students in pairs to practice summarizing.
   Tell students to read the survival stories silently, paragraph by paragraph. Have them stop after every paragraph and take turns summarizing the paragraph they just read.
- Monitor as pairs summarize. Make sure that they are only telling the main ideas of each paragraph and not going into too much detail.
- For additional vocabulary practice, refer students to the Vocabulary Building exercise on page 115. Ask them to find and underline the vocabulary words in the stories.



Ministry of Education 2023 - 1445

- Have students study the words in the context of the stories. Elicit sentences using the words in the context of the reading. For example:
  - When Uchikoshi was found in the field, his pulse was not *detectable* and he was thought to be dead.
  - After the storm, Ashcraft was injured and *disoriented*. She didn't know where she was
  - Beating the odds in order to survive can be an *exhilarating* experience.
  - Ashcraft looked *haggard* when she arrived in Hawaii since she had lost so much weight and was exhausted.
  - Le Marque was so cold, hungry, and tired that he began *hallucinating* that he was in a video game while trying to find his way to safety.
  - Fortunately, the rudder on Ashcraft's boat was still *intact* after the storm and she was able to steer the boat.
  - Le Marque used his pocket radio to point him toward safety, using the quality of *reception* to indicate when he was getting closer to people.
  - The case of Uchikoshi is startling because the human body does not normally go into a state of *hibernation*.

#### **Culture Note**

#### The Sierra Nevada Mountains

The Sierra Nevada Mountains are located in the U.S. states of California and Nevada. The range is about 400 miles (650 kilometers) north to south. The highest peak is Mount Whitney, which is 14,505 feet (4,421 meters).

#### **After Reading**

- Arrange students in pairs to ask and answer the questions. Have them refer back to the text as necessary and underline the parts of the text that provided the answers.
- Check answers by calling on pairs to read aloud the questions and their answers. Have pairs then call on other pairs to read the next question and answer.

#### **Answers**

- She survived and made it home under very difficult circumstances.
- 2. She was very thin and tired.
- **3.** He got lost on the mountain and had no supplies or way of calling for help.
- **4.** He did not eat snow, and he used his pocket radio to point him in the right direction.
- 5. He fell while wandering off alone into a field.
- **6.** His body temperature lowered and his heart rate slowed down.

# Speaking

- Have students think about emergency situations. Have students work in small groups to discuss and answer the first two questions. Have students copy down the chart from their books and use it to write their own ideas. Assign one student in each group the role of reporter.
- Call on the reporter from each group to summarize the highlights or most interesting parts of their group's discussion.

# Workbook

Assign pages 304–305 for additional writing practice at word and sentence level.



# Teaching Tip

It is often difficult to predict how fast a class will work through a lesson. Always have backup activities or language games ready in case you need them. Keep a file of games and activities on hand for all classes.



# **Additional Activity**

Write the name of a natural disaster on the board, for example: **FLOOD**. Go around the room, eliciting vocabulary related to this disaster, beginning with each letter in the word. For example: (F) flee, (L) lake, (O) overflow, etc. Repeat with the names of other disasters. This can be done as a group or class activity.



### **Project: Survival Handbook**

Working in groups, have students create survival handbooks. Each group chooses five natural disasters. They research and prepare a list of tips for preparing for and surviving each disaster. As a class project, compile all of the disasters in one handbook to distribute as desired.



The worst natural disasters in modern history include the following. (Estimated death tolls are in parentheses.)

- The China floods of 1931 (1,000,000-4,000,000)
- The Yellow River Flood of 1887 (900,000–2,000,000)
- The Bhola cyclone of 1970 (500,000)
- The India cyclone of 1839 (300,000)
- The Indian Ocean tsunami of 2004 (230,000)



"I was in a field, and I felt very comfortable. That's my last memory." He remained unconscious in almost-freezing temperatures without food or water for more than three weeks.

When he was found in the freezing field 24 days after his fall, he did not seem to be breathing and had no detectable pulse. His body temperature was nearly 30 degrees below normal, and his organs had nearly shut down. Doctors assumed he was dead. Yet something incredible happened while he was at Kobe City General

Hospital: He woke up! Even more incredibly, Uchikoshi, who was treated for severe hypothermia and blood loss, made a full recovery. Doctors believe that Uchikoshi's body went into a state similar to hibernation. In hibernation, the body temperature of an animal is lowered and its breathing and heart rate slow down. Hibernation reduces the need for food and protects animals from damage to the brain and other organs.

Stories like these remind us that even when we are in a situation that seems impossible, we should never give up hope. After all, there is always a chance that you will succeed—against the odds!

# **After Reading**

Answer the auestions.

- 1. How did Ashcraft beat the odds?
- 2. What condition did Ashcraft return in?
- 3. How did Le Marque end up in such a dangerous situation?
- **4.** What were two decisions Le Marque made that helped him survive?
- 5. How did Uchikoshi end up unconscious in an ice field?
- **6.** How was the state Uchikoshi ended up in similar to hibernation?

# Speaking 🞑



- 1. Work in pairs/groups. Think about emergency situations that are life-threatening, such as being stranded in the desert, getting caught in a storm, being trapped in a cave in freezing weather, or being buried under the ruins of a building after an earthquake. Talk about survival stories that you have read or heard about.
- 2. What qualities and attitudes can help a person beat the odds in a survival situation? Do you think some people are better able to survive than others? Why? Why not?
- 3. Use the situations in the chart below or add your own. Some notes have been made for you. Add your own ideas and talk about them in class. Compare ideas with other pairs/groups.

|   |   | Survival situation                           | Helpful attitudes                           | Helpful actions                                     |
|---|---|--|---|---|
| •   | 1 | trapped in a building<br>after an earthquake | have a strong will or determination to live | defeat negative thoughts and fears;<br>do not panic |
|   | 2 |  |   |   |
| •   | 3 | •      |   |   |
| <b>صلح</b><br>Ministry of Ec<br>2023 - 1445 |   | <b>^</b>                                     |   |   |

# Writing



- A. 1. What makes the Kingdom of Saudi Arabia a strong and wealthy nation?
  - 2. How can it become an even stronger global economy?
  - 3. Read the text and find out.
    - Are some of your ideas included in the text?
    - Is there new information? What is it about?
    - How are the following defined in the text?
      - a vibrant society
      - a thriving economy
      - an ambitious nation



The Kingdom of Saudi Arabia is blessed with an abundance of untapped, natural resources and growth opportunities. Its real wealth, however, lies in the abilities and potential of the nation's society. Saudi Arabia is an exceptional nation due to its Islamic faith, national identity, culture and heritage.

A vibrant society will be the foundation of Saudi Arabia's 2030 vision. A society whose members enjoy a fulfilling and secure life in an attractive and sustainable environment, and are empowered by social and health care systems that ensure their physical, psychological, and social well-being.

The Saudi society is defined by its adherence to Islamic values and its family orientation. It is essential, therefore, to support and empower families so that they can develop their children's talents and character, and have an active role in their education.

The Saudi nation cherishes the honor bestowed upon the Kingdom to welcome and serve an increasing number of pilgrims and visitors 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.

- Sulture and entertainment are an integral part
- of a fulfilling life. To this effect, projects will be launched to establish libraries, galleries,

and museums and provide different types of entertainment.

A thriving economy offers equal opportunities for all citizens through an updated, high quality educational system aligned with the employment needs of a dynamic market. Access to economic and employment opportunities will be available for entrepreneurs, small and large enterprises. The Kingdom's diversified economy and streamlined business services will attract new talent and investments. Saudi Arabia's strategic position will make it the logistical hub connecting Europe, Africa, and Asia.

Investment capabilities will be maximized through the ongoing privatization of state owned assets and agencies. New sectors will enrich national economy. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and rural areas.

An effective, transparent, responsible, accountable, enabling, and high-performing government is a fundamental prerequisite for an ambitious nation. In view of this, all the necessary steps will be taken to ensure that relevant services and regulations are in place to foster the ongoing growth and development of the private and non-profit sectors. Our goals and commitments include programs that will contribute to the effective restructuring of government agencies, fiscal management, regulations, and performance management programs.\*

# وزارة التحكي

Ministry of EduAdained from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted 2023 - 1445 by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.

# **10** Writing

### A

- Organize students into pairs. Focus their attention on the title. Give them a few minutes to discuss what know about the Kingdom's Vision for 2030.
- Discuss ideas in class. Ask students to define vision.
   Elicit explanations from different students.
- Read directions for 1 and 2 and have students work in groups discussing the questions. Remind them to make notes as they make suggestions so they can use them to report in class. Circulate and monitor to make sure everyone participates. Help students when necessary.
- Call on pairs to present their ideas for the class. Hold a class discussion about the future in your country and other areas of the world.
- Have a student read directions for 3 aloud. Ask students to focus on the first two questions. Have them compare their ideas to those in the text and identify new information that they had not thought of before reading.
- Give students time to read individually and answer, then compare with a partner.
- Call on volunteers to share their ideas with the class.
- Have students focus on the last question of 3.
- Play the audio and have students listen and follow in their books. Discuss answers in class.

#### **Answers**

Answers will vary. Sample answers:

A vibrant society: a society that is empowered by social and health care systems that ensure the physical, psychological and social well-being and is healthy, active and successful

A thriving economy: a diversified, dynamic economy, with a lot of employment and investment opportunities for small and large enterprises, streamlined business services in a strategic location

An ambitious nation: a nation that is interested in ongoing growth and success in all sectors

**Optional:** Have students look up the words in a dictionary or thesaurus, choose the appropriate definition and compare to the descriptions in the text. Alternatively, you might prefer to give them some general definitions to compare or help them rephrase their answers. (*vibrant*: full of life, activity, energy; *thriving*: growing, developing successfully, booming: *ambitious*: having a strong desire to be successful)

<u>صلحتاا</u> قرازم Ministry of Education 2023 - 1445  Call on students to report their answers. Ask them to say where they found the answer in the text. Have the rest of the class listen and agree or disagree.



# Additional Activity

Have groups prepare a chart that shows different areas of the economy and how they affect the citizens of the Kingdom. Encourage students to search for additional information and be creative. Tell them that they can use the original text.

### **3**

- Tell students that they are going to write an essay about their vision of the future in a particular area.
- Read the directions for 1 and 2 and organize students in pairs or small groups. Ask them to choose the area/ sector that they would like to research and write about. Encourage more confident learners to choose areas that are more demanding and less confident learners to work on areas that might be more familiar or easier to research and relate to.
- Remind groups to make notes in the chart. Explain that the chart is there to help them organize their information not restrict it and encourage them to add more sections if necessary.
- Focus students' attention on the Writing Corner and ask them to brainstorm in groups and create a list of what they should or should not do while preparing their essay.
- Have students read the points listed in the Writing Corner, compare with their ideas and discuss them in class.
- Direct students to the examples for editing. Have them read 1 and 2 and comment. How could the statements/ descriptions become livelier, more imaginative and involve the reader?
- Give students time to edit the examples and make them more reader-friendly and imaginative.

#### **Answers**

Answers will vary. Sample answers:

- Residential districts/areas are planned and built carefully in an environmentally friendly manner./Sustainable, residential areas are planned and built to provide inhabitants with a healthy, attractive and secure environment.
- 2. There are healthy plants and trees indoors and outdoors in all possible places, thanks to the domes that filter radiation./You see plants everywhere, in and out of buildings. It's amazing how well all the plants and trees are doing thanks to the protection of the domes.
- Have students read the model text and comment. Allow them to modify their introduction if they wish but make sure that it is not too long. Remind them that they will need to focus on the area they have chosen through most of their essay.
- Organize students into groups according to the area/s they would like to work on. Have groups complete their charts with notes. Circulate and monitor participation;
- help when necessary.

Ministry of Education

- After groups/pairs have made their notes have them work together writing their essays. Tell them to work together and help each other. You may ask each student to write their own text or write one text per pair or one text per group.
- If there is no internet access or library that the students can use to research and gather information, allow groups to share tasks and finalize their essay for the next lesson. Alternatively, you might wish to download information on different areas and hand them out to students.
- Have students exchange texts within their group, read and comment or make corrections.
- Give them some time to edit and rewrite their essays and decide how they are going to illustrate them. Have them find photos on the Internet, books or magazines.
- Encourage students to design an attractive page. Elicit ideas about the layout/format. They can produce a booklet or a leaflet or an illustrated text that one can find on the Internet
- Call on groups to present their essays to the class.
   Allow time for students to read each other's guides.
- You may wish to have one or two more editing stages here before asking students to write their final draft.

# Additional Activity

Have students reproduce their essay, especially if it is word-processed without a title that names the area/sector of their vision. Ask groups to exchange essays, read them and try to identify which area/sector is being described. OR Have students read their essay aloud without mentioning the area/sector that is being addressed.

### Workbook

Assign page 306 for additional writing practice above word and sentence level.

Assign Writing Skills 4 on page 370 for tips on preparing a writing plan. Alternatively, go over the information and exercise as a class

**B. 1.** Write about your vision of the future. Choose an area/sector that you would like to focus on. Here are areas that you might like to choose from:

```
Sports • Technology • Education/Schools • Culture
Cities • Energy • Sustainability • Health • Social Services
Water Management • Employment • Buildings/Construction
Entertainment • Business • War on Drug Smuggling
```



- 2. Research and find out more about:
  - Saudi Arabia 2030 Vision
  - Other projects and information relevant to your chosen area of focus
- 3. Write your essay.

| Features, factors, facilities, support, and resources | Available Now       | 2030      | 2050     |
|---|---------------------|-----------|----------|
|   |                     |           |          |
|   |                     |           |          |
|   |                     |           |          |
| Cities of the F                                       | uture               | II bara   | on@      |
| Cities of the I                                       | the future but they | all share | one<br>1 |

I can visualize different versions of cities in the future but they all share one essential characteristic. They are protected by a bio-dome, built to make the most of light and renewable energy and prevent the damaging effects of radiation.

As a city expands, new adjacent domes are constructed around the initial mega dome. A satellite view of the city would show it as a number of "bubbles" in the shape of a flower, with or without a stem, or a string of bubbles in a geometrical shape, and so on...

shape, and so on...

Strict building regulations will prevent arbitrary constructions and determine the type of materials to be used...

#### **Writing Corner**

When you write about your vision:

- close your eyes and visualize, i.e. create imaginary mental pictures.
- hold the image in your memory and make notes (write key words, e.g. adjectives, nouns, etc. that describe the image).
- address your readers directly.
- think about what they might know or have seen in images, films, science fiction, documentaries, and other sources.
- use vivid descriptions and similes.
- be imaginative and creative.
- use a thesaurus or dictionary to help you.
- draw a picture.

Edit the following examples to make them more reader-friendly and imaginative.

- Residential districts are constructed according to a set of pre-approved plans and are required to use sustainable technologies.
- The domes function as filters of urban biospheres with thriving indoor and Ministry of Education outdoor vegetation in all available spaces.

# Form, Meaning and Function



#### **Past Progressive**

Use the past progressive (be + present participle) to describe a long action that is interrupted by a short action. As Figlock was walking down a Chicago Street, a baby fell from a fourth-story window. A year later, while he was passing by that same building, the same baby fell out of the same window and landed on Mr. Figlock.

Use the past progressive when we describe what was happening at a specific time in the past.

**Q:** What were you doing at three o'clock today?

**A:** I was driving home from work.

Use the past progressive when we talk about a temporary state or action.

**Q:** Have you always lived in Riyadh?

**A:** No. A few years ago, I **was living** in Dubai.

(**5.** lie)

**Q:** What were you doing in Dubai?

**A:** I was studying for my degree.

Use the past progressive with always to describe a repeated or annoying action.

My old car was always breaking down so I bought a new one.

Use the past progressive to describe two actions that were happening at the same time.

On June 6, 1980. Edwin Robinson was out walking and looking for his pet chicken during a thunderstorm when he was struck by lightning.

#### Was/Were Going To and Was/Were About To

Use was/were going to/about to + base form to refer to actions that were intended but probably didn't happen. I was going to study Engineering, but my father advised me otherwise.

They were just about to leave when the phone rang.

| A. | Complete the news repo  | rt using the verbs in parentheses. Use the | passive and          |
|----|---|--|----------------------|
|    | active simple past, the past progressive tense and was/were about to. |  |                      |
|    | The last thing 17-year-old Ricardo Gordon remembers                   |  | ( <b>1.</b> be) that |
|    | a storm(2   | <b>2.</b> be about to) come, and he        | ( <b>3.</b> rush)    |

to get inside. Next thing he \_\_\_\_\_\_(4. know), he \_\_\_\_\_in a hospital bed. Here is what \_\_\_\_\_\_(6. happen).

Ricardo \_\_\_\_\_ (7. listen) to the live broadcast of the football game when lightning (8. hit) him. As a result, his hair and

ears \_\_\_\_\_\_(9. burn), and he \_\_\_\_\_(10. have) dark spots all

over his body. The wounds on his body \_\_\_\_\_\_ (11. follow) the wire of his

smartphone, from his ears down to his hip, where he the device. The electric current (13. travel) from his smartphone to

his headphones. Ricardo is lucky to be alive!



B. Work with a partner. Look at the newspaper headlines and imagine the story. Tell the story.



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**Paper Boy Steals Truck** to Speed Up Deliveries

Criminals with Big Plans, Small Car

# 11 Form, Meaning and Function

### **Past Progressive**

- Go over the material in the presentation. Explain that
  we use the past progressive to talk about an action that
  started before a certain time in the past and was still in
  progress at that time.
- With most students it is probably helpful to draw a parallel between the past progressive and the present progressive. Illustrate this by drawing a timeline on the board.
- Draw students' attention to the example sentences and elicit how the past progressive is formed. (was/were + the -ing form of the verb)
- Have students say what they and their families were doing at a certain time in the past. First, talk about you and your family. For example: Yesterday between 6 and 7 o'clock, I was eating dinner. My brother was watching the news. My daughter was doing her homework.
- Draw students' attention to the use of the past progressive with always to express irritation with a past, repeated activity. Elicit from students some other examples of behavior or actions that annoyed them in the past.
- Ask a student to read out the next example and tell students to circle the two actions. (walking and looking)
- 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.*

# Was/Were Going To and Was/Were About To

- Read the explanation with the class. Have a student read aloud the example. Elicit if the example describes a prediction or an intention that wasn't carried out. (an intention)
- Explain that when was/were going to is used to express an intention, we can substitute it with the structure was/were about to. For example: I was about to study Engineering, but my father advised me otherwise.
- Explain that we use was/were going to with prediction in the past. We can't use was/were about to in these cases. For example: When he was younger, he thought he was going to be rich.

A

- Give students a few minutes to look at the picture and read through the paragraph to get a sense of what it is about. Ask students to close their books and describe in their own words what happened.
- Students open their books and complete the paragraph individually before they compare their answers with their partner.
- Call on volunteers to read the completed paragraph aloud to the class.

#### **Answers**

- 1. was
- 2. was about to
- 3. rushed
- 4. knew
- 5. was lying
- •
- 6. happened
- 7. was listening

- **8.** hit
- 9. were burned
- **10.** had
- 11. followed
- 12. was carrying
- 13. traveled

### **B**

- Read out the directions and write the newspaper headlines on the board. Brainstorm some ideas as a class and write key words on the board under each newspaper headline.
- Put students into pairs or groups of 3 and ask them construct a story using full sentences.
- Call on volunteers to read out their group's story.
   Correct any errors you hear with regards to form on the board as a class.

#### **Answers**

Students' own answers

#### **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:
  - 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 home at 8:00. They got home at 8:30. (When they 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. OR By the time they arrived home, he had left.
- Ask students to reformulate the example sentence in the presentation using before and by the time.

# **Past Perfect Progressive and Past Simple Tense**

- Have students read the explanation and the example.
   Have students find more examples of the past perfect used with the past simple in the stories on pages 116 and 117. For example,
  - When she <u>awoke</u> 27 hours later, the boat <u>had turned</u> right side up again, but the storm <u>had been</u> so violent that the sails were destroyed, ...
  - Le Marque, who <u>had expected</u> to just be out for a couple of hours, <u>had</u> no food, very few supplies, and his cell phone battery was dead.
  - One ice-cold October day in 2006, Uchikoshi <u>had been</u> with a group on a mountain in western Japan. After wandering off into a field on his own, Uchikoshi <u>tripped</u>, hit his head, and was knocked unconscious...

### Language Builder

Point out that in many cases we can use either the past perfect or the simple past. However, the past perfect helps make the order of events clearer.



Ministry of Education 2023 - 1445

### 9

- Ask students to read the directions and to work individually to complete the sentences using the past simple or past perfect forms.
- Call on volunteers to read out their answers

#### **Answers**

- 1. had cooked, caught
- 2. arrived, had stopped
- 3. had been, appeared
- 4. had never traveled, went
- 5. arrived, had already taken

### 0

- Give students a few minutes to read through the newspaper story. Ask them to close their book and recount what they have read to a partner.
- Students complete the story individually and check their answers as a class by calling on students to read the completed story aloud.
- Check answers and go through any errors that students make with verb forms by referring to the explanation in the presentation.

#### **Answers**

- 1. attempted
- 2. spent or had spent
- 3. bought or had bought
- 4. took
- 5. felt
- 6. had planned
- 7. went
- 8. tried

- 9. decided
- **10.** left
- **11.** tried
- 12. discovered
- 13. had made
- 14. thought or had thought
- 15. forgot or had forgotten

## Workbook

Assign pages 307–308 for more practice with the form, meaning and function of the structures in the unit.

# Additional Activity

Have students make a timeline of important events in their lives. Then have them write sentences with the past perfect. For example: Before I started first grade, I had already learned to read. Then have them share some of their sentences with the class.

#### **Past Perfect Tense**

Use the past perfect tense (had + past participle) to indicate an action that happened before another action in the past

When Edwin Robinson was struck by lightning he had been blind and deaf for almost 10 years.

### **Past Perfect Progressive and Past Simple Tense**

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

King Umberto of Italy **had been climbing** into his carriage when he was assassinated.

| pa                      | ast and the pas  | periect forms.   |   |  |   |
|-------------------------|--|--|---|--|---|
| 1.                      | Ahmed  | (cook) his favorite meal when t<br>(catch) fire.   | he pan  |  |   |
| 2.                      | . By the time w  | e (arrive) at the picnic, the (stop).  | e rain  | C Lit  |   |
| 3.                      |  | (be) extinct for millions of ye<br>(appear).   | ars before the  | <del>-</del> જારો  |   |
| 4.                      | .  | (never, travel) outside my country unti  |   | (go) to Disne  | ey World last sumi  |
| 5.                      |  | get a picture of the meteorite, but when (already, take) it away.  | we  | (arrive), th   | e police  |
| D. Re                   | ead the article f  | rom a small-village newspaper about a lo   | cal amateur car   | r repairer. Comp   | olete the article wi  |
| th                      | e correct form   | of the works For some analysis both the  |   | d the nast nerfe   | ect forms are possi   |
| LII                     | ic correct form  | of the verbs. For some answers, both the   | simple past and   | a the past pene  |   |
|                         | ic correct form  | of the verbs. For some answers, both the   | simple past and   | a the past pene  |   |
| _                       |  |  | simple past and   |  |   |
| _                       |  | Repairer Forgets Important Detail  | simple past and   | a the past pene  |   |
| <u> </u>                | obbyist Engine   | Repairer Forgets Important Detail  |   |  |   |
| Ho                      | obbyist Engine   | Repairer Forgets Important Detail  —John Wilkinson, an amateur car mechan  |   |  |   |
| HII en                  | <b>obbyist Engine</b> LLCREST, Texas   | Repairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.   | nic,  | ( <b>1.</b> attempt  | to fix his car's  |
| HII<br>en<br>Wi         | <b>Obbyist Engine</b> LLCREST, Texas  Igine after it sta   | Repairer Forgets Important Detail  —John Wilkinson, an amateur car mechan  | nic,  | ( <b>1.</b> attempt  | to fix his car's  |
| HIII en Wi all          | bbyist Engine LLCREST, Texas Igine after it sta  | PRepairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.  —   | nic,<br>detail of the re<br>the engine off  | ( <b>1.</b> attempt<br>epair. He<br>his car.   | t) to fix his car's   |
| HIII en Wi all          | bbyist Engine LLCREST, Texas agine after it sta likinson the extra tools   | PRepairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.  (2. spend) weeks planning everyone required, and (4. take)  (5. feel) confident that he   | nic,<br>detail of the re<br>the engine off<br>( <b>6.</b> pla                         | ( <b>1.</b> attempt<br>epair. He<br>his car.<br>an) all the delica                                   | to fix his car's(3. buy) ate work complete  |
| HIII en Wi all          | bbyist Engine LLCREST, Texas Igine after it sta Ilkinson the extra tools Ilkinson d correctly. The   | PRepairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.  —   | nic,<br>detail of the re<br>the engine off<br>( <b>6.</b> place                       | ( <b>1.</b> attempt<br>epair. He<br>his car.<br>an) all the delica                                   | to fix his car's(3. buy) ate work complete  |
| HIII en Wi all Wi an    | bbyist Engine LLCREST, Texas Igine after it sta Ilkinson the extra tools Ilkinson d correctly. The   | PRepairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.  —   | nic,<br>detail of the re<br>the engine off<br>( <b>6.</b> plate<br>thout a hitch. The | ( <b>1.</b> attempt<br>epair. He<br>his car.<br>an) all the delica<br>ne problems be<br>arage.       | to fix his car's  (3. buy)  ate work complete gan when Wilkins  |
| HIII en Wi all Wi an Wi | bbyist Engine LLCREST, Texas Igine after it sta Ilkinson the extra tools Ilkinson d correctly. The   | PRepairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.  —   | nic,  | epair. He (1. attempt his car. an) all the delicate problems be arage.                               | to fix his car's  (3. buy)  ate work complete gan when Wilkins  ace. He   |
| HIII en Wi all Wi an Wi | bbyist Engine LLCREST, Texas gine after it sta lkinson the extra tools lkinson d correctly. The  | PRepairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.  —(2. spend) weeks planning everyone required, and(4. take)  —(5. feel) confident that he  repair itself(7. go) off with the continuous contin | nic,  | (1. attempt pair. He   | to fix his car's  (3. buy)  ate work complete gan when Wilkins  ace. He  (11. try) to   |
| HIII en Wi all Wi an Wi | bbyist Engine  LLCREST, Texas  Igine after it sta  Ilkinson the extra tools  Ilkinson d correctly. The  Ilkinson   | PRepairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.  —   | nic,  | epair. He this car. an) all the delicate problems be arage. thing back in plate then                 | to fix his car's  (3. buy)  ate work complete gan when Wilkins  ace. He  (11. try) to  Ikinson was very                             |
| HIII en Wi all Wi an Wi | bbyist Engine  LLCREST, Texas  Igine after it sta  Ilkinson  the extra tools  Ilkinson  d correctly. The  Ilkinson  the car to chorried that some  | PRepairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.  —   | nic,  | epair. He this car. an) all the delicate problems be arage. thing back in plate then nly stopped. Wi | to fix his car's  (3. buy)  ate work complete gan when Wilkins  ace. He (11. try) to  Ikinson was very discover) that               |
| HIII en Wi all Wi an Wi | bbyist Engine  LLCREST, Texas  Igine after it sta  Ilkinson  the extra tools  Ilkinson  d correctly. The  Ilkinson  Ikinson  Ikinson | PRepairer Forgets Important Detail  —John Wilkinson, an amateur car mechanted to make strange noises.  —   | nic,  | (1. attempt epair. He  | to fix his car's  (3. buy)  ate work complete gan when Wilkins  ace. He (11. try) to  Ikinson was very discover) that so much about |

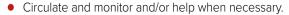
# 12 Project

- 1. Work in pairs/groups. Research and collect information about real survival stories.
- 2. Use a real story or create your own. Think about:
  - the setting (where the story took place)
  - the people/person involved
  - the circumstances
  - the survivor's attitude
  - the survivor's actions and frame of mind
  - how the survivor managed to save himself or was rescued
- 3. Make notes in the chart and use them to organize and finalize your story.
- **4.** Make a comic strip or a storyboard with your story.
- **5.** Share the work among members of your group. If you make a comic strip decide on:
  - · what will go in each frame
  - whether you will use captions to narrate the story
  - whether you will use speech bubbles and thought bubbles to show what each person is thinking or saying
  - · what you will write in the captions
  - what you will write in the bubbles
- **6.** Display your comic strip in class and act it out.

|   |                                  | A Survival Story |
|---|----------------------------------|------------------|
|   | The people/person involved       |                  |
|   | The setting/location             |                  |
|   | The circumstances                |                  |
|   | The problem                      |                  |
|   | The survivor's attitude/feelings |                  |
| •   | The survivor's actions           |                  |
| <b>P.L. C.T</b> Ministry of E 2023 - 1445 | ducation                         |                  |

# **12** Project

- Tell students that they are going to research and prepare a comic strip.
- Have students brainstorm on comic strips and discuss what they know about them. Ask them to think about comic strips that present a series of events, a story or an adventure. Have a class discussion.
- Ask students to form groups. Have a student read the directions for 1, 2 and 3. Discuss the directions in class.
- Use a real story that the students are familiar with. Elicit the setting, the people, the circumstances, etc. as listed in 2, to demonstrate what the students need to do.
- Have groups spend some time discussing a real story and/or creating their own. and make notes in the chart.
- Focus students' attention on 4. Give groups some time to decide if they are going to do a storyboard or a comic strip.
- Have students move around the classroom to find out about circumstances and details that they are unsure about from other students. Encourage them to ask questions and make notes of new information.
- Have students research, collect information and make notes. Allow them to add more details if they wish.
   Circulate and monitor to make sure that they are focusing on their chosen task.
- Read the directions for 5 with the class. Point out that
  the same points will apply to a storyboard. Remind
  students to assign tasks to different members of
  the group in order to make the best use of time and
  resources. For example: making artistically talented
  members of the group responsible for design and
  illustration, assigning the editing and formatting or
  rewriting of captions to "writers," etc.
- If students have all the information and material they need, you could aim to complete the comic strip or storyboard on the same day. If not, they will have to organize themselves carefully, share tasks to do outside the classroom and then coordinate and complete their strip or storyboard.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group. Let students work on their comic strips.



- When the tasks have been completed, ask groups to rehearse their comic strips and do a trial run, before they act out in class.
- Have groups present for the class on the same or a different day. Encourage them to involve as many members of their group as possible in different roles; as directors, assistants, producers, etc.



## Teaching Tip

Ask students to learn their lines as well as possible so they can act out the comic strip. Discourage them from reading out their lines as it will sound stilted and unnatural.



## Additional Activity

Have students combine strips and develop a much more complex class strip.



# **13** Self Reflection

- Have students brainstorm the unit title Against the Odds. 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 110 and 111. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember.
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 112–113, ask them to complete these sentences:

| He had so little n | noney                                |
|--------------------|--------------------------------------|
| I worked           |                                      |
| yesterday that I I | hardly had the energy to drive home. |

is such a domanding activity/sport

### Answers

Answers will vary. Sample answers:

- Mountain climbing is such a demanding activity that climbers need to keep training and practicing on a daily basis.
- He had so little money that he could not afford to buy himself a decent meal.
- I worked so hard/for so many hours yesterday that I hardly had the energy to drive home.
- Ask students to reduce the following sentences:

After they arranged to meet in Chicago, they both called and booked their flights.

He had an accident while he was driving to the airport.

#### **Answers**

- After arranging to meet in Chicago, they both called and booked their flights.
- · He had an accident while driving to the airport.
- 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.

Ministr**item**Education

2023 - 1445

- Have students focus on Unit 8 Checklist and complete as they go through the unit.
- Direct students to pages 114–115. Call on volunteers to say what they remember from the Conversation. Elicit expressions from volunteers.
- Have students brainstorm on ways of expressing surprise in pairs. Ask them to demonstrate through short exchanges.
- Have students make notes in the chart.
- Write Survival Against the Odds 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:
   What saved Le Marque's life?
   How did Uchikoshi manage to survive after 24 days in the freezing field?
- Have students reflect on the Speaking activity. What are the most important qualities a person should have in a life-threatening situation?
- 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 the tips in the Writing Corner. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 118 and 119 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 the specific project work.
- Have students fill out the checklist alone and write their five favorite words.

# 13 Self Reflection



| Things that I liked about Unit 8:          | Things                      | that I didn't like           | very much:                         |
|--|-----------------------------|------------------------------|------------------------------------|
|  |                             |                              |                                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
| Things that I found easy in Unit 8:        | Things                      | that I found diffi           | cult in Unit 8:                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
|  |                             |                              |                                    |
| Unit 8 Checklist                           | l can do this<br>very well. | l can do this<br>quite well. | I need to study/<br>practice more. |
| discuss remarkable events and coincidences |                             |                              |                                    |
| express surprise                           |                             |                              |                                    |
| use suchthat/sothat                        |                             |                              |                                    |

|      | My five favorite new words from Unit 8: | If you're still not sure about something from Unit 8:   |
|------|---|---|
| _ليم | حتا قاازم                               | <ul> <li>read through the unit again</li> <li>listen to the audio material</li> <li>study the grammar and functions<br/>from the unit again</li> <li>ask your teacher for help</li> </ul> |

Ministry of Education

reduce adverb clauses

use the past progressive

use was/were going to; was/were about to

use past perfect forms and past simple

# EXPANSION Units 5–8

# 1 Language Review U



**A.** Rewrite each pair of sentences as a single sentence with an adverb clause. Use a word or phrase from the box to begin each adverb clause. For some items, more than one answer may be possible.

| because | if      | (in order) to | only if | so that | where    |
|---------|---------|---------------|---------|---------|----------|
| even if | in case | now that      | since   | unless  | wherever |

- Check the product carefully. There may be defects.

  Check the product carefully in case there are defects.
  - 1. You feel anxiety about leaving your job. You should still do it.
  - 2. The police will have trouble finding the criminal. It would help if there were a witness.
  - 3. We have finished this tedious task. We can relax.
  - **4.** She feels restless. It doesn't matter where she is.
  - **5.** Let's choose our destination. Then we can book our trip.
  - **6.** More consumers buy that brand. It has a good reputation.
  - 7. He wants to be accepted into a prestigious university. He will have to study hard.
  - 8. The secret agent altered his appearance. It was difficult to recognize him.
- B. Write two sentences about each item using adverb clauses.
- I brought an umbrella in case it rains.
  Wherever I go, I bring an umbrella.



1. a bicycle



**2.** a bilingual dictionary



3. a cell phone



4. a chocolate bar



وزارة التعطيم

Ministry <del>of Education</del> 2023 - <del>1445</del>



- Language Review
- Reading The impact of a changing

world on human language and communication

Phobias: Nothing to Fear

- Language Plus Idioms about Fear
- Writing Write an essay about tales involving animals in your culture

### B

- This exercise also reviews adverb clauses. Refer students to the chart on page 70 for review as necessary.
- Have a student read aloud the directions, the example sentence, and the names of the items.
- Tell students to refer to the list of adverbs in the box for exercise A for reference when forming their adverb clauses.
- Have students work with a partner to write their sentences.
- To check answers, call on multiple pairs to read aloud their sentences for each picture.

#### Answers

Answers will vary. Sample answers:

- 1. I ride my bicycle wherever I go. Since I got a new bicycle, I don't mind riding to school.
- 2. Now that I have an electronic bilingual dictionary, it is easier to look up words. I use my bilingual dictionary only if I can't understand the English
- 3. I always carry my cell phone in case of an emergency. Bring your cell phone so that you can call me when you get there.
- 4. I can't resist a chocolate bar, even if I'm not hungry. I'm not hungry for dinner because I ate a chocolate bar earlier.

# **Language Review**



- This exercise reviews adverb clauses, which were presented in Unit 5. Refer students to the grammar chart on page 70 for review as necessary.
- Ask a student to read aloud the directions and the example sentence.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read their completed sentences aloud. Elicit alternative correct answers from students as appropriate.

### **Answers**

Answers will vary. Sample answers:

- 1. Even if you feel anxiety about leaving your job, you should still do it.
- 2. The police will have trouble finding the criminal unless there is a witness.
- 3. Now that we have finished this tedious task, we can relax.
- 4. She feels restless wherever she is.
- **5.** Let's choose our destination so that we can book our trip.
- 6. More consumers buy that brand because it has a good reputation.
- 7. If he wants to be accepted to a prestigious university, he will have to study hard.
- 8. Because/Since the secret agent altered her appearance, it was difficult to recognize her.



وزارة التعــلام Ministry of Education 2023 - 1445

## (

- This exercise reviews using verbs + infinitives or gerunds with different meanings, which was presented in Unit 6. Refer students to the chart on page 84 for review as necessary.
- Read aloud the directions and example.
- Point out to students that they will rewrite each direct speech statement as reported speech, using the verb in parentheses. Remind students to choose either the gerund or infinitive form based on which makes more sense in the context of the sentence.
- Have students work individually to rewrite the sentences, and then compare with a partner.
- Call on volunteers to read their sentences aloud.

#### Answers

Answers will vary. Sample answers:

- 1. Ahmed regrets buying her car.
- 2. Abdullah regrets not being able to be at the meeting.
- 3. Tom got so bored of that TV show that he stopped watching it.
- 4. Allen told us to remember to vote on Monday.
- 5. Dennis will always remember watching the Olympics live.
- **6.** Andrew and Jack were driving when they stopped to watch the fireworks.
- 7. Kaya is trying to find a dress for the wedding.
- **8.** Jimmy asked if we tried looking online for the tennis match schedules.



- This exercise reviews auxiliary verbs after but and and, which was presented in Unit 6.
- Read the directions and example aloud.
- Have students work in pairs to write their sentences.
   Ask them to write at least two sentences for each pair of pictures.
- To check answers, call on pairs to read their sentences aloud.

#### **Answers**

Answers will vary. Sample answers:

- 1. Saudi Arabia is a large country, and the U.S. is too.
- 2. A cell phone is a form of technology, and a laptop is too.
- 3. A burrito is a typical Mexican food, but sushi isn't.
- 4. A mechanic fixes cars, but a race car driver doesn't.

# وزارة التعطيم

Ministry of Education 2023 - 1445

## Workbook

Assign pages 309–311 for review of vocabulary and grammar presented in Units 5–8.

- C. Explain what each person is saying. Use the verb in parentheses, followed by a gerund or an infinitive.
- Sabrina: Oh no! I think I left the oven on when I left my house. (forgot)

  Sabrina thinks she forgot to turn off the oven.
  - 1. Ahmed: I shouldn't have bought this car. It keeps breaking down. (regret)
  - 2. Abdullah: I wish I could be at the meeting, but unfortunately I can't. (regret)
  - **3.** Tom: We got so bored of that TV show. We don't watch it anymore. (stop)
  - **4.** Allen: The election is Monday. Make sure you vote. (remember)
  - **5.** Dennis: Watching the Olympics live was incredible. I will never forget it. (remember)
  - **6.** Andrew: Jack and I were driving when we saw fireworks. We pulled over and watched them. (stop)
  - **7.** Kaya: I'm looking for a dress for the wedding. (try)
  - **8.** Jimmy: Did you look online for the tennis match schedules this weekend? (try)
- **D.** For each pair of pictures, write sentences with **but** or **and** + an auxiliary verb.
- The K.S.A. is in the Middle East, but the U.S. isn't.
  - 1. The K.S.A./the U.S.



3. a burrito/sushi





2. a cell phone/a laptop



4. a race car driver/a mechanic





Ministry of Education

2023 - 1445 \_

# EXPANSION Units 5–8

|                             | supposed to. For some items, more than one i  | modal is possible.  |
|-----------------------------|---|---|
| 1.                          | 1. He enjoyed the game if he he been bored.   | e had gone with them. But then again,   |
| 2                           | 2. You told us that you need in our apartment.  | ed a place to stay. There's plenty of room  |
| 3                           | <ol><li>Luke was really hoping to get the job. He _<br/>gave it to someone else.</li></ol>  | been disappointed when they   |
| 4                           | <b>4.</b> She not hurt her feelings.  | said she preferred Maria's hair long. I think she   |
| 5                           | <b>5.</b> Where were you on Saturday? You   | help clean the apartment.   |
| 6                           | <b>6.</b> If your dinner was cold, you  | asked the waiter to heat it up.   |
| 7.                          | 7. The streets are all wet. It r  | ained last night.   |
| 8                           | <b>8.</b> John graduate in June, bu   | ut he decided to take a year off.   |
|                             | Join each set of words together to form a sent or so fewthat  | ence. Use <b>so</b> , <b>such</b> , <b>so many</b> , <b>so much</b> , <b>so little</b> ,  |
|                             | The adhesive is so strong that it stuck my t  | fingers together.   |
| 1.                          | 1. the noise was / startling / it made us jump  |   |
|                             | <ol> <li>the noise was / startling / it made us jump</li> <li>they are / good friends / I assumed they wo</li> </ol>  | uld go to the same university   |
| 2                           |   | •   |
| 3                           | 2. they are / good friends / I assumed they wo  | eep halfway through it  |
| 3                           | 2. they are / good friends / I assumed they wo 3. I had / interest in the documentary / I fell asl  | ncer's comments / his show was cancelled  |
| 2<br>3<br>4<br>5            | 2. they are / good friends / I assumed they wo 3. I had / interest in the documentary / I fell asl 4. people were / outraged by the radio annou   | ncer's comments / his show was cancelled ad to use Google Maps to find his way home   |
| 2<br>3<br>4<br>5            | 2. they are / good friends / I assumed they wo 3. I had / interest in the documentary / I fell asl 4. people were / outraged by the radio annou 5. he got / disoriented driving in the city / he h  | ncer's comments / his show was cancelled ad to use Google Maps to find his way home time to work two jobs   |
| 2<br>3<br>4<br>5<br>6       | <ul> <li>they are / good friends / I assumed they wo</li> <li>I had / interest in the documentary / I fell asl</li> <li>people were / outraged by the radio annou</li> <li>he got / disoriented driving in the city / he h</li> <li>he is taking / classes this semester / he has</li> </ul>  | ncer's comments / his show was cancelled ad to use Google Maps to find his way home time to work two jobs the branches on that tree   |
| 2<br>3<br>4<br>5<br>6<br>7. | <ol> <li>they are / good friends / I assumed they wo</li> <li>I had / interest in the documentary / I fell asl</li> <li>people were / outraged by the radio annou</li> <li>he got / disoriented driving in the city / he h</li> <li>he is taking / classes this semester / he has</li> <li>it was / a violent storm / it snapped most of</li> </ol> | eep halfway through it  ncer's comments / his show was cancelled  ad to use Google Maps to find his way home  time to work two jobs  the branches on that tree  ot her dental appointment |

مرات التيام Ministry of Education 2023 - 1445



- This exercise reviews the use of the past modals: might have, could have, must have, should have, and was/ were supposed to. Modals in the past were presented in Unit 7. Refer students to the grammar chart on page 98 for review as necessary.
- Ask a student to read aloud the directions.
- Have students work individually to complete the sentences with a correct modal, and then compare answers with a partner.
- Check answers as a class by having students read aloud their completed answers. Elicit additional possible answers as appropriate.

### Answers

Answers will vary. Sample answers:

- 1. might have/could have, might have/could have
- 2. should have
- 3. must have
- 4. should...have
- 5. were supposed to
- 6. should have/could have
- 7. must have
- 8. was supposed to



- This exercise reviews the use of so, such, so many, so much, so little, and so few...that... These expressions to show cause and effect were presented in Unit 8. Refer students to the grammar chart on page 112 for review as necessary.
- Ask a student to read aloud the directions.
- Have students work individually to form the sentences, and then compare answers with a partner.
- Check answers as a class by having students write their sentences on the board.

#### **Answers**

Answers will vary. Sample answers:

- 1. The noise was so startling that it made us jump.
- 2. They are such good friends that I assumed they would go to the same university.
- 3. I had so little interest in the documentary that I fell asleep halfway throughting.
- People were so outgaged by the radio announcer's comments that his show was cancelled.
- **5.** He got so lippriented driving in the city that he had to use " Google Maps to find his way home. Ministry of Education

- **6.** He is taking so few classes this semester that he has time to work two jobs.
- It was such a violent storm that it snapped most of the branches on that tree.
- **8.** She is such an absent-minded person that she forgot her dental appointment.
- **9.** The accident did so much damage to the car that it's not even worth fixing.
- **10.** There were so many people ahead of us in line that it took an hour to get into the museum.



- This exercise reviews using auxiliary verbs after but and and, which was presented in Unit 6. Refer students to the chart on page 84 for review as necessary.
- Have students work individually to write sentences, and then compare answers with a partner.

#### **Answers**

- 1. Gold is a kind of metal, and silver is too.
- 2. Shoes are worn on the feet, but gloves aren't.
- 3. Alligators don't live in the desert, and monkeys don't either.
- 4. An uncle is a male relative, and a nephew is too.
- 5. Ice is a form of water, and steam is too.
- 6. Elephants aren't predatory animals, and deer aren't either.
- 7. Kenya is an African country, and Nigeria is too.
- 8. Men often wear ties, but women don't.
- 9. Apples aren't tropical fruits, and cherries aren't either.
- 10. Colombia is in South America, but Canada isn't.
- 11. Penguins can't fly, but parrots can.
- **12.** The United States doesn't have a royal family, but England does.



- This exercise reviews reducing adverb clauses to participle phrases, which was presented in Unit 8. Refer students to the grammar chart on page 112 for review as necessary.
- Ask a student to read aloud the directions. Remind students that there are multiple ways to complete these sentences. The focus here is to form the participle correctly.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- Check answers as a class by calling on students to read their sentences aloud.

#### **Answers**

Answers will vary. Sample answers:

- 1. skiing all day
- 2. eating three pieces of cake
- 3. taking the test
- 4. giving his speech
- 5. taking the class
- **6.** leaving the house



Ministry of Education 2023 - 1445

### Workbook

Assign pages 312–314 for review of vocabulary and grammar presented in Units 5–8.



## **Additional Activity**

Play Grammar Bingo. Create a grammar bingo card for each student. The card should have four squares across and four squares down, each containing a word, phrase, or sentence that you want to practice. Include the following grammar points from Units 5–8:

- adverb clauses of reason, purpose, condition, and place
- auxiliary verbs after but and and
- verbs + infinitives or gerunds with different meanings
- modals in the past
- passive modals in the past
- so ... that and such ... that
- reducing adverb clauses

Distribute the cards with chips or bits of paper to cover the squares. Call out grammar points. For example say: **Who has an adverb clause with because?** If students have a sentence containing an adverb clause with *because*, they cover it with a chip. When a student has covered four squares in a row, vertically, horizontally, or diagonally, he or she says *Bingo!* Check the card for accuracy. Continue playing with the other students or start a new game.

| <b>G.</b> Us     | se the words to write sentences with <b>but</b> or <b>and</b> + an aux | iliary verb.                           |
|------------------|--|--|
| -                | e cream is made from milk/butter                                       |  |
| $\underline{Ic}$ | e cream is made from milk, and butter is too.                          |  |
| 1.               | Gold is a kind of metal/silver   |  |
| 2.               | Shoes are worn on the feet/gloves                                      |  |
| 3.               | Alligators don't live in the desert/monkey                             |  |
| 4.               | An uncle is a male relative/nephew                                     |  |
| 5.               | Ice is a form of water/steam   |  |
| 6.               | Elephants aren't predatory animals/deer                                |  |
| 7.               | Kenya is an African country/Nigeria                                    |  |
| 8.               | Men often wear ties/women  |  |
| 9.               | Apples aren't tropical fruits/cherries                                 |  |
| 10.              | Colombia is in South America/Canada                                    |  |
| 11.              | Penguins can't fly/parrots   |  |
| 12.              | The United States doesn't have a royal family/England                  |  |
| <b>u</b> Co      | omplete each sentence with a participle phrase and an id               | og of your own                         |
|                  | ter <u>spending the day at the beach</u>                               | ·                                      |
| 1.               | While  | , I had the most exhilarating feeling. |
|                  | After  |  |
| 3.               | Before   | , he was nervous.                      |
|                  | While  |  |
|                  | After  |  |
| 6.               | Before   | , we always make sure the doors        |
|                  | are locked.  |  |
|                  |  |  |
|                  |  |  |
|                  |  |  |
| • • •            |  |  |

# 2 Reading





- 1. Do you think it is easy for people to make real friends online? Why? Why not?
- 2. Do you text or call people you know? What kind of language do you use in each case?

# The impact of a changing world on human language and communication

Recent research on the impact of online communication across cultures in Europe has revealed some very interesting findings.

Although, social networking and online communication has become the norm among young people nowadays, the formation of lasting friendships among peers appears to require face-to-face communication.

The project involved communication with partner schools in different countries. According to project participants, online communication and information exchange was effective for a period of time and undoubtedly provided the input and information needed. However, when it came to the formation of long-term friendships, they strongly felt that face-to-face communication was a key requirement; as was mobility, in other words travel to different countries.

The way one of the participants put it, "It's different to find out about each other's culture through reading, talking about it and exchanging pictures or videos, and different to actually experience it in person. It's the day-to-day things that tell you more about people and their mindset." These conclusions were reached after participants visited the countries where partner schools were located. As funding was limited, not all project participants were able to join.

All interviewees appreciated the accessible and affordable opportunities offered through technology and online communication but stressed the need for communication beyond cyberspace. Interestingly, young people nowadays take cyberspace for granted and consider more conventional, real world experiences to be more creative and rewarding.

Overall, the conclusion reached pointed out that Ministry affining technology "connects" people, lasting

initial connections more meaningful. This was further confirmed by the diminishing interest and involvement of the participants that had not been able to travel.

As expected, English was used as the common medium of communication. Project participants admitted to having been intimidated and reluctant to initiate conversation due to their language "inadequacies." They soon found out that none of their peers from other countries were perfect either, but were only too willing to utilize all available resources to speak. So they quickly revised their views on language competence and stopped being over-concerned with potential "errors."

The task at hand required them to communicate with people that they had previously communicated with through email and video conferencing, under more controlled circumstances with teacher support, and time to check and edit their language. Face-to-face communication had to be spontaneous and genuine, so they were required to do their best, to listen, understand, and ask for clarification or repetition, use gestures or point to things if they could not recall words and so on. More importantly, their peers from other countries routinely resorted to the same strategies in conversation.

On occasion, when lost for words, their interlocutors would say: "text me"; this they could do without difficulty, using abbreviated language. They would then use the text message, as a basis to clarify meaning. Abbreviated language, this special kind of electronic shorthand, which often confuses older adults, is accessible to young people. In fact, it is the electronic variety of English as an international medium, and an identifying marker of generations that are natives to technology.

# 2 Reading

- Arrange students in small groups to discuss the Before Reading questions. For question 1, have them do a group survey and make a note of each student's answer.
- Elicit answers from each group and write them on the board. Ask students to compare group results and discuss the reasons why they prefer to text or call. Have students give examples of the kind of language they use.

#### **READING STRATEGY Using prior knowledge**

- Ask students to look at the pictures on pages 128 and 129 and read the title, without reading the article. Ask: What do you see? (people texting, using a tablet or a cellphone.) Ask: What do the photos have in common? (they all show examples of online/distance communication through technology)
- Ask: Can you explain how online communication differs from other types of communication? Compare with more conventional face-to-face communication, letter writing, smoke signals, etc. Elicit answers and write notes on the board, but do not confirm or deny answers at this point.
- Play the audio for the article. Ask students to just listen, with their books closed.
- Ask: Did you hear any of the points/ideas you mentioned earlier? (yes) Which ones? (have students compare with their notes and say which points were mentioned) What did you hear about friendship? (you need to meet face-to-face to form lasting friendships) What did you hear about culture? (it's different to find out through experience/ the day-to-day things tell you more about people, the way they think, their values)
- Play the audio again. Ask students to open their books and read along as they listen.
- To check students' general understanding of the reading, ask a few questions. For example:

**What did the project involve?** (communication among schools in different countries)

Which language was used as a common medium? (English)

What was the difference between online and faceto-face communication among project participants?

(online communication was carried out under more put controlled by instances with support and more time Ministrouthink and iedit; face-to-face communication was 2023 - 1445

spontaneous and involved more strategies) (Answers will vary in detail and wording).

**Explain briefly the most interesting thing you learned from this reading.** (Answers will vary.)

#### **Culture Note**

Gestures are used to a greater or lesser degree, in different languages, by different cultures. When communicating with other speakers of English, it is important to find out about gestures and their meaning in the speaker's culture, to avoid a potential communication breakdown or misunderstanding.

Eye-contact among peers is important in many cultures as indicating interest, attention, active listening, involvement and sincerity. Avoiding eye contact might be interpreted as disrespectful, an indication of shyness or lack of confidence, fear or intimidation or even lack of sincerity. Business people take this into consideration when interacting with colleagues from different cultures, through an international medium.

It is advisable, however, to keep an open mind and learn about cultural norms in different contexts. What is appropriate in one context will not necessarily be acceptable in another. Consider occasions when eye contact or other features of body language, for example, might be considered disrespectful in a particular culture. Discuss your ideas in class.



# Additional Activity

Elicit countries and/or cultures from the class and write them on the board. Arrange students in small groups or pairs and assign a culture or country for them to research and find information about face-to-face communication and acceptable norms, including gestures, eye-contact, etc.

Have groups or pairs present their findings in your next class.

## **After Reading**

## A

- Read aloud the vocabulary words in the box. Ask students to repeat for proper pronunciation.
- Tell students to find and underline each word in the reading. Have them study the context of each word carefully to guess at its meaning.
- Have students work individually to complete each sentence with one of the words. Then have them compare answers with a partner.
- Call on volunteers to read their completed sentences aloud.
- As an extension, ask students to identify the part of speech of each word as it is used in the reading and in the sentences. (diminishing - adjective/gerund, norm - noun, intimidated - adjective/past participle, utilize - verb, acronym - noun, abbreviated - adjective/past participle).

#### **Answers**

- 1. diminishing
- 2. norm
- 3. initimidated
- 4. utilize
- 5. acronym
- 6. interlocutor
- 7. abbreviated
- 8. overrated



- Have students work with a partner to ask and answer the questions.
- Check answers by having pairs report their answers to the class. Have them support their answers by referring back to the parts of the reading with the correct information.

#### **Answers**

Answers will vary. Sample answers:

- **1.** Although young people communicate online, face-to-face communication is still very important for the formation of lasting friendships.
- **2.** Project participants believed that face-to-face communication and mobility were requirements for the formation of long-term friendships.
- 3. Participants who travelled were more highly motivated, interested and enthus distributed had the opportunity to experience different Ministroutium imperison. Those who didn't, gradually lost interest.

adequate. They were worried about making mistakes and did not feel confident about using language spontaneously, without support.

4. They felt intimidated because they didn't think their language was

- **5.** The need for a quick and efficient way of communicating online contributed to the development of "texting" language.
- **6.** High school students believe that context and circumstances determine the type of communication and type of language used. Although pleased to be able to message efficiently and effectively they were keen to develop the language and skills required in different contexts.

#### **Discussion**

- Arrange students in groups to discuss the questions.
   Assign one student in each group the role of reporter.
- As a follow-up, call on a few volunteers to share their group's answer to each question.

### Workbook

Assign pages 315–316 for additional writing practice at word and sentence level.

The context and means of communication do have an immediate impact on the type of language used. The need for speedy and highly economical messaging has fostered the development and evolution of "texting" language. Abbreviated language is regarded as a type of slang, categorizing it as a substandard variety of language. On the other hand, some analysts attest to the fact that it indicates high intelligence and speed of processing that should not be overlooked.

According to Professor Crystal, "text-speak", the combination of vowel-free abbreviations and acronyms, "has definitely been overhyped" and does not qualify as a new language.

When these issues were addressed in a focus group with high school students who had participated in the multicultural project, they were ready with clear and highly articulate answers. They agreed that context and circumstances impose the need for changes in communication and therefore the type of language used. They were pleased to be able to use abbreviated language in texting and messaging effectively and efficiently. However, they pointed out that they would very much like to develop their language and communication skills further in order to be able to operate in a different range of contexts. As one of the interviewees put it, "It wouldn't be a good idea to use abbreviated language in term papers when I get to university!"

# **After Reading**

**A.** Complete the sentences with the words from the box.

norm diminishing utilize interlocutor abbreviated intimidated acronym overrated **1.** The disappointing results of the experiment were, unfortunately, caused by the researcher's enthusiasm and interest. 2. Unfortunately, consuming too much fast food is the \_ among young people, these days, not the exception. **3.** Although he had spent days preparing his presentation, he got so by the audience that he could hardly say a word. **4.** You should not give up when you run into difficulties. Instead, you should all your skills and experience to deal with them. **5.** UAE is an \_\_\_\_\_\_ It stands for United Arab Emirates. **6.** A good communicator always tries to facilitate his \_\_\_\_\_ **7.** Young people use \_\_\_\_\_\_ language in texting. 8. People used to think that computers were vastly \_\_\_\_\_\_ as a home appliance.



- B. Answer the questions.
  - 1. What were the conclusions of research on the impact of online communication across cultures?
  - 2. What did the project participants believe about lasting friendships?
  - **3.** What was the main difference between participants who traveled to different countries and those who didn't?
  - **4.** How did the project participants feel about their language competence to begin with? Why?
  - **5.** Which factors fostered the development of "texting" language?
  - 6. What did high school students believe about different types of language? Why?



Pil C1: Pryguthink abbreviated, "text-speak" qualifies as a new language? Why? Why not?

Ministry 2: Do you think technology has had a positive or negative impact on language and communication?

2023 - 1445 Give reasons.

# **EXPANSION** Units 5–8

# 3 Reading



## **Before Reading**

- 1. What are you afraid of?
- 2. How does your body respond when you feel fear?









# **PHOBIAS: NOTHING TO FEAR**

John Dickson was walking down the street with his friend Len when a cute, friendly, little squirrel ran over to them. Len knelt down and gave it a nut, but John froze and backed away in terror. Although the squirrel was clearly not a threat, John felt so terrified that his heart began pounding. He broke out in a cold sweat, and he felt like he was about to faint. Why did John have such an extreme reaction to such a harmless animal? John has a phobia of animals.

A phobia is an intense, irrational fear of a specific situation, activity, or thing that, in actuality, doesn't pose any true danger. People with phobias have a feeling of uncontrollable anxiety when they are exposed to the source of their phobia. This psychological reaction causes many physical symptoms. Some symptoms include shaking, rapid heartbeat, difficulty breathing, sweating, chest pains, dizziness, and a feeling of overwhelming anxiety. When a person has such physical reactions to something they fear, they are said to be having a *panic attack*.

People with phobias feel such great distress when they encounter the thing they fear that they go out of their way to avoid such an encounter. People with phobias often know that their fears are irrational, but feel completely unable to control their fears. Sometimes a phobia has only a minimal impact on a sufferer's life. For example, Janet Acra has a paralyzing fear of spiders (arachnophobia). However, as long as she avoids going into woodsy or grassy areas, she is generally able to avoid seeing them. Some phobias, however, can prevent sufferers from participating in normal, everyday activities. These kinds of phobias can have a devastating impact on the sufferer's life. For example, after being in a car accident, George Ramirez developed *ochophobia*, a fear of riding in vehicles. After that, the only way George could get from one place to another was to walk. And, since his college was 20 miles (32 kilometers) away—too far to walk—George dropped out.



2023 - 1445

There are hundreds of different kinds of phobias, but only a handful are very common. One of these phobias is the fear of heights (acrophobia). People with this fear are unable to look out the window of a tall building without feeling a panic attack coming on. Another common phobia is the fear of being in confined spaces (claustrophobia). People with claustrophobia commonly feel trapped when they are in small, enclosed places like elevators, tunnels, or closets. On the other hand, people who suffer from agoraphobia fear being in large, wide-open spaces, or places where leaving would be difficult. Agoraphobics generally avoid places like shopping malls, stadiums, and other crowded places. Some people develop such intense agoraphobia that they are not able to leave their home for years.

In addition to the more common phobias, there are dozens of unusual, little-known phobias, such as the fear of clowns (coulrophobia), fear of taking a bath or shower (ablutophobia), and fear of trees (dendrophobia). In fact, there is even a fear of phobias (phobophobia)!

# 3 Reading

#### **READING STRATEGY Previewing**

- Ask students to open their books and look at the pictures on pages 130 and 131, without reading the text. Ask: What do you see in the pictures? (a spider, a person falling from a mountain, an elevator) Ask: What do these things have in common? (These are common things that people fear, or common phobias.)
- Direct students' attention to the title of the reading: Phobias: Nothing to Fear. Ask: What is a phobia? (a fear of something) **Do you know the term for** a fear of spiders? Elicit: arachnophobia. Do you know the term for fear of enclosed spaces? Elicit: claustrophobia. **Do you know the term for fear of** heights? Elicit: acrophobia.
- Arrange students in pairs to discuss the Before Reading questions. Ask students to give examples of situations in which they felt afraid and how their bodies responded.
- Play the audio of the text. Have students listen and read along in their books.
- Give students time to read the text again silently in preparation for the After Reading exercises.
- Refer students to the Japanese proverb in the last paragraph of the text: Fear is only as deep as the imagination allows. Ask: What do you think this proverb means? Discuss the proverb briefly, eliciting explanations and opinions from the class.

### Language Builder

The word phobia comes from the Greek word phóbos, which means fear. There are three related suffixes, -phobia, -phobic, and -phobe, which are used to describe the fear. For example:

Arachnophobia is a noun that describes the condition. (She has arachnophobia and cannot bear to see spiders.)

Arachnophobic is an adjective that decribes a person with the condition. (The arachnophobic girl ran from the room when she saw the spider.)

Arachnophobe is a noun, referring to a person that has the condition. (She is an arachnophobe who cannot be around spiders.)



### وزارة التعــلام Ministry of Education 2023 - 1445

#### **Culture Note**

#### **Phobias**

People all over the world have phobias. Some phobias are more prevalent in certain cultures, and some phobias are culture-specific, but all cultures have them.

Ten of the most common phobias are the following:

- 1. arachnophobia the fear of spiders
- **2.** ophidiophobia the fear of snakes
- 3. acrophobia the fear of heights
- **4.** agoraphobia the fear of open spaces
- **5.** zoophobia the fear of animals
- 6. astraphobia the fear of thunder and lightning
- 7. trypanophobia the fear of injections
- **8.** social phobia the fear of social situations
- 9. aerophobia the fear of flying
- **10.** mysophobia the fear of germs or dirt

# **After Reading**

### A

- Read aloud the directions and the list of words in the box. Point out to students that they will match each word in the box to its antonym below. Ask: What is an antonym? (a word that has the opposite meaning of another word)
- Tell students to search the text for the words in the box and underline them. Tell them to study the context of each word in order to guess at its meaning. Then they can make guesses about its opposite meaning.
- Read the answers aloud for students to verify their responses. Answer any questions about the words and allow students to use a dictionary as necessary for clarification.

#### Answers

- 1. devastating
- 2. alleviate
- 3. distress
- 4. confined
- 5. irrational



- Have students work with a partner to ask and answer the questions. Tell them to refer to the text and underline the specific parts of the text that provided them with the answers.
- Check answers as a class by calling on pairs to read aloud the questions and answer them.

#### **Answers**

Answers will vary. Sample answers:

- A phobia is an intense, irrational fear of something that doesn't pose any true danger.
- A sufferer might experience shaking, rapid heartbeat, difficulty breathing, sweating, chest pains, dizziness, or a feeling of overwhelming anxiety.
- **3.** Claustrophobia is a fear of small, confined spaces. Arachnophobia is a fear of spiders.
- **4.** People might learn phobias from their parents, or they might develop them as a reaction to a frightening experience.
- **5.** Peoplewith phobias can take nedication or undergo counseling to help them overcome their fear.

## وزارة التعطيم

Ministry of Education 2023 - 1445

#### **Discussion**

- Arrange students in groups of three or four to discuss and answer the questions.
- Assign one student in each group the role of reporter.
   This student will report back to the class about the group discussion.
- Monitor as groups discuss, making sure that all students are participating.
- Open the group discussions to a class discussion.
   Call on the group reporters for their answers to each question. For question 3, ask students if they know of any phobias that are prevalent in their culture or specific to their culture.

### Workbook

Assign page 317 for additional writing practice above word and sentence level.

Although no one knows for sure how phobias develop, some researchers believe that phobias are passed from parents to children in one of two ways: either by inheriting the gene for a phobia, or by observing a parent's phobic reaction to something and learning to react in the same way. Another possibility is that phobias are a reaction to something frightening a person may have previously experienced. For example, John Dickson could have developed his fear of animals (zoophobia) when, as a child, he saw an animal bite another child.

However, there are treatments that can help people with phobias. While some people take medication to alleviate their phobias, many others go to counseling where they learn techniques to overcome their phobias permanently. For example, learning simple relaxation exercises can help people feel more in control when confronted with feared objects and situations. People can also be taught to overcome their fear through gradual exposure to it. For example, a



person with a fear of heights might be encouraged to imagine being in a tall building. Once capable of doing this without having a panic attack, the person might be brought into the ground floor of a tall building. After becoming comfortable there, the person would be brought to the second floor. Eventually, the phobic person would reach the top floor of the building and the end of their fear.

There is a Japanese proverb that says, "Fear is only as deep as the imagination allows." People who have learned to overcome phobias understand how true this is.

## **After Reading**

A. Write each word next to its antonym.

| alleviate  | confined | devastating | distress | irrational |
|--|----------|-------------|----------|------------|
| <ol> <li>improving</li> <li>intensify</li> <li>comfort</li> <li>released</li> <li>logical</li> </ol> |          |             |          |            |

- **B.** Answer the questions.
  - 1. What is a phobia?
  - 2. What are some physical symptoms that a person with a phobia might experience?
  - **3.** Name two phobias and describe them.
  - **4.** Why do people develop phobias?
  - **5.** Explain some of the treatments available to people with phobias.



2. Do you think phobias are genetic, learned, or both? Explain.

y of Education

3. Do you think people of different cultures are more likely to have different phobias? Explain.

# Language Plus Ma

Read the sentences. Then match the idioms with the pictures.

- **a.** When the burglar broke into my house, I was **scared to death**.
- **b.** That book of scary stories is so spooky it will *make your hair stand on end*.

3.

- c. I was scared stiff while watching that horror film on TV.
- d. You will scare the living daylights out of her if you sneak up behind her.
- e. Before giving a presentation, I often get goose bumps.
- f. I shake like a leaf every time I pass that big, abandoned house.
- g. Every time I go to the dentist, I break out in a cold sweat.
- **h.** I'm afraid to jump. Maybe I shouldn't **throw caution to the wind**.



1. scare the living daylights out of







2.







5.



# **Tools for Writing: Run-on Sentences**

A run-on sentence is a sentence with two or more independent clauses that are incorrectly placed together without any punctuation or a coordinating conjunction.

**Incorrect:** You look in the cafeteria I'll look in the auditorium.

Run-on sentences can be avoided by using a period to separate the clauses into two separate sentences, or by adding a coordinating conjunction after a comma.

Correct. You look in the cafeteria. I'll look in the auditorium. Correct: You look in the cafeteria, and I'll look in the auditorium.

Cerrent each run-on sentence in two different ways.

Ministay of he weather has been great it has been warm.

 $^{2023}$  **2.** She can't make it she has other plans.



- 3. He's tired he doesn't want to stay out late.
- 4. I understood the lesson I can help you.

# **4** Language Plus

- Read aloud the directions. Point out that the words in italics in the sentences are idioms related to fear.
- Do this activity as a class. Call on a student to read aloud each sentence. Ask the class to match the sentence with one of the pictures below. Have students write the idioms beneath the appropriate pictures.
- Ask additional questions about each picture to elicit and clarify the meaning of the idiom. For example:
  - 1. scare the living daylights out of
    Ask: How does the woman look? (very scared)
    Explain that the word daylights was once used to
    mean eyes. So, this phrase means that someone is
    frightened so badly that they lose the power of sight.

#### 2. shake like a leaf

Ask: When you are afraid, does your body ever shake or tremble? Elicit that shaking is a natural physical response to fear. What does the boy's body look like? (a leaf) Explain that this expression refers to a fragile leaf shaking in the wind.

- 3. make your hair stand on end Ask: What is happening to this man? (He is very scared and his hair is standing straight up.) Ask: When you are afraid, does the hair on your arms ever stand up? Elicit that this is a natural physical response to fear or cold. Explain that we often use this expression as a reaction to a mental fear, such as a spooky story, rather than a physical fear.
- 4. throw caution to the wind

Ask: **What is this man about to do?** (He's about to jump from a plane.) Ask: **Is this frightening and risky?** (yes) Explain that the expression means to take a dangerous risk.

#### 5. scared stiff

Ask: **How does this man look?** (He is frozen in position, unable to move.) Elicit that *scared stiff* means to be so scared that a person is unable to move.

#### 6. scared to death

Ask: *How does the man feel?* (He's afraid for his life.) Ask: *Is it possible to be literally so scared that it causes death?* Elicit that this is unlikely, but the expression means that the person is as frightened as possible.

7. get goose bumps

Ask: What is all over this man? (goose bumps; his skin has little bumps on it) Ask: When do you get

goose bumps? (when you are nervous, afraid, or Ministry acid) Elicit examples from students of things that give 2023 - 1 then goose bumps.

#### 8. break out in a cold sweat

Ask: *Is the boy sweating because it's hot?* (No, because he's anxious.) Elicit that sweating is a natural physical response to fear or anxiety. Explain that this expression can be use to describe someone who is anxious or nervous.

#### Answers

- **1.** scare the living daylights out of
- 2. shake like a leaf
- 3. make your hair stand on end
- 4. throw caution to the wind
- **5.** scared stiff
- 6. scared to death
- 7. get goose bumps
- 8. break out in a cold sweat

# 5 Writing

#### **Tools for Writing: Run-on Sentences**

• Ask students to read the explanation and examples silently. Write the following sentence on the board:

# I need the book today I can lend it to you tomorrow.

Ask: What is wrong with this sentence? Elicit that it contains two independent clauses, so it is a runon sentence. Ask: How can we correct it? Elicit that the two independent clauses should be broken into two separate sentences, or joined together with a coordinating conjunction. Ask volunteers to write the corrected sentences:

I need the book today. I can lend it to you tomorrow.
I need the book today, but I can lend it to you
tomorrow.

 Have students correct each run-on sentence, and then compare answers with a partner.

#### Language Builder

Elicit or provide students with this list of coordinating conjunctions: as, and, nor, but, or, so, yet.

### **Answers**

Answers will vary. Sample answers:

- **1.** The weather has been great. It has been warm./The weather has been great, and it has been warm.
- **2.** She can't make it. She has other plans./She can't make it, as she has other plans.
- **3.** He's tired. He doesn't want to stay out late./He's tired, so he doesn't want to stay out late.
- **4.** I understood the lesson. I can help you./I understood the lesson, and I can help you.

### **Writing Prompt**

• Read aloud the Writing Prompt.

### **Developing Your Writing**

- Focus students' attention on the box Developing Your Writing: Outlining an Essay. Ask students to read the explanation and sample outline silently.
- Ask: Who has created an outline like this one before?
   Find out how comfortable students are with creating outlines and tailor the amount of instruction provided to meet their needs.
- Explain that the sample outline is an outline of an essay about tales about animals, similar to the one that they will write.
- Elicit or explain that the Roman numerals in the outline refer to sections or paragraphs of the essay. Roman numeral I contains information about what will be included in the introductory paragraph. There are two points that the writer will make in the introduction. These are I. A and I. B. Roman numeral II contains information about the body of the essay. The writer will include the main points listed in II. A and II. B in that order. Roman numeral III refers to the concluding paragraph.
- Have a student read aloud the beginning of the sample essay Animal Tales in American Culture. Ask: Does this introduction include the main points listed in the outline? (yes)

### **Write Your Essay**

- Direct students back to Write Your Essay. Call on a student to read aloud step 1. As a class, discuss the questions. Elicit and have a student write on the board the most common animal tales in their culture.
- Have student read aloud steps 2–4. Ask students to draw a note-taking chart in their notebooks like the one in the book. Tell them to each write two or three animal tales in the first column that they are interested in researching. Tell them that they will fill in the second column of the chart with notes they take as they do their research. Ask students to research outside of class and complete their charts.
- In class, have students create outlines of their essay, using the notes from their charts. Have students exchange their outlines with a partner and discuss them, asking and answering questions about what their essay with preparents.

- Have students work individually to write a draft of their essay. Then they exchange drafts with their partner and comment on each other's essays.
- Finally, students reread their essays and revise them.
   Tell them to check to see if they used any of the grammar points from Units 5–8. Write these points on the board for reference:
  - adverb clauses of reason, purpose, condition, and place
  - · auxiliary verbs after but and and
  - verbs + infinitives or gerunds with different meanings
  - · modals in the past
  - · passive modals in the past
  - · so ... that and such ... that
  - · reducing adverb clauses

If not, have them try to include at least two or three different grammar points from the units as they revise the essay. They don't have to use them all. Students might do this as homework.

 Collect students' essays and outlines together for assessment.



## Teaching Tip

It is important for students to read models of good essays to help them improve their own writing. Before assigning a writing task, distribute copies of a well-written essay for students to read. Explain what you like about the essay and what aspects of the essay you would like them to model.

Alternatively, before students write, give them an example of both a good essay and a bad essay for them to critique and compare. Use essays that you have written yourself or anonymous essays from other students.

## Workbook

Assign page 318 for additional writing practice above word and sentence level.

# **Writing Prompt**

Write an essay about tales involving animals in your culture. Include grammar points from Units 5–8.

## **Write Your Essay**

- **1.** Think about the following questions: Where did the tale originate? What is the significance of the tale? Is there a moral?
- 2. Use a chart to organize your ideas. In the first column, write two or three tales about animals that you are interested in learning more about. Research these tales. Then write notes about the origin of each in the second column. Use these notes when you write your essay.

  Animal Tale

  Origin of the Tale
- **3.** Write an outline for your essay, and then write a draft.
- **4.** Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

| Animal Tale | Origin of the Tale |
|-------------|--------------------|
|             |                    |
|             |                    |

#### **Developing Your Writing: Outlining an Essay**

Writers use outlines to help them organize their thoughts before they begin writing. Outlines show the order in which topics will be introduced. They also include categories and subcategories to show the relationship between the different parts of the essay. Outlines are usually arranged from general points to more specific points. Outlines are also usually arranged by a system of numbers and letters, as in the example below.

- I. Introduction
  - **A.** There are numerous tales about animals in American culture.
  - **B.** These tales often teach an important lesson/moral.
- II. Body
  - **A.** First tale: The Tortoise and the Hare
    - **1.** origins of the tale
    - 2. significance/moral of the tale
  - B. Second tale: The Lion and the Mouse
    - 1. origins of the tale
    - 2. significance/moral of the tale
- III. Conclusion

|                          | Animal Tales in American Culture   |
|--------------------------|--|
|                          | American culture has a rich assortment of animal tales that are passed on from generation to generation. Most of these tales originated centuries ago, but are still told to children today. Each tale has a moral—an important lesson to be learned |
|                          | generation to generation. Most of these tales originated centuries ago, but are still  |
|                          | told to children today. Each tale has a moral—an important lesson to be learned  |
|                          | , • • •  |
|                          |  |
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| 2023 - 1445              |  |

# **Update**

# Listen and Discuss



Read and find out what each text is about.

- · human behavior
- a clever business decision

- an accidental discovery
- a breakthrough in space exploration

# **Rocking Chairs ...where?**

Usually, people expect to see them on front porches, in living rooms, bedrooms, and cozy places where one is likely to have the time to relax. One of the last places where you'd expect to see rocking chairs is a busy airport, right? Wrong! Rocking chairs have caught on as a special touch in about 40 airports in the US. The trend started in 1997 at an international airport that was hosting a photography exhibit called Porch Sitting. There were photos of porches with rocking chairs, with actual rocking chairs placed in front of the photos as props. When the exhibit was over, and the rocking chairs were being removed, people started protesting. So the airport manager was quick to respond. He kept the chairs and ordered more. From then on, rocking chairs spread as a trend at more airports.

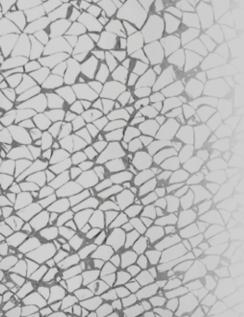


# Is Europa similar to Earth?

A re-processed, high resolution, photo of Jupiter's moon Europa was released in 2014, showing the largest proportion of the satellite's surface. Scientists claim that there is water underneath Europa's icy shell that could host life, under the right conditions. This has provided an additional incentive to push forward with the exploration of this amazingly colorful moon. A new study, also suggests that there are big plates of ice sliding over and under each other within Europa's shell. This effectively means that the Earth is not the only solar system body that possesses plate tectonics, as was formerly believed!\*



\* Adapted from: AccessScience Editors. (2014). Evidence found for plate tectonics on Europa. AccessScience. Available at: https://www.accessscience.com/content/briefing/aBR0916141.



# Did you know that?

Safety glass, which is widely used in windshields, safety goggles, and more, was invented by accident over a century ago. In the early 1900s, a French scientist accidentally knocked a glass flask off his desk. The flask fell to the floor but only cracked instead of shattering into pieces. Having inspected the broken flask, he realized that it had contained plastic cellulose nitrate, which had coated the glass and prevented it from shattering upon impact.

# O Unit Goals

### Vocabulary

Human behavior Clever business decisions Accidental discoveries Space exploration

#### Functions

Express opinion/view,
argument, agree and
disagree,/belief, disbelief
Make deductions/past
and present
Ask for and give
clarification
Make suggestions
Summarize/recap

#### Grammar

Can't be – must be/must be + -ing – can't have – must have Recycle familiar verb forms, narrative, connectors and modifiers. passive forms, would – hypothesis, modals for ability, possibility, adverbs, gerund, e.g. capable of -ing

#### Listening

Listen for specific information/draw conclusions Listen and identify language functions in discourse

#### Pronunciation

Recycle and use familiar stress, intonation patterns, to express attitude or feelings, e.g. disbelief, surprise, query

# Ask them to try and identify one piece of information in each text. Pause at the end of each text and elicit any information that students have.

- Ask students to read the directions silently. Explain that there might be more than one text that focuses on one of the topic areas listed.
- Play the audio for each topic on pages 134 and 135 and have students listen and read along in their books. Pause briefly, at the end of each text and let students make a note of their answer.
- Discuss answers in class. Ask students to give reasons for their answers. Tell them that they can summarise the content of each text in their own words or read out sections of it that helped them decide.

#### **Answers**

Rocking Chairs ... where? a clever business decision Is Europa similar to Earth? a breakthrough in space exploration Did you know that? an accidental discovery And did you know that? an accidental discovery Would you gossip about a friend? human behavior

 Put the students into pairs or groups. Give each group a text and ask them to write 3 to 5 questions about it. Then have groups exchange and answer each other's questions about the texts.

Sample questions:

- 1. Where do people normally place rocking chairs?
- 2. How many airports have rocking chairs for passengers?
- 3. How did the trend of rocking chairs at airports start?
- 4. Why did people protest?
- 5. What did the photo of Europa show?
- 6. Why is the existence of water on the planet significant?
- 7. What is safety glass used for?
- 8. What happened to the French scientist's flask?
- 9. What prevented the glass from shattering when it fell to the floor?
- 10. When was the first synthetic dye created?
- 11. What was the scientist doing when things went wrong?
- 12. Where was the brilliant color radiating from?
- 13. How can gossip affect a young person?
- 14. What assumptions do people make when they know that someone has gossiped about a friend?
- 15. What might be the outcome, if someone talks about a friend with negative intent?
- Play the whole audio again. Have students listen and read along in their books.

#### **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.

- · rocking chairs
- · an accidental discovery
- · safety glass
- · self-esteem

Explain self-esteem if necessary.

**self-esteem:** feeling or having respect for yourself and your abilities, self-respect

Allow students to comment as they wish. They don't have to try and guess the content of the texts that they are going to listen to and read later. If any of the items does not appear to prompt any ideas do not insist that students talk about it.

# 1 Listen and Discuss

Have students open their books to pages 134 and 135 and quickly scan titles and pictures. Elicit ideas.

Play the audio for each topic on pages 134 and 135 and have students listen with their books closed.

# 2 Pair Work

- Go over the directions.
- Have students find and highlight or underline the points raised in each text. Encourage them to raise or make their own points.
- Brainstorm and go over expressions for expressing an opinion or view, agreeing and disagreeing, presenting arguments, asking for and giving clarification, making suggestions and language for summarizing.
- Give students time to provide some examples using information from the texts and/or provide examples to help them:

It sounds like a good idea, but... (disagreement)

A lot of people will/would object to it, although I
believe... (disagreement)

*I'd have to do some research, but I'm sure that ...* (expressing views)

It's hard to believe, but one has to accept that it's possible... (presenting an argument)

- Put the students in groups and have them discuss the issues raised in the texts. As students work, go around and help as needed with vocabulary. Write some of the more useful words and phrases that students ask for on the board for everyone to see.
- Tell students to choose one topic to research further as a group and have them present what they find out along with their own examples.



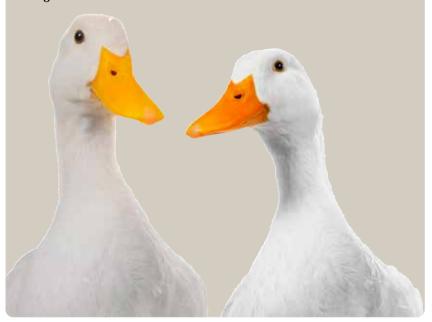
# And did you know that?

The first synthetic dye was accidentally created in 1856, by William Perkin, an 18-year-old chemist. He was carrying out an experiment in search of a cure for malaria when it all went very wrong resulting in a murky mess in the petri dish. Upon closer examination, William noticed a brilliant color radiating from the petri dish. It was the beginning of synthetic dyes that would change the world of fashion and



# Would you gossip about a friend?

Gossip and rumors can destroy a young person's selfconfidence and affect their self-esteem. It can also lead to serious conditions such as depression, anxiety and eating disorders. Betraying the trust of a friend by talking behind their back reflects very badly on the person gossiping. People instantly assume that if one is capable of gossiping about a friend, then he/she is capable of doing it about anyone and keep their distance. Talking about a friend with negative intent does not make one stand out or help him/her become more popular. It is the surest way of isolating oneself and gradually losing one's friends altogether.



\* Adapted from: Accidental Discoveries That Changed the World [Video]. (n.d.). AccessScience. Available at: https://www.accessscience. com/content/video/an400048.

# 🙎 Pair Work 🕍



- A. Before you discuss each issue, brainstorm and think of language you can use:
  - to express your opinion/view
  - to agree or disagree
  - to present arguments
  - ask for and give clarification, confirmation
  - to make suggestions
    - to summarize/recap

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2023 - 1445. Present similar examples that you know about.

# 



Listen and practice reading Part 1 of the conversation in pairs. Then underline examples of deductions about the past and the present.

**Adnan:** Hey, listen to this. It's about a man who survived a

plane crash.

There can't be too many people who've lived to talk about a crash! Omar:

No, probably not. Apparently, the plane had Adnan:

crashed and burst into flames about 2-4 km from the end of the runway. According to this article,

three passengers survived the impact but two of them died in hospital a few hours later.

Omar: He must have been the only survivor then!

Adnan: Correct! He was thrown off the plane, strapped to his seat and landed upright on the street!

You must be kidding! He can't have landed upright on the street! Do you believe it? Omar:

That's what the article says. Here's a picture of the man now. He was only 17 when it happened. It Adnan:

happened in January 1985. You can look it up!

Omar: I'll do that! Is there more?

Listen to Part 2 of the conversation in pairs and complete the blanks with must have or can't have.

Adnan: Here's another story of a man who beat the odds!

Omar: Not another plane crash!

No, this happened in Sweden. The man was Adnan:

trapped inside his car, for two months.

Omar: Two months? Why didn't he try to get out?

He couldn't. His car was snowed over. He must Adnan:

have got snowed in on his way to the next town.

Omar: He \_\_\_\_\_stayed alive for two months

in the cold. What did he eat?

Adnan: According to the interview, he ate snow and

whatever snacks he had.

Omar: But that \_\_\_\_\_\_ been enough for two

months. He \_\_\_\_\_\_ been confused. It \_\_\_\_\_ been less than two months.

Adnan: Yes, well the rescuers felt the same way. They couldn't believe he'd been there that long but 🔸 📞 scientists confirmed that he \_\_\_\_\_\_ gone into hibernation. They also said that an "igloo

effect" \_\_\_\_\_ been created by the insulation of the car, so he was able to survive!



2023 - Refesplay a conversation like the one above with a partner.



# **3** Conversation

- Have students open their books to page 136 and have a quick look at the photos. Ask them to close their books and talk about what they think the conversation is going to be about. List ideas on the board.
- Use some of the ideas on the board to give examples like these:
   (photo 1) We can see emergency instructions on a plane, so it must be about a plane crash.
   (photo 2) You can only see a small part of the car. It must have got stuck in the snow overnight. The conversation must be about a snowstorm. (extreme weather conditions)

#### (Part 1)

- Write these questions on the board: What do you think Adnan is doing? Where does he get the information? (He is probably reading.) (He finds information in an article or from a website about strange accidents.)
- Play the first part of the conversation and have students listen with their books closed. Call on volunteers to answer.
- Call on a volunteer to read the directions for Part 1.
- Play the audio for Part 1 again and have students follow in their books.
- Put students in pairs and have them read the conversation. Tell them to switch roles and repeat.
- Point to the underlined sentences in the conversation.
   Have students read the sentence and say why Omar uses this type of language.

**There can't be** too many people who've lived to talk about a crash! (As far as he knows there are no survivors after a plane crash.)

#### He must have been the only survivor then!

(According to the information/ what Adnan says there were originally 3 survivors but two of them died in hospital, if the man was one of the 3 then he was the only one to survive.)

- Explain to students that they can use must/can't when they can draw conclusions/deduce from what they know/ the information they have.
- Give students time to underline more examples in the text and say if they are about the past or the present.



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#### **Answers**

You must be kidding! (present)

He can't have landed upright on the street! (past)

#### (Part 2)

- Call on a volunteer to read the directions for Part 2.
- Play the audio and have students listen and follow in their books. Tell them to only listen this time.
- Give students a few minutes to try and complete the blanks. Encourage them to help each other.
- Play the audio again and have students listen and check/complete their answers. Check the answers in class

#### **Answers**

He *can't have* stayed alive for two months in the cold.

But that *can't have* been enough for two months. He *must have* been confused. It *must have* been less than two months.

They couldn't believe he'd been there that long but scientists confirmed that he *must have* gone into hibernation. They also said that and "Igloo effect" *must have* been created by the insulation of the car, so he was able to survive.

#### **Your Turn**

- Have students read the directions.
- Arrange students in pairs to do the role play. Tell them
  that first they should decide on the incident, event,
  piece of news, or story that they are going to talk about
  in role-play. Have them use imaginary stories/incidents
  if they are unable to think of a real event.
- Tell them to make notes about the event/story if they want but they should not write the conversation down.
   Remind them that this is speaking practice.
- Call on a few pairs to act out the role plays for the class.

# **4** Speaking



- Have a student read the directions. Elicit ideas about what motivates people to persevere in the face of extreme difficulty.
- Put the students in three groups, one for each person in the text, i.e. Group 1: Brian, Group 2: Mark, Group 3: Martha. Have each group only read the paragraph about the person that has been assigned to them and tell the rest of the class about him/ her, i.e. Group 1 will tell the class about Brian, Group 2 about Mark, and Group 3 about Martha. Tell the class to listen carefully to each group and make notes.



- Have students read the directions. Make sure they understand the questions.
- Have them read the text and discuss the questions in pairs. Tell them to make notes so they can present their ideas to the rest of the class. Remind them not to write every single work, but only make a note of words/ phrases that will help them remember their ideas.

#### **Answers**

Answers will vary. Sample answers:

- A. Their determination to make the most of what they had in order to realize their dreams, instead of allowing a physical handicap or disability determine their future. Their attitude helped them appreciate and take advantage of benefits/advantages that were available to them.
- **B.** Brian's life might have been completely empty and unhappy with no future prospects. If he'd given up he would probably have spent life in a wheel-chair.
- C. Mark might have become bitter and depressed as he got older, working as a janitor at the university but not being able to do what he wanted most.
- D. Martha might not have lived as long as she did if she had given up. She would probably have spent life confined in the metal tube with no interest in anything.



 Call on pairs to present their ideas in class. Encourage the rest of the students to listen, agree or disagree with the answers and comment. Accept all reasonable



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 Have students read the directions. Give them a few minutes to think and exchange ideas in pairs. Call on volunteers to present their ideas to the rest of the class.



 Read the directions with the students. Set this task as a short research project. Put students in pairs or groups and ask them to search and find stories on the internet, in newspapers or magazines. Advise them to talk to people who might know such stories. Have pairs/ groups present their stories in class in the next lesson.

# 4 Speaking 🤦

Read about people who realized their dreams against all odds. What do you
think motivates some people to persevere and make the most of their lives?



Brian is a triple amputee who lost his legs and his right arm in an explosion. Three years later, with three prosthetic limbs, he enrolled in one of the most competitive schools of architecture in the U.S. and was due to graduate in 2014. He didn't think he should settle for anything less since his head had not been injured and his brain could function as well as it did before!

Mark has been working as a janitor at a prestigious university for two decades. He has worked from early afternoon till 11:00 at night mopping floors and emptying garbage cans and then stayed up after midnight studying for his classes. He signed up for one or two classes per semester and managed to graduate with honors in 2012, at age 52. He is not planning to give up his job, as it offers an irresistible benefit, namely free tuition. Instead, he is planning to study for his post-graduate degree next!

Martha earned two college degrees while living in an iron lung. She was paralyzed by polio at the age of 11 in 1948 and was confined in a metal tube, 23 hours a day. But she never gave up. She kept reading and attending classes without fail through her custombuilt intercom system. This is what she said in a documentary about her life: "Something happens to all of us. Mine is more visible than yours, but you have to deal with your things, too. None of us are exempt from things that would make us extraordinary people if the world knew the story."

- 2. Work in pairs. Discuss and make notes.
  - A. What motivated Brian and Mark to carry on and pursue their dreams in learning?
  - B. How do you think Brian's life might have developed, if he hadn't been as determined?
- C. How do you think Mark's life might have developed, if he hadn't taken advantage of the employee benefit that had been available to him?
  - D. How do you think Martha's life might have developed, if she had given up?

pul ு ந்த் Nom use your notes to present and compare ideas in class.

Ministry of Equation 900 know or have you heard of other stories of courage and perseverance? Talk about them in class. 2023 - 1445. Try to find more amazing stories like the ones above and make notes. Present them in class.

# Beauty Is Only Skin Deep

# Listen and Discuss **2**



1. What does the expression **Beauty is only skin deep** mean?

2. Which do you think is more important: beauty or intelligence? Why?

### The Hairbrush

Hairbrushes have been around for thousands of years. However, you may be surprised to learn that until recently they were only used by the wealthy and privileged. The upper-class ancient Egyptians used



hairbrushes made of animal hair, porcupine guills, shells, and bone for combing and to remove lice and other pests that got tangled in their hair. Brushes were manufactured for the first time in 1777 by an English company. The bristles came from wild animals and were stitched into the brush by hand. It is not surprising that these brushes were quite expensive. It wasn't until the beginning of the 20th century that brushes began to be manufactured by machine and to be produced with cheaper, synthetic materials, like nylon bristles. With these developments, brushes became extremely common.

# **Lipstick**

Ancient Egyptian women made lipstick from a red dye extracted from seaweed and the poisonous element iodine. It was eventually discovered that this early form of lipstick made women very sick. Cleopatra had a safer, although not very appealing, recipe for lipstick: It was made from ants and beetles. The ants were used as the base, and crushed carmine beetles for their deep red color. In 1884, the first modern lipstick was introduced in Paris. It was a solid stick made of castor oil, beeswax, and animal fat. By the 1940s, the use of lipstick by famous wealthy women had led to its widespread

popularity. During this period, rotating lipstick in a tube was invented. Today, the





### **Deodorant**

The ancient Egyptians worked hard to hide body odor. They put perfume in their baths and applied great quantities of it to their underarms. They tried using many odd items like incense and porridge as deodorant. The ancient Greeks were also afraid that they might give off an odor. Like the Egyptians, they bathed constantly and wore a lot of perfume. The Romans took this phassion a step further: They soaked their clothes in perfume, and even put it on their horses and household pets. The first trademarked deodorant, a paste called Mum, didn't appear until 1888. In the mid-1950s, the ballpoint pen inspired the first roll-on deodorant. Today deodorants are a multi-billion dollar industry and are as common as toothpaste in most homes.

2023 - 1445

## O Unit Goals

O Vocabulary

Beauty products

Beauty practices

Diet and health

Functions
 Make a complaint
 Respond to a complaint

Grammar Noun Clauses Beginning with That Noun Clauses After Verbs Noun Clauses After Adjectives Noun Clauses as Subjects

ListeningListen for specificinformation

of Sentences

Pronunciation

Stress on affirmative and negative auxiliary verbs

Reading Changing Concepts of Beauty in History

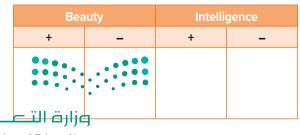
Writing
Write a persuasive
essay about the
importance of beauty

Form, Meaning and Function

Need to Be (Done)
Have/Get something
Done
Present and Past
Participles
Participle Clauses
Participial Adjectives

#### Warm Up

- Have students keep their books closed. Write on the board the title of the unit: Beauty Is Only Skin Deep.
   Ask: What does this expression mean? Allow students to speculate and discuss ideas before confirming or providing the answer. (The expression means that physical beauty is on the outside and superficial. It says nothing about the character of a person.)
- Have students open their books to pages 138 and 139.
   Read aloud the second introductory question. Discuss
  as a class the pluses and minuses of both beauty and
  intelligence. Draw a chart on the board. Ask two students
  to come to the board and elicit ideas to complete it.



1 Listen and Discuss

- Ask students to look at the pictures on pages 138 and 139 and call out the names of the products. (a hairbrush, lipstick, deodorant, nail polish) Ask for a show of hands how many students use each product. Tell students they will listen to the history of each product.
- Tell students to close their books.
- Play the audio. Have students listen for general comprehension.
- Pause the audio after each product to check general comprehension. Ask questions such as the following: (The Hairbrush)

Are hairbrushes new or old? (old)

**When did brushes become common?** (in the 20<sup>th</sup> century)

(Lipstick)

Is lipstick new or old? (old)

Has lipstick always been made the same way? (no) (Deodorant)

**Is concern about body odor new or old?** (old) **Is deodorant a new or old invention?** (new)

(Nail Polish)

Is nail polish new or old? (old)

Was nail polish only worn by women? (No. It was worn by men too.)

- Tell students to open their books.
- Play the audio again. Students listen and read along in their books.
- As students are listening, have them underline any unfamiliar words in the product histories.
- Arrange students in pairs. Have them compare underlined words and try to work out the meanings of the words, using the context.
- Explain that another strategy to guess meaning is to think about a word that looks like the unfamiliar word. Decide if the familiar word could be a form of the unfamiliar word, or contain a chunk of it, such as a prefix, root, or suffix. Use knowledge about the familiar word to help understand the new word.
- Allow students to use a dictionary to find the meaning of any words they can't figure out.

#### **Quick Check**



- Have a student read aloud the directions and the list of words in the box. Correct and model pronunciation as necessary.
- Ask students to find the words from the box in the product histories and circle them.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on students to read aloud their completed sentences.

#### **Answers**

- 1. obsession 3. extracted
- **5.** synthetic
- 7. appealing

- 2. traced
- 4. elements
- 6. privileged
- To expand students' understanding of the words, have them create word family charts containing the noun, verb, adjective, and adverb form of each word.

| Noun       | Verb       | Adjective  | Adverb        |
|------------|------------|------------|---------------|
| appeal     | appeal     | appealing  | appealingly   |
| element    | X          | elemental  | elementally   |
| extraction | extract    | Х          | Х             |
| obsession  | obsess     | obsessive  | obsessively   |
| privilege  | privilege  | privileged | Х             |
| synthesis  | synthesize | synthetic  | synthetically |
| trace      | trace      | traceable  | traceably     |



- Have students work with a partner, taking turns asking and answering the questions.
- Check answers by calling on pairs to read questions and answer them. Ask the class to say whether they agree with the answers or not.

#### **Answers**

Answers will vary. Sample answers:

- 1. They were made out of animal hair, porcupine quills, shells,
- 2. Lipstick has been made from seaweed and iodine; ants and beetles; and castor oil, beeswax, and animal fat.
- 3. They put perfume in their baths and on their underarms, and they tried using odd items such as incense and porridge as deodorant.
- 4. Nail polish represented social class.



Ministry of Education 2023 - 1445

#### 2 Pair Work

- Have a student read aloud the directions.
- Ask: What beauty products do you use every day? What products can you not live without? Elicit a few ideas to get students thinking.
- Have students work in pairs to list the four most important items to them.
- Call on pairs to read their lists to the class, and explain why they chose each item.

#### Workbook

Assign page 319 for practice with the vocabulary of



#### Teaching Tip

Limit the amount of time that you talk in the classroom. At advanced levels, students should be doing most of the talking. Allow students to lead class discussions as much as possible.



#### Additional Activity

Tell students to look back at the unfamiliar words that they underlined in the beauty product histories. Tell them to choose five words and use them in a paragraph. The paragraph can be on any topic: The purpose is for students to find a unifying theme that can be discussed using all of the new words.

Have students exchange paragraphs. Students try to identify and underline the target vocabulary words in their partner's paragraph without looking at their books.



To protect against body odor, a Japanese company has developed a product called Fuwarinka scented gum. Chewing this gum supposedly freshens breath as well as prevents body odor by releasing fragrant oils through the skin. The scents available are fresh citrus, fruity rose, and rose menthol.



#### **Nail Polish**

Nail polish can be traced back to around 3,000 B.C.E in both China and Egypt. Chinese nail polish was a mixture of beeswax, gelatin,

egg whites, and a gum from a special tree. Nail color represented social class. During the Chou Dynasty, around 600 B.C.E, the royal colors were gold and silver, so these were the colors worn by royalty and the upper class. Lower-ranking women were only allowed to wear pale colors. If they wore royal colors, they could be put to death. Ancient Egyptian men and women of high social rank stained their nails with red henna. Military commanders in Egypt and early Rome felt that it was important to be well-groomed before going into battle. It is strange, but true, that they spent hours before a battle having their hair curled and their nails painted.

Modern nail polish was invented in the 1920s. Its formula is very similar to the formula for car varnish.

| Qп | iick | Che | ck |  |
|----|------|-----|----|--|

**A. Vocabulary.** Complete each sentence with a word from the box.

| appealing | extracted | privileged | traced |
|-----------|-----------|------------|--------|
| elements  | obsession | synthetic  |        |

- 1. She seems to have an \_\_\_\_\_ with handbags. She can't stop buying them.
- **2.** The outbreak of food poisoning was \_\_\_\_\_ to a shipment of bad tomatoes.
- **3.** The scientist \_\_\_\_\_ genetic information from the skin sample.
- **4.** Iron, copper, oxygen, and carbon are all examples of \_\_\_\_\_.
- **5.** There are no natural materials in this shirt. It's all \_\_\_\_\_\_
- **6.** You should feel \_\_\_\_\_ that you get to attend one of the best universities in the country.
- 7. The food was left out overnight, so it no longer looked very \_\_\_\_\_.

#### **B.** Comprehension. Answer the questions.

- 1. What were hairbrushes made out of thousands of years ago?
- **2.** What are some of the different ways that lipstick has been made throughout history?
- **3.** How did the ancient Egyptians try to hide their body odor?
- **4.** What did nail polish represent in ancient Egypt and China?



Difficulties a partner to make a list of the four most important cosmetics or toiletries. Explain to the class Ministry of Ewhy you chose these items. 2023 - 1445

## 3 Grammar 鷆



#### Noun Clauses Beginning with *That*

A noun clause is a dependent clause that is used to make a statement within a statement. Some noun clauses are introduced by the word that. However, that can be left out, especially in speaking.

I think (that) beauty is about what is on the inside of a person.

#### **Noun Clauses After Verbs**

A noun clause can follow certain verbs, such as:

believe (that) expect (that) hope (that) remember (that) complain (that) fear (that) imagine (that) suspect (that) feel (that) decide (that) know (that) think (that) discover (that) find out (that) learn (that) understand (that) dream (that) forget (that) notice (that)

I noticed (that) she didn't put any make-up on today.

Do you think (that) beauty products make some people look better?

#### **Noun Clauses After Adjectives**

A noun clause often follows be + certain adjectives, such as:

be afraid (that) be certain (that) be happy (that) be surprised (that) be amazed (that) be disappointed (that) be lucky (that) be worried (that)

be aware (that) be glad (that) be sure (that)

She doesn't seem to **be aware** (that) her dress is no longer in style. Are you sure (that) these products are not tested on animals?

#### Noun Clauses as Subjects of Sentences

A sentence can have a noun clause as its subject. These sentences usually begin with it. Common expressions that begin sentences with noun clauses as the subjects include:

It is a fact (that) It is obvious (that) It is strange (that) It is true (that) It is funny (that) It is possible (that) It is surprising (that) It is unlikely (that)

**It is surprising** (that) toothbrushes only became common in the 20<sup>th</sup> century. It is obvious (that) many beauty products contain unhealthy chemicals.

- **A.** Complete each sentence with a verb + **that**. Be sure to use the correct form of the verb. In some cases, more than one answer is possible.
- I couldn't <u>believe that</u> you told him your secret.

\_\_\_\_\_ you are supposed to meet us at the restaurant at 7:30 tonight.

2. We're sorry to hear that you're sick. We \_\_\_\_\_\_ you get better quickly.

30 decided you like that color, but I think you look better in green.

4. She's always \_\_\_\_\_ it's too hot or too cold.

\_\_\_\_\_ you were going to come to the park with us. **5**. ∣\_\_\_ \_\_\_\_\_\_ the criminal escaped the country.

Ministry of Educ<del>ation</del> you haven't eaten anything on your plate.

2023 - 1445

#### Noun Clauses Beginning with That

- Read the explanation and example with the class.
- Point out that the noun clause functions as a unit. In the example, the noun clause (that) beauty is about what is on the inside of a person must remain together to function as the object of the verb think.
- Explain that the word that signals the beginning of the noun clause. This is a helpful word to notice when students are looking for the subject and object of a sentence.

#### **Noun Clauses After Verbs**

- Present the explanation, list of words, and examples.
- Explain to students that they do not have to memorize this list of verbs. They will practice using noun clauses after these verbs throughout the unit.
- Elicit additional example sentences from the class by asking questions, such as the following:

Do you feel that you are learning English quickly? What do you hope that English will help you do? What have you learned today?

Make sure students use a noun clause after the verb in each sentence.

#### **Noun Clauses After Adjectives**

- Present the explanation, list of words, and examples.
- Go around the room asking students to read aloud an adjective in the chart and form a sentence with the adjective + a noun clause. For example, begin by saying be afraid that. I am afraid that I will not make it home in time for dinner tonight. Then have a student create a sentence with be amazed that. Continue having students create sentences for all of the adjectives in the chart.

#### Noun Clauses as Subjects of Sentences

- Present the explanation and list of words.
- Write the examples on the board. Underneath each, transform the sentence so that the noun clause occurs at the beginning of the sentence.

It is surprising (that) toothbrushes only became common in the **20**th century.

(That toothbrushes only became common in the 20<sup>th</sup> century is surprising.)

It is obvious (that) beauty products have made some people look better.

(That beauty products have made some people look better is obvious.)

- Show how the word it at the beginning of the example sentences takes the place of the noun clause but does not change the meaning of the sentence. When the noun clause comes at the beginning of the sentence, the word that cannot be left out.
- Elicit additional example sentences from students using noun clauses as subjects. For example: It is a fact that students who use English outside of class will learn more quickly and effectively.



- Ask a volunteer to read aloud the directions and the example.
- Tell students to refer to the list of verbs that noun clauses commonly follow.
- Have students work individually to complete the sentences and then compare answers with a partner.
- To check answers as a class, call on students to read aloud their completed sentences.

#### **Answers**

- 1. forget that
- 2. hope that
- 3. know that
- 4. complaining that
- 5. thought that
- 6. discovered that
- 7. noticed that



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- Ask a volunteer to read aloud the directions and the example. Elicit additional responses to the example item. For example: I recently learned that wearing lipstick is an ancient practice.
- Tell students to refer to the grammar on page 140 as necessary to help them structure their responses.
- Have students work with a partner, taking turns reading the prompt and answering. Each student should respond to each item.
- Check answers as a class by calling on a few students to respond to each item. Since answers will vary, accept all grammatically correct answers.

#### **Answers**

Answers will vary. Sample answers:

- 1. I recently saw a film that had great special effects.
- 2. I recently complained that it's too cold in the classroom.
- 3. I recently decided that I would exercise every morning.
- 4. I believe that I can learn English if I try harder.
- 5. I dream that scientists will find a cure for cancer.
- **6.** I will always remember that my uncle taught me how to ride a bike.
- 7. I expect that in the future we will be able to travel in space.
- 8. People often forget that they should be polite to everyone.

#### G

- Ask a volunteer to read aloud the directions and the example.
- Have students work individually to combine the sentences, using a noun clause. Then have them compare answers with a partner.
- To check answers as a class, have students write their sentences on the board. Ask the class if each is correct, and have other students share different ways of combining the sentences.

#### **Answers**

Answers will vary. Sample answers:

- 1. She's worried that she's going to fail the class.
- 2. Are you aware that we're going to have a mid-term exam?
- 3. We're lucky that we had good weather for the picnic.
- 4. I'm amazed that he drove all the way here.
- 5. I'm certain that Joanne passed the exam.
- 6. He's eally disappointed that he didn't get the job.
- 7. I'm glad that the summer is finally here.
- B. Im sindriged that you don't like coffee.

Ministry of Education

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- Ask a volunteer to read aloud the directions.
- Have students work with a partner to describe the scene. Tell pairs to write 6–8 sentences, using noun clauses.
- Have each pair join another pair to form a small group.
   Pairs compare sentences in their group.
- Monitor as groups share their sentences, noting any problem areas to discuss as a class.

#### **Answers**

Answers will vary. Sample answers:

The stylist is disappointed that the customer doesn't like his haircut.

The customer is complaining that he doesn't like his haircut.

The other customer is afraid that he will get a bad haircut too.

#### Workbook

Assign pages 320–322 for practice with the grammar of the unit.



#### Teaching Tip

Before presenting new grammar points, study the presentation and anticipate any questions students might have. Be prepared to answer these questions and provide additional examples that clarify the point.



#### **Additional Activity**

Write or choose sentences using noun clauses from this unit. Write one word from each sentence on a slip of paper. Scramble the slips of paper and give them to a group of students. Students arrange the words to form a correct sentence and write the sentence down in their notebooks. Then they pass their slips of paper to the group on their right and unscramble the next sentence. Repeat until all of the groups have unscrambled each sentence. Call on groups to read the sentences aloud.



- In Elizabethan England, when red hair was in style, people used a powder made of sulfur and safflower petals to color their hair. This powder caused headaches, nausea, and nosebleeds.
- In ancient Greece, you could tell a lot about a person by his hairstyle. Hairstyle indicated a person's age, marital status, and how much money he had.

- **B.** Read and respond to each item. Include a noun clause in your response.
- Talk about something you learned recently.

#### I recently learned that a communications company once rejected Alexander Graham Bell's idea.

- 1. Talk about something you saw recently.
- 2. Talk about a complaint you made recently.
- 3. Talk about a decision you made recently.
- **4.** Talk about something you believe.
- 5. Talk about a dream you have for the future.
- **6.** Talk about something you will always remember.
- **7.** Talk about something you expect to happen in the future.
- 8. Talk about something people often forget.
- **C.** Combine the ideas in each pair of sentences into one sentence. Use a noun clause.
- The next bus is due to arrive at 6:00. I'm sure of it.

  I'm sure that the next bus is due to arrive at 6:00.
  - 1. She's worried. She thinks she's going to fail the class.
  - **2.** We're going to have a mid-term exam. Are you aware of that?
  - 3. We're lucky. We had good weather for the picnic.
  - **4.** He drove all the way here from his house. I'm amazed.
  - **5.** Joanne passed the exam. I'm certain.
  - **6.** He didn't get the job. He's really disappointed.
  - **7.** The summer is finally here. I'm glad about that.
  - 8. Don't you like coffee? I'm surprised.
- **D.** Look at the picture. Describe the scene and how you think each person feels. Use noun clauses.



## Beauty Is Only Skin Deep

## 4 Conversation <a><a></a></a>



**Sophie:** I'd like to speak with a manager. Anne: I'm the manager. How can I help you?

**Sophie:** Look at my hair!

Anne: It's lovely.

Sophie: I'm not going to beat around the bush. I am very upset with this haircut. It's by far the worst haircut I've

ever gotten. The hairstylist didn't listen to me at all. This is not the style I asked for. I'm fit to be tied.

Anne: I'm sorry you didn't get what you were expecting. But I have to tell you, I saw you when you

walked in. I did a double take when I saw you after the haircut. I think this style really suits you. It's

a dramatic improvement.

Sophie: But it's too short and it has all these layers! I look ridiculous.

Anne: Not at all! You just aren't used to it. Trust me. It brings out your eyes, and it makes you look more

sophisticated.

**Sophie:** You're just trying to make me feel better.

Anne: No, I'm being entirely honest. You look elegant and sophisticated.

**Sophie:** I have a wedding to go to this weekend, and I wanted to look my best.

Anne: Perfect! You're going to blow them away with your new style.

You really think so? Sophie:

Anne: Absolutely, I'll tell you what: See what happens at the wedding, If your family and friends don't like it,

come back next week, and we'll give you any haircut you want on the house.

**Sophie:** Well, OK. I guess that's fair.

#### **About the Conversation**

1. What was Sophie's complaint?

2. How did Anne respond?

**3.** How did Sophie's attitude change by the end of the conversation? Why?

#### **Real Talk**

beat around the bush = speak indirectly

by far = by very much; obviously

fit to be tied = very angry

did a double take = looked again in surprise at someone or something

blow them away = really impress them

on the house = free

#### **Your Turn**

Role-play with a partner. Think of a situation in which someone might make a complaint about a service or product. Pretend you are the customer and make the complaint. Your partner, who has given the service or represents the business, responds to the complaint.

#### Making a Complaint

el am very unhappy/upset about/with... I insist that you...

יין want to make a complaint.

I'd like to speak with a manager.

Ministry of Figuration at all) satisfied with this (situation).

2023 - 1445

I'm sorry to have to say this but... This is completely unsatisfactory. This is not what I expected/is nothing like... This...is too...



## **4** Conversation

- Ask students to cover the conversation and look at the picture. Ask: What is this? (it's a beauty salon).
- Play the audio. Have students just listen with the conversation still covered.
- To check general comprehension, ask: Why is the woman upset? (She doesn't like her haircut.) Who is she complaining to? (the manager of the salon)
- Play the audio again. Have students listen and read along in their books.

#### **Real Talk**

- Model the expressions in the Real Talk box and have students repeat them.
- Ask students to look at the expressions in the conversation and discuss them. Ask who says each expression and why. Answers may include the following:

**beat around the bush** (Sophie says this, meaning that she is going to get right to the point and tell the manager how she feels.)

**by far** (Sophie says this, meaning that her haircut is without a doubt the worst she's ever had.)

**fit to be tied** (Sophie says this, meaning that she is very mad that the stylist did not cut her hair the way she had asked.)

did a doubletake (Anne says this, meaning that when she saw Sophie with her new haircut, she looked away and then back again in surprise at how she looked.)

**blow them away** (Anne says this, meaning that Sophie's family and friends will be amazed at how good Sophie's hair looks.)

**on the house** (Anne says this, meaning that Sophie can have her hair styled for free if she is still unhappy after a week.)

Have students practice the conversation with a partner.
 Ask one pair to act out the conversation for the class.

#### **About the Conversation**

- Have students ask and answer the questions in pairs.
- Call on pairs to read aloud the questions and give their answers.

#### **Answers**

Answers will vary. Sample answers:

- 1. She did not like her haircut.
- 2. She thinks her hair looks very nice.
- **3.** Anne convinces Sophie that her haircut looks good. She agrees to keep it as it is for a while.

#### **Your Turn**

- Ask a volunteer to read the directions aloud.
- Draw students' attention to the phrases in the box for Making a Complaint. Read the phrases aloud, modeling appropriate intonation and expression. Remind students that when making a complaint, they should sound upset or dissatisfied. However, point out that when making a formal complaint it is best to be polite. When spoken politely, all of these phrases are appropriate for making a formal complaint.
- Ask students to look back in the conversation and find any phrases from the box. (I'd like to speak with a manager, I am very upset with...)
- Brainstorm a few ideas for situations in which students might make a complaint. Some ideas include poor service or bad food at a restaurant, unsatisfactory services performed at an auto repair shop or tailor, or unsatisfactory beauty products or services. Tell students that their conversations might take place over the phone or in person.
- Have students work with a partner to role-play their conversations. Monitor as students work, assisting as necessary.
- Ask a few pairs to act out their role plays for the class.
   Seat students in front of the room and allow them to use props to make the role play more realistic.



## 5 Listening

- Read aloud the directions. Have students study the chart.
- Point out the pictures. Ask a student to read aloud the captions.
- Play the audio. Tell students to listen to fill in the names of the diets in the chart.
- Play the audio again for students to complete the rest of the chart. Give students time to write anything they can remember in the chart.
- Play the audio a third time to check answers. Pause as necessary to verify answers.

#### **Answers**

| Nar | ne of Diet           | Idea Behind Diet   | Problems with Diet   |
|-----|----------------------|--|--|
| 1.  | baby food<br>diet    | Replace one or two<br>meals a day with<br>jars of baby food<br>to eat less.                                  | The small portions are not enough for an adult. Baby food is unappealing.  |
| 2.  | cotton ball<br>diet  | Cotton balls are low<br>in calories<br>and very filling,<br>so you wouldn't<br>be hungry for<br>other foods. | Cotton balls have no taste; they have a terrible texture; they have no vitamins or nutrients. The diet can lead to digestive problems. |
| 3.  | cabbage<br>soup diet | Eat a lot of<br>cabbage soup<br>because it is filling<br>and low in calories.                                | It restricts what you can eat on different days and is difficult to stick with. It causes mood swings and low energy levels.           |

#### Audioscript

New fad diets that promise quick results with little effort appear all the time. Some of these diets that have appeared through the years have been truly strange and silly. One recent fad diet that was popular with Hollywood stars was the baby food diet. This diet suggests that a few tiny jars of baby food should replace one or two meals each day. While exchanging adult meals for small jars of food may result in weight loss, this diet has clear drawbacks. Aside from the fact that baby food has a texture and taste that is unappealing to adults, the small portions aren't enough to keep an adult healthy. Replacing meals with baby food results in a significant drop in calories that can leave the dieter feeling weak and dizzy. Perhaps one of the strangest recent fad diets is the cotton ball diet. As its name suggests, people on this diet eat cotton balls. The idea

is that cotton balls are low in calories and very filling, so the dieter

would not have an appetite for other, fattening foods. Obviously this is a completely ridiculous diet. Aside from the fact that cotton balls Ministribave fieldstelded terrible texture, this diet can be dangerous. It 2023 - 1445

doesn't provide any of the vitamins and nutrients a person needs to survive. In addition, it can lead to digestive problems.

One fad diet that has come in and out of fashion since the 1970s is the cabbage soup diet. While this diet isn't guaranteed to result in weight loss, it *is* guaranteed to make the dieter miserable. On this restrictive diet, the only food that you can eat any time is cabbage soup, a food that is filling and low in calories. In addition to this bland soup, you can only eat certain food groups on certain days. For example, aside from the soup, on the first day, you can only eat fruit. On the second day you can only eat vegetables. Because this diet is so restrictive, it is difficult to stick with. It's not surprising that common side effects include mood swings and low energy levels.

There seems to be no limit to what people have been willing to try in order to lose weight!

## **6** Pronunciation

Play the audio twice. The first time students just listen. The second time, they listen and repeat, or speak along with the recording.

## **7** Vocabulary Building



 Have students work individually to match the words with their meanings.

#### **Answers**

**1.** d **2.** g **3.** a **4.** b **5.** h **6.** c **7.** e **8.** f

• Have students compare answers with a partner.

#### Workbook

Assign page 323 for additional reading practice.



Any diet that eliminates one of the main food groups is considered a fad diet and is probably not very healthy.

## 5 Listening 📗

baby food

Listen to the lecture given by a nutritionist about fad diets. Then complete the chart.

|    | Name of Diet | Idea Behind Diet | Problems with Diet |
|----|--------------|------------------|--------------------|
| 1. |              |                  |                    |
| 2. |              |                  |                    |
| 3. |              |                  |                    |

cotton balls

cabbage

## 6 Pronunciation



Affirmative auxiliary verbs are usually not stressed in sentences unless they are used for special emphasis. However, negative auxiliary verbs are stressed within sentences. Listen and practice.

- 1. One recent fad diet that was popular with some famous people was the baby food diet.
- 2. Baby food has a texture and taste that is unappealing to adults.
- **3.** The small portions **aren't** enough to keep an adult healthy.
- 4. It doesn't provide any of the vitamins and nutrients a person needs to survive.
- **5.** This diet **isn't** guaranteed to result in weight loss.

## Vocabulary Building 🔟



A. You will see the following words in the reading on pages 144 and 145. Match the words with their meanings.

- **1.** \_\_\_\_\_emerge
- a. idea of perfection
- **2.** \_\_\_\_\_famine
- **b.** done from feeling rather than reason or learned behavior
- **3.** \_\_\_\_\_ideal
- c. the relationship of one part of something to another part in size and shape
- **4.** \_\_\_\_\_instinctive
- d. appear
- **5.** \_\_\_\_\_plump
- e. something against which other things are measured
- **6.** \_\_\_\_\_ proportion
- f. change in form; be different from
- **7.** \_\_\_\_\_standards
- g. serious food shortage
- h. slightly overweight

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in القالة التك.

Ministry of Education

## 8 Reading



#### **Before Reading**

- **1.** After reading the quote, discuss how beauty is defined in Islam.
- 2. Describe the features that you notice when you first meet someone.



Beauty in Islam is a broad aesthetic and moral concept that includes multiple spiritual, intuitive, physical and material dimensions. It involves feelings and practices related to taste, art, ornamentation, splendor, and beautiful manners. It covers both the individual as well as the community and form as well as content.



# Changing Concepts of Beauty

Most societies place great value on beauty whether in art and architecture, fashion and appearance, or design and advertising. Throughout history, elegance and beauty have been the subjects of admiration and fascination. In modern times, we have competitions to find the most beautiful person or magazines to tell us about trends in fashion and design, and a billion-dollar cosmetics industry built around looking and feeling beautiful. Yet despite the importance placed on beauty, one question remains: What *is* beauty?

The ancient Greeks thought that proportion was the key to beauty. The Greeks believed that they had discovered the mathematical formula that represented perfect beauty, which was based on proportions in nature. According to this formula, for example, the ideal face was two-thirds as

wide as it was high. Modern research has proven that the basic concept of the Greeks' formula, if not the formula itself, was correct: Beauty does seem to relate to proportion and balance. When related to beauty, these qualities are called *symmetry*. A perfectly symmetrical face, just like a symmetrical flower, would have a left side that is identical to its right side. Research has shown that the more symmetrical an object or a face is, the more beautiful it is believed to be.

You might assume that this response to symmetry is something we learn. However, research has shown that the human appreciation for symmetry is instinctive. It has been found that babies will spend more time staring at pictures of symmetrical objects than they will at photos of asymmetrical objects. Not only is this response instinctive, but it does not appear to vary from one culture to another. In a study conducted at the University of Louisville, Kentucky, participants from thirteen different countries were shown pictures of a number of different people. All the participants rated the attractiveness of the people in the same way. They all gave the highest ratings to the people with the most symmetrical faces.

While it is true that people across all cultures tend to admire symmetrical features, standards of beauty do vary from one culture to another and from one time period to another. For example, each of the following was considered beautiful at a certain time and place, but would not be considered so today:

- During the Elizabethan era in England, women thought that high foreheads were elegant. So, they plucked inches of their front hair to achieve this look.
- Also during the Elizabethan era, women brushed egg whites over their faces in order to have a glazed look.
- PLL Site and the belief that it was elegant for women to have tiny feet led to foot binding.

Ministry of From the 14th to 19th centuries in Europe, women would bind their waists. The binding was sometimes so tight that often 2023 - 14 women could not breathe properly and sometimes fainted.

## 8 Reading

- Organize students in pairs and ask them to discuss how beauty is defined in Islam. Call on volunteers to present their views.
- Write the second **Before Reading** activity on the board: Describe the features that you notice when you first meet someone.
- Arrange students in pairs. Draw a one-column chart on the board with the heading *Features*. Ask students to copy the chart into their notebooks. Have them list the characteristics they notice in the column.
- Have a volunteer come to the board and lead a follow-up discussion. The volunteer elicits ideas from the class and fills in the chart on the board.

#### **READING STRATEGY Paired Reading**

- Tell students that they will listen to the reading and follow along in their books. Tell them to pay attention to the tone and intonation of the reader on the audio, as well as listen for the pronunciation of unfamiliar words. After students listen to the recording of the text, they will practice reading the text aloud with a partner. Tell students that their initial listening to the reading can serve as a rehearsal before they read aloud with a partner.
- Play the audio. Have students listen and read along in their books.
- Arrange students in pairs. You might choose to pair stronger students with weaker students so that the stronger student can help with accuracy and pronunciation. This method also benefits the stronger student by giving him or her the opportunity to peer teach. However, paired reading is also beneficial practice for readers who are at the same language level.
- Have pairs alternate reading paragraphs aloud.
   Encourage students to mimic the expression and intonation of the reader on the recording. Tell students that the goal of this paired reading is to practice fluency.
- Monitor the activity as pairs read. Note any words or structures that give multiple students trouble to discuss as a class after the activity.
- Play the audio a final time after students have finished their paired reading. Have students listen and read along silently practicing their fluency.

- For additional vocabulary practice, refer students back to the Vocabulary Building exercise on page 143. Ask students to find and underline each vocabulary word in the text *Changing Concepts of Beauty in History*.
   Tell them to study the context of each word to better understand the meaning.
- Call on students to explain in their own words how each is used in the context of the text.

Sample answers include:

The idea that being thin was more attractive began to emerge when food shortages and famine diminished. During times of *famine* and food shortage, plump

people appeared healthy and wealthy.

Ancient Greeks thought that the *ideal*, or perfect, face was two-thirds as wide as it was high.

Humans have an *instinctive* appreciation for symmetry. Even babies choose symmetrical objects as the most beautiful.

From 1500 to 1900, it was considered attractive for people to be *plump* rather than thin.

The Greeks thought that a face that had a certain *proportion* was the most beautiful. This face was two-thirds as wide as it was high.

*Standards* of beauty, or what is considered attractive, continue to change.

We know that masculine *concern* is increasing since men are spending more time and money on their appearance.

#### **After Reading**

- Arrange students in pairs to ask and answer the questions.
- To check answers, call on pairs to read aloud the questions and answers. Ask classmates if they agree with each answer. If not, allow students to discuss possible answers, pointing to appropriate portions of the text as support.

#### **Answers**

Answers will vary. Sample answers:

- The ancient Greeks thought that proportion was the key to beauty. They discovered a mathematical formula. The ideal face was two-thirds as wide as it was high.
- Symmetry is when one side of something matches the other side. Symmetrical faces are considered more beautiful.
- **3.** A research has shown that people across all cultures tend to admire symmetrical features.
- In ancient China, women practiced foot binding to make their feet look small.
- **5.** In times of famine, it was more desirable to be plump. When food became readily available, it was more desirable to be thin.

## Speaking

- Arrange students in pairs to discuss the question.
- Each student should answer and explain his or her thoughts about both inner and outer beauty. Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their ideas about the question.
- Open up the group discussions to a class discussion.
   Ask groups to share their answers with the class.

#### Workbook

Assign pages 324–325 for additional writing practice at word and sentence level.



Ministry of Education 2023 - 1445

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#### Teaching Tip

When presenting a new word, discuss the meaning of the word as well as its uses. For example, if it is a verb tell what prepositions are often used with it. If it is a noun, use a or an in front of it. Also, give and elicit real-life examples of how the word is used.



#### **Additional Activity**

Write a scrambled word on the board, for example: **UUIELB TAF** (beautiful). Give students one or two minutes to write as many two-letter words, three-letter words, etc. they can, using the letters. (For example: at, be, fat, lie, but, fate, late, table) Elicit as many words as possible, and finally, the complete word.

Another example of how the concept of beauty and fashion changes with time is the way attitudes toward weight have changed through the ages. In Europe between 1500 and 1900, a plump figure was considered very attractive. Famine was widespread, so plump figures represented health and wealth. During that period, it was common for people to pad themselves in order to look heavier.

In the 1900s, fears of food shortages started to diminish, and with it, so did the chubby figure. A new ideal began to emerge: Thin was in. Of course, this trend has continued to today. Because there is an overwhelming amount of fattening food available in most developed countries, it is now considered more attractive and healthy to be thin.

Today, fashion and beauty products are usually associated with women. However, this, too, is the result of a change that took place over time. In fact, the male form was the original standard of beauty in Western culture. The muscular and fit male athlete was the ideal of elegance. For hundreds of years, make-up was associated with both women and men. Men in ancient Greece, Egypt, and Rome wore make-up on their faces and nails. Roman men even had some bizarre beauty practices of their own, such as the habit of bathing in crocodile water to improve their skin. Men's grooming and make-up went in and out of style a number of times through history, before becoming very unfashionable during the industrial age of the early 1800s. However, there are signs that masculine concern for appearance is making a return, as more men are joining gyms and opting to use skin care products than ever before.

The standards for beauty and fashion have changed frequently throughout history and will, no doubt, continue to do so. However, one thing unlikely to ever change is people's fascination with beauty.







#### **After Reading**

Answer the questions.

- 1. How did the ancient Greeks view beauty? What did they base their formula on?
- **2.** What is *symmetry*? How does it relate to beauty?
- 3. What has research shown?
- 4. Give an example of something considered beautiful at a certain time and place in history.
- **5.** How have attitudes toward body weight changed over time?



## Speaking 🞑



- 1. Think about and compare inner and outer beauty. Work in pairs/groups.
- 2. Make notes of your ideas in the chart. Then use your notes to present and discuss your ideas in class.

|   | Inner beauty | Outer beauty |
|---|--------------|--------------|
|   |              |              |
| Advantages  |              |              |
|   |              |              |
|   |              |              |
| <b>Pیل حتا قال ا</b><br>Disadvantages<br>Ministry of Equication |              |              |
|   |              |              |
| 2023 - 1445   |              |              |

## 10 Writing **1**



- A. 1. How important is wealth, in your view? What can it buy? Make a list.
  - **2.** Are there things that "money cannot buy"? What are they?
  - 3. Why do you think most people are interested in earning enough money for their families? What kind of expenses do they need to cover?
  - 4. Read the text and find out.
    - What is the writer's view on the issue?
    - What arguments does he use to support his view?
    - What kind of examples does he use?
  - **5.** Do you agree or disagree with the writer? Why? Why not?



## The importance of wealth

Although a lot of people say that money is not everything, I think wealth brings far more benefits than problems. It is common knowledge that people who are well off have easier lives. They don't have to worry about living expenses, household bills, school tuition, medical bills, and a lot more.

Consider a person who has three children. He is educated and holds a reasonable job with a reasonable salary. However, one of his children develops a condition that requires ongoing care and costly medication, while the other two are planning to study law and medicine. They expect to eventually go abroad in order to complete their postgraduate studies and specializations. His wife, who used to teach, can no longer work as she has a problem with her eyes. How is he going to manage?

It is obvious that this otherwise happy person with a happy family is faced with a predicament. He has to decide whether he can support everyone's plans and dreams or prioritize things in a way that will allow for partial satisfaction. In other words, should he encourage his two healthy children to go ahead and study but not expect to specialize abroad; or should he reduce medical expenses by moving his sick child to a cheaper facility? On the other hand, they are all his children, and he doesn't want to discriminate against any of them. He wishes he could find a way to fund everything and not displease anyone. In addition, his wife is going to need surgery soon.

I think the situation above demonstrates the importance of money as a means of providing and catering for a family's needs in a satisfactory manner. None of the problems that worry the father day and night and have changed his mood and personality would exist, if he had the funds. Naturally, wealth cannot buy happiness if there is none to be had. On the other hand, it can help sustain it in cases like the one described.

So, regardless of how materialistic this might sound, I believe that money is important. What I would like to say to those who claim that health is more important is that, although this might be true, it is equally true that having money can preserve a sense of well-being and health more effectively than not.

**6.** Read the text again and answer the questions.

How many paragraphs are used? What is the theme of each paragraph?

Identify the thesis statement and supporting argument.

What does the writer use to support his view?

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Ministry of Education **b.** Questions to the reader 2023 - 1445

c. Opposing views and comments

## 10 Writing

#### A

- Focus students' attention on the pictures. Give them a few minutes to discuss what they see in pairs. Ask them to discuss the state of mind that they think the man is in and the reasons for it.
- Direct students to the title of the text and directions for 1. Call on a volunteer to read the directions aloud in class. Have groups of students discuss and make a list of all the things that money can buy.
- Call on a student from each group to report the group's ideas in class.
- Focus students' attention on question 2. Have them work in pairs listing things that money cannot buy.
- Call on groups to present their ideas in class.
- Direct students to question 3. Give them a couple of minutes to think about the questions and list their ideas in pairs. Call on pairs to report their ideas in class and justify them.
- Have a student read directions for 4 in class aloud.
- Have students read the text and answer the questions individually; then compare with a partner.
- Call on students to present their answers in class.
- Ask students to listen/ read and make notes on the predicament of the man in the article.
- Call on students to report their answers in class.

#### **Answers**

#### 1, 2, 3 Answers will vary.

**4.** The writer believes that money is important.

His arguments are that:

Although, money cannot buy happiness if there is none, it can help sustain it, for example the father would not be so stressed and concerned if there was enough money to cover the family's needs.

Although, health is important, it is equally true that money can preserve or restore health.

He uses examples from the case he describes, for example the child that needs ongoing care along with the children that are planning to study law and medicine. In addition, the mother's condition and pending surgery increases the burden.

- 5. Answers will vary. Hold a class discussion on the issue of money.
- Read directions for 6. Have students work in pairs studying the text and answering the questions. Ask students why they think they are doing this. Elicit answers about identifying features of different text-

types.
Ministry of Education
2023 - 1445

- Allow time for students to answer. Circulate and monitor to remind them to make notes and highlight parts of the text as required.
- Call on pairs to present their ideas for the class.

#### **Answers:**

• There are 5 paragraphs.

Paragraph 1: Introduction/writer's view

Paragraph 2: the case of the family man

Paragraph 3: the problem/the predicament

Paragraph 4: interpretation of the problem/writer's view and comments

Paragraph 5: Conclusion/writer's overall viewpoint

· Thesis statements

Paragraph 1: Although ... problems.

Paragraph 2: However, one of his children ... medicine.

Paragraph 3: He has to ... satisfaction.

Paragraph 4: I think ... manner.

Paragraph 5: So regardless ... important.

- The surrounding text serves to support the thesis statements.
   The writer uses
  - **a.** examples such as specific information about the case of the family described and referred to in the text.
  - **b.** question to the reader, such as: "How is he going to manage?"
  - **c.** opposing views and comments such as: "those who claim that health is more important..."

### Additional Activity

Create a class sitcom with weekly episodes. Have students create and draw the characters. Tell them to use incidents from real life.



- Organize students in small groups or pairs. Tell them that they are going to write a persuasive essay about whether beauty is important.
- Explain to students that regardless of what they believe they have to take both views into consideration in order to support their own view.
- Read the directions for 1 and 2. Have students discuss in their groups and list reasons for both views in the chart.
   Remind them to assign tasks to different people in the group.
- Focus students' attention on the Writing Corner.
- Have them read the first four points. Allow time for them to think about examples from the text on page 146.
- Read the rest of the points with the class. Explain the importance of addressing the reader in a non-patronizing manner and giving opposing views credit by acknowledging and discussing them.
- Read the point about the things that put students off reading. Elicit ideas and list them on the board as things to avoid. For example: very long sentences, too much repetition, a weak message.
- Discuss question 1 in class. Elicit reactions from different students.
- Have students read question 2 and answer it individually. Then ask them to compare with a partner. Discuss answers in class.
- Direct them to the model text. Point out that it starts in a way that is similar to the text on page 146. Allow them to use this type of opening line or vary as they wish.
- Give students some time to write their first draft.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time.
- Give students time to rewrite their essays and exchange with another group.
- Have students evaluate the essays that they read. Help them with questions like these:

Did the essay address opposing viewpoints?
Did it have clear thesis statements?
Did it include convincing arguments and examples?
Did it address and involve you/ the reader?
Did it have a friendly or a condescending tone?



#### Workbook

Assign page 326 for additional writing practice above word and sentence level.



- B. 1. Write a persuasive essay to answer the question: Is beauty important?
  - **2.** Think of reasons why beauty is or is not important, and write them in a chart. Use your chart to help you decide what viewpoint you will take in your essay.
  - 3. Write your essay.

| Beauty is important because | Beauty is not important because |
|-----------------------------|---------------------------------|
|                             |                                 |
|                             |                                 |
|                             |                                 |
|                             |                                 |
|                             |                                 |
|                             |                                 |
|                             |                                 |
|                             |                                 |

The Importance of Beauty

Although some say that being beautiful has its drawbacks, I think beauty brings
far more benefits than problems. When I say 'beautiful', I mean healthy, wellfar more denefits than problems. It is obvious that looking good on the outside also makes
groomed, and attractive. It is obvious that looking good on the inside...

#### **Writing Corner**

When you write a persuasive essay:

- Think about opposing views and arguments.
- Consider your viewpoint.
- Use arguments that support your view.
- Use arguments that weaken the opposing view.
- Address your reader in as friendly a manner as possible.
- Address opposing views as if you can hear the reader's thoughts.
- Do not patronize your reader and do not be aggressive.
- Reflect on the things that put you off and lead you to stop reading something, and avoid such things when you write.
- 1. What do you think the effect is going to be if a writer is patronizing or aggressive? Why?
- How do you react if you get the impression that the writer is not very considerate or fair with the reader?

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Ministry of Education

2023 - 1445

## Form, Meaning and Function

#### Need to Be (Done)

The hairbrushes need to be produced more cheaply. The zipper on my handbag needs to be replaced.

- (= Someone needs to produce the hairbrushes more cheaply.)
- (= Someone needs to replace the zipper on my handbag.)

#### Have/Get Something (Done)

Use have or get, with the past participle, when someone else does the service for you.

I will have/get my hair cut tomorrow.

I'm having/getting my hair cut tomorrow. What style should I ask for?

I'm going to have/get my hair cut next week. I need to book an appointment.

I had/got my hair cut yesterday. What do you think?

#### Past Participles as Adjectives

break-broken crack-cracked damage-damaged tear-torn

The zipper was **broken**. He fixed the **broken** zipper.

The mirror was **cracked**. I threw away the **cracked** mirror.

The computer was **damaged**. The technician repaired the **damaged** computer.

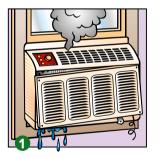
The shirt was **torn**. The tailor sewed the **torn** sleeve.

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.

> dry-clean repair sharpen fix replace sew mend

The jacket is stained. It needs to be dry-cleaned.

















Work with a partner and make a list of services you have used in the past. Talk about what **you had** or **got done**. Were you satisfied with the service provided?

2/12 A: I got my hair cut last month. The style of haircut was not what I asked for! I was not happy at all.

## 11 Form, Meaning and Function

#### Language Builder

In English, there are lots of different ways to essentially say the same thing! We can say, 'This laptop needs to be repaired.' We can say, 'This laptop needs repairing.' We can say, 'I will have this laptop repaired,' and 'I will get this laptop repaired.'

#### Need to Be (Done)

- Have students read the two example sentences in the presentation and ask: Will the speaker produce the hairbrushes him or herself? (No) Does the speaker intend to replace the zipper on the handbag him or herself? (No)
- Ask: Who will perform these actions? (someone else)
   Do we know who will perform the actions? (No) is it
   important that we know exactly who will do the actual
   fixing and cleaning? (No, it is important that the speaker
   is getting someone else to do it.)

#### Have/Get Something (Done)

- Go through the examples with students and elicit or explain that this structure is used in the same way as the previous one. (When we want someone else to perform a service for us. For example, a hairdresser or barber)
- Call on volunteers to identify the object in the example sentences. (hair)
- Call on volunteers to identify the time and the tense being used in each example sentence.

#### **Past Participles as Adjectives**

- Call on volunteers to read out the list of past participles as adjectives and example sentences.
- Call on volunteers to form sentences of their own.

#### A

- Have students look at the pictures and identify and describe the problem reach. For example, The jacket is stained.
- Students should work to complete the exercise alone and the happens and the happens and the happens are their answers with a partner.

Mini ริเา Goreynd ปักุล slass and check students have the right 2023 \_ angwers. Correct any errors with form as necessary.

#### **Answers**

- 1. The heater is broken. It needs to be repaired/fixed.
- 2. The pants are torn. They need to be sewn.
- 3. The knife is blunt. It needs to be sharpened.
- 4. The car is dented. It needs to be mended/fixed.
- 5. A button has fallen off. It needs to be sewn back on.
- 6. The heel has broken. It needs to be repaired.
- 7. The tire has a puncture. It needs to be replaced.



- Read the directions and have students work in pairs to compile a list of services. Have each pair compare their list with another pair and add more services to their lists.
- Regroup students to form new groups of 4 and tell them to take it in turns to ask and answer about things they had or got done and whether they were satisfied.
- Call on volunteers to report on their group discussions.

#### **Answers**

Students' own answers



#### **Teaching Tip**

Vary your teaching style and student teacher interaction patterns as much as possible. Have students work in pairs and groups. Have the students ask and answer questions to each other. When explaining a rule, try and have students discover as much as possible for themselves. Make sure the pace is fast enough for your students but not so fast that you leave less able students behind.

#### **Present and Past Participles**

 Go through the information in the presentation and ask students to give more examples of active and passive participles.

## Participle Clauses With Conjunctions and Prepositions

- Write the conjunctions and prepositions divided into columns on the board: while, before, after, on, without, instead of + inq.
- Call on students to read out the example sentences and elicit which sentences illustrate that the action(s):
  - happen at the same time (working out, see an old friend
  - 2. happens first (medical check up)
  - 3. happens at the same time (arrive at school/ give your name)
  - 4. don't happen at all (go to the gym)
- Call on students to give some examples of their own.

#### **Past and Present Participial Adjectives**

- Write the following sentences on the board:
   Mark's <u>excited</u> because he's going skydiving tomorrow.
   Skydiving is an exciting sport.
- Ask: How does Mark feel? (excited) What's making him feel excited? (going skydiving) Explain that excited is a past participle and tells how Mark feels. Exciting is a present participle and describes the sport of skydiving.
- Have students read the explanation and examples in the presentation. Practice by having students complete these sentences with different participles and their own ideas.

| I think that _ | is/are                | (boring, exciting,       |
|----------------|-----------------------|--------------------------|
| fascinating,   | interesting, amazing, | irritating, frightening) |
| When I         | , I feel              | (bored, excited,         |
| friahtened i   | irritated amused der  | oressed)                 |

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- Have students work individually to complete the sentences with present or past participles. Then have them compare answers with a partner. If their answers are different, they should discuss and decide on one answer.
- Check answers by calling on students to read the sentences.

## وزارة التعليم

Ministry of Education 2023 - 1445

#### Answers

- 1. The train arriving on Platform 3 is the 10:33 Fast City Link.
- 2. The doctor called out lives nearby.
- **3.** Instead of going home, they went to the park.
- **4.** While listening to the football game, he did his homework.
- The stock market crash occurring in 2008 affected many people around the world.
- Jack was disappointed when he found out he hadn't been accepted to his first choice of university.
- **7.** On arriving at the airport you must check in your bags.

#### Workbook

Assign pages 327–328 for more practice with the form, meaning and function of the structures in the unit.



#### Teaching Tip

Whenever possible you should correct errors anonymously without drawing attention to the person who made the error. One way to do this is to make a note of an error when you hear it. Then include it in a general correction activity later in the lesson.

#### **Present and Past Participles**

Use a participle clause to give more information. Use the present participle (the –ing form) when the meaning is active.

Companies **selling** beauty products understand the importance most societies place on appearance. People **arriving** early will be given priority seating.

Use the past participle (the -ed form) when the meaning is passive.

The cosmetics industry, **built** around making people look and feel more beautiful, is worth a billion dollars. The jewelry **stolen** last week has been found.

#### **Participle Clauses With Conjunctions and Prepositions**

Use the -ing form of the verb after these conjunctions and prepositions: while, before, after, on, without, instead of.

While working out at the gym, he saw an old school friend.

**Before exercising**, you should have a medical check up.

On arriving at the school, you should give your name to the person on the front desk.

**Instead of going** to the gym, he decided to play football.

#### **Past and Present Participial Adjectives**

The past participle and the present participle forms of a verb can also be used as adjectives.

Past participles generally end in -ed (but can also end in -d, -t, -en, or -n) and describe how someone feels.

Mariam and Mona were **excited** about visiting the new store.

Present participles always end in *-ing* and describe what causes the feeling. Looking at jewelry for a wedding is **exciting**.

- **C.** Rewrite the sentences using a past or present participle so that the meaning stays the same.
- Mona tried on gold earrings. Mariam told her about the wedding plans. (while)

  While Mariam told her about the wedding plans, Mona tried on gold earrings.
  - 1. The train which is arriving on Platform 3 is the 10:33 Fast City Link. (arriving)
  - 2. The doctor who they called out lives nearby. (called)
  - 3. They didn't go home. They went to the park instead. (instead of)
  - 4. He was listening to the football game on the radio and at the same time he did his homework. (while)
  - 5. The stock market crash which occurred in 2008 affected many people around the world. (occurring)
  - 6. The news that Jack hadn't been accepted to his first choice of university was disappointing. (disappointed)

<del>وزارة</del> التعــليم

Ministry of EduAstsoon as you arrive at the airport, you must check in your bags. (on)

2023 - 1445 \_



## 12 Project

- **1.** Work in pairs/groups. Research 2 or 3 cosmetic products, such as a shampoo, conditioner, skin cream, lotion, etc., and collect information about their:
  - ingredients
    - testing
  - purpose
- promotion
- **2.** Study the promotional material you have discovered, e.g. leaflet, prospectus, website, poster, etc., and find out what the product claims to do. For example, a shampoo might claim to remove dandruff miraculously after a few uses. Does it?
- 3. Find out if the claim is true or not. Ask people and search for information on the Internet.
- **4.** Use the chart to make notes. Then use your notes to design and prepare a poster presentation. Remember to use photos or illustrations.
- **5.** Try to find out which products the product in question is competing against in the market. Collect information about them.
- **6.** Share parts of your presentation within your group. Present in class. Allow 5 minutes for questions and answers after each presentation.



|                             | Cosmetic                     | 1 | 2 | 3 |
|-----------------------------|------------------------------|---|---|---|
|                             | Ingredients                  |   |   |   |
|                             | Purpose                      |   |   |   |
|                             | Claim                        |   |   |   |
|                             | Facts                        |   |   |   |
|                             | Source of facts and evidence |   |   |   |
| Ministry of E<br>2023 - 144 | Compositing Oproducts 5      |   |   |   |

## **12** Project

- Organize students in groups and have them brainstorm on cosmetic products. Call on a student from each group to report the group's ideas and list them on the board.
- Have a class discussion about some products that the students would like to comment on.
- Tell students that they will be preparing a poster presentation for the class with information about cosmetic products.
- Read the directions with the class. Explain to the students that they will need to research and collect promotional material, look up each product on the Internet, find article/s about it as well as consumer comments and ratings and talk to people in order to determine whether the claim of each product is true or not.
- Remind them to also look for competing products while they are researching and collect information about them as well.
- Organize students in groups and ask them to choose 2 or 3 products (depending on the size of the group).
   Write the types of products for each group on the board.
- Give groups time to discuss and share any information that they already have. Remind them to make notes in the chart.
- Have groups organize themselves and share the tasks that need to be completed among members of the group.
- Circulate and monitor and/or help when necessary.
   Remind students that they will need to be prepared with captions and/or slogans.
- Have groups assign tasks to different members depending on abilities and skills. Give them time to research if there is access to the Internet or a library.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Give them time to discuss and decide on what they will use.
- 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 bose of the next lesson.

- Give students time to coordinate, collate information and finalize their poster in class. Ask them to have a trial run in their group.
- Have groups present. Let the class choose the best presentation. Elicit opinions from different students and ask them to justify their decision.

#### Additional Activity

Have students work in groups to plan and create the perfect product. Ask them to design its packaging and create a slogan and captions.

#### Workbook

For additional practice in public speaking, refer students to page 371. Go over the presentation tips and have students do the activities.

#### 13 Self Reflection

- Write Beauty Is Only Skin Deep 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 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:

Which products were used by ancient Egyptians? What used to be the ingredients of lipstick and nail polish in the past? What are the ingredients nowadays?

What was the first deodorant inspired from? What did military commanders in Egypt and early Rome do before battle?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 140–141, ask them to complete some sentences.

He seems to be disappointed that Aren't you worried that I've noticed that It's strange that

- Have volunteers answer the questions. Elicit more options 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 142–143. Call on volunteers to say what the conversation is about in this lesson, and which expressions they remember.
- Have students say what they remember from this section and make notes in the chart.
- Write Changing Concepts of Beauty in History on the board and brainstorm on language and information that students remember from the Reading. Call on volunteers to report as much as possible.
- Organize students in pairs and ask them to answer questipns like these:

... What has research shown about symmetry?

#### Do all cultures have the same standards of beauty and fashion?

Think of two examples that show how the concept of beauty and fashion changes with time.

- 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 know/remember about the importance of wealth. Give them some time to work in pairs and then call on volunteers to answer.
- Have students comment on persuasive essay writing and how they felt producing one. Call on volunteers to present their views.
- Have students scan pages 146 and 147 and make notes
- 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 products chosen? Why? Why not?

Where did they find information? Where did they find photos?

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.
- 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

Ministry of Education

2023 - 1445



| 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 diffi                      | cult in Unit 9 |
| Unit 9 Checklist   | l can do this<br>very well. | l can do this<br>quite well.            | I need to st   |
| discuss beauty products and practices throughout history |                             |   |                |
| talk about the importance of beauty products             |                             |   |                |
| make a complaint   |                             |   |                |
| respond to a complaint                                   |                             |   |                |
| use noun clauses beginning with that                     |                             |   |                |
| use noun clauses after verbs                             |                             |   |                |
| use noun clauses after adjectives                        |                             |   |                |
| use noun clauses as subjects of sentences                |                             |   |                |
| use the structures: needs to be done; get/have done      |                             |   |                |
| use present and past participles in a range of ways      |                             |   |                |
| My five favorite new words from Unit 9:                  | If you're s                 | still not sure about<br>19:             | ut something   |
|  | • listen to                 | ough the unit agai<br>the audio materia | I              |
| حتاا قراازم  | • listen to                 |   | I              |

151

• ask your teacher for help

## 10 They Said, We Said

Listen and Discuss 🕡



**1.** What is gossip?

2. Do rumors circulate quickly? Why or why not?

3. Do you think gossiping is wrong? Why or why not?

Benjamin Franklin once said, "To find out people's faults, praise them to their friends."

"The one who spreads gossip will not enter paradise."

—Prophet Mohammed (Peace be upon him.)

Will Rogers said that the only time people disliked gossip was when the gossip was

about them.

2 To quote George Bernard Shaw, "The things most people want to know about are usually none of their business."

Bertrand Russell said, "No one gossips about other people's secret virtues."

There's a Spanish proverb that says: Whoever gossips to you will gossip about you.

Eleanor Roosevelt said, "Great minds discuss ideas, average minds discuss events, and small minds discuss people."

Someone once said that trying to squash a rumor was like trying to unring a bell.

> Oscar Wilde said that there was only one thing in the world worse than being talked about, and that was not being talked about.

"If everyone knew what others said about him, there would not be four friends in the world." A French mathematician named Blaise Pascal said that.

2023 - 1445

## Unit Goals

Vocabulary Gossip and rumors

Praise and criticism

**Functions** Promise to keep a secret

Grammar

Noun Clauses as Reported Speech versus Quoted Speech Rules and Exceptions to the Sequence of Tenses Noun Clauses Beginning with Whether or If

Listening Listen for specific

details

**Pronunciation** Question intonation

Reading

Psst. Pass It On. (Why We Gossip)

Writing

Write a summary of an article about gossip

Form, Meaning and **Function** 

> Words Connected to Parts of the Body Modals and Giving Advice in the Present and Future

#### **Warm Up**

- With students' books closed, discuss the first introductory question: What is gossip? (talk or rumors about the personal affairs of other people) Point out that the word gossip is both a noun and a verb.
- Ask students to open their books and discuss the remaining two introductory questions with a partner.
- Call on a few volunteers to read aloud the quote by Prophet Mohammed (Peace be upon him.).

#### **Listen and Discuss**

- Direct students' attention to the scene on pages 152 and 153. Ask: What kind of place is this? (a café) What is it called? (The Gossip Café) What are all of the people doing? (gossiping or talking about other
- Play the audio. Tell students to listen to the quotes and mad along in their books.
- Have students work with a partner, taking turns reading aloud each quote and discussing its meaning. Ask students to try to explain each quote to each other using their own words.
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2023 - 1445

- As a class, discuss each quote. Call on a student to explain each in his or her own words. For example, say: Number 1. Will Rogers said that the only time people disliked gossip was when the gossip was about them. What does this quote mean? Elicit: He meant that everyone likes to gossip about other people, but no one likes it when other people gossip about them.
- Continue discussing each quote in this manner. Ask students to help each other understand the guotes rather than explaining them yourself.

#### **Culture Note**

#### Will Rogers

(1879–1935) was a well-known and social commentator.

#### **George Bernard Shaw**

(1856–1950) was an Irish writer. One of his most famous works is Pygmalion.

#### **Benjamin Franklin**

(1706–1790) was an important figure in the founding of the United States and its independence from England.

#### **Bertrand Russell**

(1872–1970) was a British philosopher. In 1950, he was awarded the Nobel Prize in Literature for his many writings.

#### **Eleanor Roosevelt**

(1884–1962) was the wife of American president Franklin Delano Roosevelt who served from 1933 to 1945. Throughout her lifetime, she was an important civil rights activist.

#### Oscar Wilde

(1854–1900) was an Irish writer whose plays continue to be performed today. One of his most famous works is The Importance of Being Earnest.

#### **Blaise Pascal**

(1623–1662) was a French scientist and philosopher. He made significant contributions to the fields of mathematics, science, and literature.

#### **Quick Check**



- Read aloud the directions and the list of vocabulary words in the left column, modeling correct pronunciation for students.
- Ask students to find each word in the quotes and underline it. Tell them to study the context of the word in order to guess its meaning.
- Have students work individually to match the words with their meanings, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud the words and their meanings.

#### **Answers**

| <b>1.</b> h | <b>3.</b> a | <b>5.</b> b | <b>7.</b> e |
|-------------|-------------|-------------|-------------|
| <b>2.</b> d | <b>4.</b> c | <b>6.</b> a | <b>8.</b> f |



- Arrange students in pairs to ask and answer the comprehension questions. Tell them to refer to the quotes as necessary to find the answers.
- To check answers, have each pair of students join another pair to form a group. Have groups compare and discuss their answers.
- If there are any questions that groups are not sure about, discuss the answers as a class.

#### **Answers**

Answers will vary. Sample answers:

- 1. Will Rogers does not like being gossiped about. Oscar Wilde does.
- **2.** The fact that people are interested in talking about others' faults, not their virtues; that friends cannot be trusted not to talk behind one's back; that nothing remains private.
- **3.** If you have a friend who likes to gossip about other people, that friend probably gossips about you to others.
- **4.** I agree with the George Bernard Shaw quote. People always want to know about other people's secrets.
- **5.** I disagree with the Spanish proverb. I think that true friends would not gossip about each other even though they enjoy gossiping about other people together.



2 Pair Work

- Have a student read aloud the directions.
- First, ask students to work in pairs to write a rumor.
   Tell students that the rumor should be about a famous person or event, and not about a classmate. Emphasize that the rumor should be humorous rather than malicious.
- Then ask one student from each pair to go to the front of the room, and the other student to go to the back of the room. Arrange the two groups of students into lines with pairs facing each other.
- The first pair whispers their rumor to the next person in line, who continues to whisper it to the next person. When the rumor has traveled to the last student in both lines, ask those students to say it aloud. Did the rumor stay the same as it traveled through each line? Which line kept the rumor closest to the original?

#### Workbook

Assign page 329 for practice with the vocabulary of the unit.



#### Teaching Tip

It can be intimidating for students to be called on for answers when they are unprepared. Give students time to think about and formulate an answer or response to a question before calling on them. If a student seems confused by a question, try to rephrase it with simpler language, or give a clue as to the answer you are looking for.

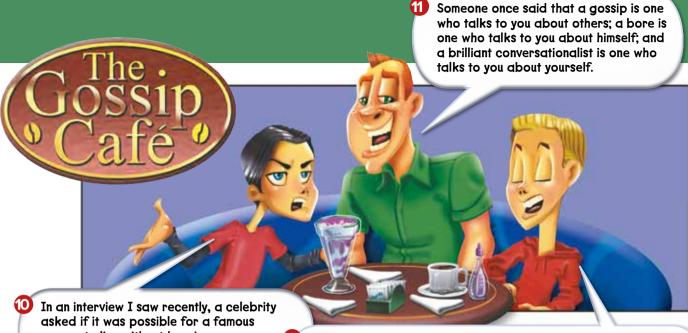


#### **Additional Activity**

Ask students to draw a picture story that is related to the unit theme of gossip. Have each student show his or her drawing and explain the story around it, using at least three words from the vocabulary list in exercise **A**.



- In recent years, celebrity gossip magazines have become more popular than news or public interest magazines.
- In the 1700s, obituary columns were similar to today's gossip columns. Obituaries told bits about a person's life and the way that the person died as a way of showing whether the person led a good or bad life and how he or she was rewarded or punished for it.



person to live without hearing rumors about himself.

I read an interview with a famous celebrity. He said that he thought that the hardest part about being a teenager wasn't dealing with the gossip in the scandal magazines, but dealing with the criticism, ridicule, and gossip of other teenagers.

#### **Quick Check** ✓

- **A. Vocabulary.** Match each word to its definition.
  - **1.** brilliant
  - 2. \_\_\_\_ circulate
  - **3.** \_\_\_\_\_ criticism
  - **4.** \_\_\_\_\_ praise
  - **5.** \_\_\_\_\_ ridicule
  - **6.** \_\_\_\_\_ rumor
  - **7.** \_\_\_\_\_ scandal
  - **8.** \_\_\_\_\_ virtues

- a. pointing out bad points about something or someone
- **b.** making fun of
- c. say complimentary things
- d. move around
- e. gossip that follows an embarrassing event
- f. morally good characteristics
- g. information that comes from gossip rather than a reliable source
- **h.** exceptional
- **B.** Comprehension. Answer the questions.
  - **1.** Who doesn't like being the subject of gossip? Who does?
  - 2. What are some of the frustrations celebrities have expressed about gossip?
  - **3.** Explain the meaning of the Spanish proverb in your own words.
  - **4.** Which quote do you most strongly agree with? Why?
  - 5. Do you disagree with any of the quotes? If so, which one and why?



Play a game of "telephone" with your class. Work with your partner to think of a rumor to spread about a famous person. Whisper the rumor to the person next to you. That person whispers it to someone else. 2023 -  $1445 \!\!\! \text{says}$  the rumor out loud. How close is it to the original rumor?

## **3** Grammar **1**



#### **Noun Clauses as Reported Speech versus Quoted Speech**

Quoted speech repeats the exact words that someone said. A comma follows the verb in the main clause, and the quoted speech is placed inside quotation marks.

Reported speech uses a noun clause to paraphrase what someone said. It is not necessary to repeat the exact words, and quotation marks are not used.

| Quoted Speech                               | Reported Speech                                  |
|---|--|
| My mother said, "Gossiping is a bad habit." | My mother said (that) gossiping was a bad habit. |
| He said, "Mark cheated on the test."        | He said (that) Mark had cheated on the test.     |

#### Rules and Exceptions to the Sequence of Tenses

In reported speech, if the reporting verb in the main clause is in the past tense, the tense of the verb in the noun clause generally moves back one tense.

| Quoted Speech                          | Reported Speech  |
|--|--|
| They said, "He <b>likes</b> gossip."   | They said (that) he <b>liked</b> gossip.               |
| They said, "He <b>is gossiping</b> ."  | They said (that) he <b>was gossiping</b> .             |
| They said, "He was gossiping all day." | They said (that) he <b>had been gossiping</b> all day. |

However, there are some exceptions to the rule of the sequence of tenses:

**1.** If the reporting verb is in the present tense, present perfect, or future, the noun clause verb does not change tense.

She **says** (that) gossiping *is* mean.

- 2. If the noun clause states a fact or general truth, the present tense can (but doesn't have to) be retained. The psychologist said that it is (or was) human nature to enjoy hearing about scandal.
- **3.** When the action that the reported speech refers to has not happened yet, either *will* or *would* can be used. Our teacher said that the mid-term exam **will** (or **would**) be given next week.
- **4.** The modals *should*, *might*, *should have*, *could have*, and *must have* do not change form in reported speech. "Tim **should** keep his mouth closed." 

  He said that Tim **should** keep his mouth closed.
- **5.** An imperative is changed to an infinitive, and *tell* is used as the reporting verb. "Don't spread that rumor." → My friend **told** me not to spread that rumor.

#### Noun Clauses Beginning with Whether or If

To report *yes/no* questions, *whether* or *if* is used to introduce the noun clause. *Ask* (not *say* or *tell*) is used as the reporting verb.

Jane asked, "Is the rumor true?" → Jane asked her friend **if** the rumor was true.

He asked, "Are they spreading rumors?" → He asked **whether** they were spreading rumors.

A. Write sentences that quote the speaker's exact words. Use **said** along with correct punctuation and capitalization.

Professor Jin: There will be no written exams.

Professor Jin said, "There will be no written exams."

**4.** You: I promise that I won't tell your secret.

Rebecca: They should mind their own business.
Can I have the check, please?

**5.** Mark Twain: The rumors of my death have been greatly exaggerated.

Ministry of SIME! We deserves praise for all of his accomplishments. 2023 - 1445

### **3** Grammar

## Noun Clauses as Reported Speech versus Quoted Speech

- Read aloud the explanation and examples.
- Point out that reported speech always uses a noun clause when paraphrasing the quoted speech.
- Direct students to exercise **A** for practice with quoted speech.

## Rules and Exceptions to the Sequence of Tenses

- Read aloud the explanation for the general rule for reported speech. Ask students to study the chart of examples. Show them that in reported speech, there are often two verbs: the reporting verb and the verb in the noun clause. The verb in the noun clause usually moves back one tense from the quoted speech. In other words, present tense becomes past, past becomes past perfect. Explain to students that this is the general rule to follow when reporting quoted speech.
- Once students understand the rule for reporting quoted speech, present the exceptions. Read aloud each exception and discuss the examples.
- Write additional examples of quoted speech on the board. Ask students to change them to reported speech, using the guidelines for exceptions.
   For example:

Joe: Rumors can be harmful.
(Joe says that rumors can be harmful.)

**Peter: Water freezes at 0 degrees Celsius.**(Peter said that water freezes at 0 degrees Celsius.)

Lara: The school will be closed over the summer. (Lara said that the school would be closed over the summer.)

**Teacher: You should study every night.** (The teacher said that you should study every night.)

**Boss: Arrive on time for work.**(Our boss told us to arrive on time for work.)

• Direct students to exercises **B** and **C** for practice.



## Noun Clauses Beginning with Whether or If

- Present the explanation and examples.
- Write another direct speech question on the board, for example:

#### Jim asked, "Will you go to the lake with us?"

(Jim asked whether/if I would go to the lake with them.)

Call on a student to go to the board and write the reported speech sentence with *whether* or *if*.

- Explain that whether and if are interchangeable in sentences like these and have the same meaning.
   However, whether is considered more formal and is used more commonly in writing.
- Direct students to exercise **D** for practice.



- Ask a student to read aloud the directions and the example.
- Have students work individually to rewrite the sentences as quoted speech, and then compare their answers with a partner.
- To check answers as a class, have students write their sentences on the board. Ask the class whether each is correct, and if not, how to correct it.

#### **Answers**

- 1. Rebecca said, "They should mind their own business."
- 2. Albert said, "Can I have the check, please?"
- 3. I said, "He deserves praise for all of his accomplishments."
- 4. You said, "I promise that I won't tell your secret."
- **5.** Mark Twain said, "The rumors of my death have been greatly exaggerated."

#### **B**

- Have a student read aloud the directions and example.
- Have students work individually to rewrite the sentences as quoted speech, and then compare answers with a partner. Have them discuss any answers that are different and decide which is correct.
- To check answers as a class, have students write their sentences on the board. Ask the class if each is correct and, if not, how to correct it.

#### **Answers**

- Mrs. Jackson said (that) she had taught at this school for 15 years.
- 2. He said (that) his cell phone wasn't working.
- 3. The teacher asked John why he was late.
- My brother said (that) he thought he was going to grow a beard.
- 5. They said (that) they didn't want to go out tonight.
- 6. My sister promised (that) she would tell you her secret later.
- 7. Peter said (that) there is a brilliant lecturer speaking tonight.
- 8. We said (that) we would/will help them move into their new apartment.
- The waiter said (that) there would/will be a 20-minute wait for a table.
- 10. Pedro said (that) he was watching TV when the earthquake began.

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- Have students work individually to choose the correct form of the verb in each sentence, and then compare answers with a partner. Have them discuss any answers that are different and try to decide which is correct.
- To check answers as a class, call on students to read aloud their completed sentences.

#### **Answers**

- 1. might
- 2. likes
- 3. will/would
- **4.** is
- **5.** should
- 6. appears
- 7. has been/had been
- 8. to call
- 9. will/would
- **10.** would



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Ministry of Education 2023 - 1445

- 0
- Have students work individually to rewrite the sentences, using whether or if, and then compare their answers with a partner.
- To check answers as a class, call on students to read aloud their completed sentences. Elicit each sentence using both if and whether.

#### **Answers**

- 1. We asked him if/whether the rumor was true.
- 2. My sister asked me if/whether I was going to tell her my secret.
- The waiter asked the customer if/whether he wanted milk for his coffee.
- **4.** I asked him if/whether he voted in the last election.
- 5. They asked us if/whether we needed directions.
- **6.** She asked her sister if/whether she could get some groceries from the supermarket.



- Read aloud the directions. Explain that Tom and Faisal are the people shown having a conversation over the phone.
- Ask students to work with a partner to write six to eight more lines of direct speech in the conversation.
- Then have pairs exchange their dialogues with another pair to change the dialogues to reported speech.
   Monitor as pairs work, assisting as necessary.

#### Workbook

Assign pages 330–332 for practice with the grammar of the unit.



#### Teaching Tip

Create an atmosphere in the classroom where students are not afraid to make mistakes. Students should not feel anxiety about giving incorrect answers.



#### **Additional Activity**

With a partner, have students ask and answer questions, taking notes on their partner's answers. Sample questions may include:

What are your plans for next weekend?

What were you doing yesterday at this time?

What advice do you have for students learning English?

Then have students change partners and tell their new partners about their first partner's answers, using reported speech.

- **B.** Change the quoted speech to reported speech.
- Taro said, "Albert and I are going to form a writers' group."

  Taro said that he and Albert were going to form a writers' group.
  - 1. Mrs. Jackson said, "I have taught at this school for 15 years."
  - 2. He said, "My cell phone isn't working."
  - 3. The teacher asked John, "Why are you late?"
  - 4. My brother said, "I think I'm going to grow a beard."
  - 5. They said, "We don't want to go out tonight."
  - **6.** My sister promised, "I'll tell you my secret later."
  - 7. Peter said, "There's a brilliant lecturer speaking tonight."
  - 8. We said, "We'll help them move into their new apartment."
  - 9. The waiter said, "There will be a 20-minute wait for a table."
  - 10. Pedro said, "I was watching TV when the earthquake began."
- **C.** Circle the correct verb to complete each sentence. If both verbs are possible, circle both.
  - 1. They said that they (might / might have) join us later.
  - 2. She says that she (likes / liked) her classes.
  - 3. The weatherman said that there (will / would) be a storm tonight.
  - 4. He said that criticism (is / was) hurtful.
  - **5.** My aunt said that I (should / should have) call her this week.
  - **6.** The teacher said that a full moon (appears / appeared) once a month.
  - 7. He said that he (has been / had been) to both London and Paris.
  - 8. He asked his friends not (call / to call) him at work.
  - **9.** He said that he (will / would) try to come to the meeting.
  - 10. Her friend warned that she (will / would) get in trouble.
- **D.** Change each sentence to reported speech with *if* or *whether*.
- My friend asked me, "Will you buy a laptop soon?"

  My friend asked me if I would buy a laptop soon.

  My friend asked me whether I would buy a laptop soon.
  - 1. They asked him, "Is the rumor true?"
  - 2. My sister asked me, "Are you going to tell me your secret?"
  - 3. The waiter asked the customer, "Do you want milk for your coffee?"
  - 4. I asked him, "Did you vote in the last election?"
  - **5.** They asked us, "Do you need directions?"
  - 6. She asked her sister, "Can you get some groceries from the supermarket?"

**E.** Write 6 to 8 more lines of dialogue for the phone conversation. Then change each line of dialogue to reported speech.

Speed: I heard that Ahmed and his wife are flying to Jeddah this week.

Saeed said he heard that Ahmed and his wife were flying to Jeddah this week.

Faisal: I thought Ahmed didn't like flying.

Faisal said that he thought Ahmed didn't like flying.





155

## 4 Conversation <a><a></a></a>



Anna: Hello.

Farah: Anna, I'm so glad I found you. You'll never believe what

I just heard. Ella and Susan had a huge argument and

split up.

Again? That's a real on again, off again friendship! Anna:

Farah: Yes, but this time I hear it's for good.

Anna: What happened?

Farah: Rumor has it that Ella told Susan she was tired of her

> talking about herself and her problems and never wanting to listen to her. But the real reason was that she was really upset because she found out that Susan had been talking about her behind her back.

Anna: But she hadn't, had she?

Farah: No. But Stacy told Ella that she had heard Susan talking about her.

Anna: I thought Stacy was supposed to be Susan's friend. What a backstabber! Why would she bad-mouth

Susan like that?

Farah: Isn't it obvious? She said it because she wants to become Ella's friend. But that'll never happen because

we'll set things right!

Anna: We will? How are we going to do that?

Farah: We're going to talk to Ella and tell her that Stacy was lying. And we'll do it in front of Stacy.

Anna: Oh, no. I don't want to do that. You're better at this sort of thing. I hate confrontation.

Farah: But we need to confront Stacy with this. If we don't, she'll do it again. And it's not right for Ella and Susan

to fall out over a lie. They'd have gotten over that other issue about listening to each other but not this.

Would you forgive me if you found out I had talked about you behind your back?

Anna: Absolutely not. Have you?

Farah: Anna! This is not about us. It's about Ella and Susan; they've been friends since kindergarten.

Anna: Well, so have we. OK, OK, Let's do it!

Great! I'll call you back later with more details. Farah:

#### **About the Conversation**

- 1. What news does Farah give Anna?
- 2. Why is Anna surprised at Stacy?
- 3. What is Anna's response to Farah's suggestion?

#### **Your Turn**

Role-play with a partner. Make up some gossip to tell your partner. Discuss the gossip, using the phrases for telling a secret and promising to keep a secret.

#### **Real Talk**

split up = stopped being friends

on again, off again = something that is not stable

for good = permanently

behind (someone's) back = without (someone) knowing

backstabber = a person who says bad things about another

person behind his/her back

bad-mouth = to criticize someone to other people

#### Teiling a Secret

Can you keep a secret?

Thease ton't tell anyone I told you this, but...

Ministry of Four Priever believe what I heard.

2023 - 144 Jou're not going to believe this, but...

#### **Promising to Keep a Secret**

I promise I won't tell anyone.

I won't say a word about it.

My lips are sealed.

You can trust me.

# **4** Conversation

- Ask students to open their books to page 156 and look at the picture of the phones. Explain that they are going to listen to a telephone conversation. Have them look at the names of the two speakers. Ask: What do you think their relationship is? (friends)
- Tell students to close their books.
- Write on the board: What happened between Susan and Ella? Why? (They had an argument and split up because Stacy told Ella lies about Susan.) Ask students to listen to the conversation for the answer to this question.
- Play the audio. Have students listen with the conversation covered or their books closed.
- Ask for the answer to the question on the board. Tell students to open their books.
- Play the audio again. Have students listen and read along in their books.
- Ask: Does this sound like a common conversation between two young people? Elicit students' opinions.

#### **Real Talk**

- Model the expressions in the Real Talk box for students to repeat. Then ask who said each one and why.
   Possible answers include the following:
  - **split up** (Farah says this, meaning that Ella and Susan are not friends anymore.)
  - **on again, off again** (Anna says this to describe Ella and Susan's friendship, meaning that they often split up and then become friends again.)

**for good** (Farah says this, meaning that this time Ella and Susan will not be friends again.)

**behind her back** (Farah says this, meaning that Susan had been talking about Ella, without her knowing.)

**backstabber** (Anna says this, meaning that Stacy said unkind things about Susan when she was supposed to be Susan's best friend.)

**bad-mouth** (Anna says this, meaning that Stacy said bad and untrue things about Susan to Ella.)

 Ask students some questions to elicit use of the expressions. Allow students to answer the questions with a partner. For example, ask:

Do you know friends who have split up recently? Do you know friends who have an on again, off again friendship?

Have students practice the conversation in pairs. Have Ministry of Education one pair act out the conversation for the class.

#### **About the Conversation**

- Have students work in pairs to ask and answer the questions.
- Check answers as a class by calling on pairs to answer the questions. Ask other students to confirm whether the answers are correct.

#### Answers

Answers will vary. Sample answers:

- 1. Farah told Anna that Ella and Susan had split up.
- 2. She thought that Stacy was Susan's friend.
- **3.** She is skeptical about it, because she doesn't like confrontation.

#### **Your Turn**

- Call on a student to read the directions aloud.
- Focus students' attention on the list of phrases for Telling a Secret. Ask a student to read the phrases aloud. Explain that these expressions are commonly used before divulging something that a person should not be telling.
- Call on another student to read aloud the list of phrases for *Promising to Keep a Secret*. Explain that people often use these phrases to persuade someone else to tell them a secret, regardless of whether or not they intend to keep the secret.
- Tell students to try to use some of the Real Talk expressions in their role play.
- Ask a few pairs to act out their conversations for the class.

#### Language Builder

The word *backstabber* can be understood by thinking about its parts. A *backstabber* is a person who metaphorically stabs another person in the back. In other words, the backstabber pretends to be a friend when the other person can see, but when the person doesn't see, the backstabber does mean or deceitful things to him or her.

# 5 Listening

- Read aloud the directions. Have students study the chart to understand what information to listen for.
- Play the audio twice. The first time students just listen. The second time they complete the chart.
- Play the audio a third time for students to verify and complete their answers.

#### **Answers**

|    | Rumor   | Truth   |
|----|---|---|
| 1. | They crashed their father's van into a delivery van.      | It was a hoax set up by their father and the police.                              |
| 2. | They were going to be hospitalized for at least a week.   | It was filmed as part of a<br>series on sensible driving for<br>young drivers.    |
| 3. | Their father was going to send them to a boarding school. | It was a hoax set up by their<br>father to scare them into<br>being more careful. |

#### Audioscript

Ryan: Mike, did you hear what happened with Mat and Jake yesterday?

Mike: No, Ryan. What?

**Ryan:** They got into a lot of trouble. Apparently, they were driving their father's car and crashed into a delivery van that was parked near the school

Mike: Was anyone hurt?

**Ryan:** Yes! Mat hurt his arm and Jake hit his head on the dashboard. I saw an ambulance that was on the way there and two police cars with sirens on

Mike: Wow. So what do you think is going to happen?

**Ryan:** Someone said that they heard the police say that Mat and Jake were going to be hospitalized for at least a week. And their father is going to send them off to a boarding school to keep them out of trouble

Mike: Wow. Isn't that a bit harsh?

Ryan: Yeah...Don't tell anyone what I told you.

Mike: I won't.

Mike: Hey, Saeed. Did you hear the news about Mat and Jake?

Saeed: No! What's going on?

**Mike:** Well, yesterday Ryan saw them crash into a van. They were both badly injured. They had to be taken to hospital in an ambulance.

Saeed: I can't believe it. I know Mat; he is a friend of mine. He is a good driver.

Mike: What can I say? I'm just telling you the facts.

**Saeed:** That must be why I didn't see Mat after school yesterday!

Saeed: He Mat! What are you doing here? I heard about all the trouble you got into yesterday.

Mat: What are you talking about?

Saced: Integral apput Ryan seeing you and Jake crash into a van. He said you had been injured pretty badly and would have to spend a Ministry of Education.

2023 - 1445

Mat: Don't you know that expression, "Don't believe everything you hear"?

Saeed: Huh? But didn't all that happen?

Mat: Yes. But it was all a hoax, set up by our father to scare us into being more careful. It was also filmed as part of a series on sensible driving for young drivers. The police were involved too to make it look more real.

Saeed: A hoax?

Mat: Yes, Saeed, a hoax. Jake and I believed it for a while until we saw our dad standing nearby, filming and watching, along with the police and the paramedics. But I tell you, it did the trick. I will think twice before speeding or anything like that. Make believe was enough to drive the message home for good!

# **6** Pronunciation

- Play the audio twice. The first time, students just listen. The second time, they listen and repeat, or speak along with the recording.
- Call on students to read the questions aloud with appropriate rising or falling intonation.

# 7 Vocabulary Building



 Have students work individually to match the words with their meanings.

#### **Answers**

**1.** c **2.** e **3.** q **4.** f **5.** b **6.** d **7.** a



• Have students compare answers with a partner.

## Workbook

Assign page 333 for additional reading practice.



### Teaching Tip

Encourage students to use dramatic expression and props when role playing. Create an atmosphere in which students feel comfortable acting dramatically.



Make copies of the listening script. Arrange students in groups of four to role-play the script. Ask one group to perform the role play for the class.



A study done by the Social Issues Research Centre in the U.K. found that 33 percent of men take part in gossiping every day, compared with only 26 percent of women.

# 5 Listening 🧏



Listen to a rumor as it is spread from student to student at a high school. Then complete the chart.

|    |   | Rumor | Truth |
|----|---|-------|-------|
| 1. | What were Matt and Jake doing?                            |       |       |
| 2. | Why did Ryan think they had gotten into serious trouble?  |       |       |
| 3. | What was their father doing at the scene of the accident? |       |       |

# 6 Pronunciation 🜌



Questions usually serve one of two purposes:

- 1. To find out information that you don't already know. This kind of question usually ends with falling intonation.
- 2. To confirm that information you believe to be true is correct. This kind of question usually ends with rising intonation.

Listen and practice.

- 1. What do you think is going to happen?
- 2. What's going on?
- 3. Isn't that a bit harsh?
- 4. What are you talking about?
- **5.** Didn't all that happen?

# Vocabulary Building



A. You will see the following words in the reading on pages 158 and 159. Match the words with their meanings.

- 1. \_\_\_\_confidential
- **2.** \_\_\_\_\_derogatory
- **3.** \_\_\_\_\_ divulge
- **4.** \_\_\_\_\_ excluding
- **5.** \_\_\_\_\_immune
- **6.** \_\_\_\_\_ malicious **7.** \_\_\_\_ superior

- a. better than others
- **b.** not vulnerable to being affected by something
- c. done or communicated in secret
- d. deliberately harmful
- e. showing lack of respect
- f. leaving out
- g. tell something that was secret

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in حتا قالنظionary.

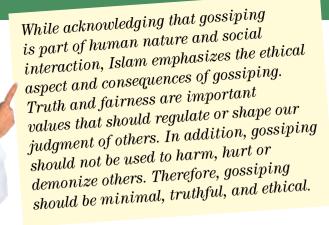
Ministry of Education

10 They Said, We Said

8 Reading

**Before Reading** 

Why do you think people gossip?



# Psst. Pass It On. (Why We Gossip)

Almost everyone has indulged in gossiping about other people at some time. Gossiping seems to be part of human nature. Gossip is spread in classrooms, in offices, at restaurants, in hallways, on the street, over the phone, and on the Internet. No one is immune to gossiping or being gossiped about. But just why is it that people gossip?

There are many reasons people gossip. Some people gossip because it makes them feel like they are part of a group. The people spreading the gossip feel like they are in on a secret and that they are accepted by the people listening to the gossip. By excluding the person they are gossiping about, the gossipers feel included.

David Jardel has experienced this first hand. David recalls, "When I first graduated from college, I was hired along with a few other graduates to be an assistant at a news station. It was a really competitive job, and at first, it was difficult to make friends. We worked long hours and weren't paid very much. We were all really struggling. Or at least that's what I thought. But one day I overheard one of the other assistants, Rick, on the phone with his father. He asked his father if he could send more money to cover his rent. He also asked him whether he could increase the limit on the credit card he had given him. I got the feeling from the conversation that his parents were basically supporting him. I ended up gossiping about it to the other assistants. I knew I was wrong to do it, but at the time, I couldn't resist. We all had a good laugh about it, and it helped us bond as a group. But there was a price to be paid for that, and Rick paid it. We used to tease him quite a bit. For example, if we were ordering a pizza, we would say, "Oh Rick, wouldn't you prefer to have a nice meal at a restaurant and charge it to your daddy?" We meant it in good fun, but looking back, I can see how it might have seemed malicious to Rick. He ended up quitting. I've always felt bad about the part I played in his decision to leave."

Other common causes of gossip are insecurity and a need to feel superior. When you spread rumors about someone, it reduces that person's status in other people's eyes. Judging other people negatively can make insecure people feel better about themselves, at least temporarily. Jim Lyle recalls having been guilty of this himself: "When I had been at my first job for about a year, I was hoping for a promotion. Instead, they hired a new guy for the job that I had wanted. About six months later, a friend who worked in human resources told me that the new guy had been given a really bad performance review. My friend said that if his performance didn't improve, he would be in danger of being fired. I knew that this was confidential information, but each time I was having a conversation with someone in the office, I somehow found myself gossiping about it." Gossiping also made Jim feel powerful, important, and like the center of attention—at least for the few minutes it took to divulge the gossip. However, Jim adds, "His performance improved, and he's very good at his job now. Also, I've gotten to know him, and he's really a nice person. Now I'm always worried someone will tell him that I used to gossip about him!"

Interestingly though, the number one reason most young people gossip is not insecurity or a need for attention or acceptance. According to polls, most young people say they gossip out of boredom. Some people feel that when there is no conflict or drama in their social circle, life is too dull. For them, spreading rumors shakes things up and makes life more interesting. In essence, for many people gossip is a form of entertainment. Cindy LaMott, a 19-year-old student at a community college admits to being a big gossiper. Explains Cindy, "The truth is too boring. Gossip is fun. Though, I don't know whether I'd feel that way if the gossip was about me!"

# 8 Reading

- Ask students to open their books to pages 158 and 159.
   Read aloud the **Before Reading** question and discuss it as a class. Encourage students to give reasons and examples for why people gossip. Possible answers might include the following: People like to know about other people's lives. Other people are an interesting topic of conversation.
- Organize students in pairs and ask them to discuss how gossiping is defined in Islam. Call on volunteers to present their views.
- Play the audio. Have students listen to the entire article and read along in their books.

#### **READING STRATEGY Questioning the author**

- Explain to students that forming questions about a text and to the author while reading can help them understand the text better. Tell students that you will play the audio of the article again, stopping after each paragraph to ask and answer questions.
- Play the audio while students listen and follow along in their books.
- Stop the recording after the first paragraph. Ask questions about the paragraph for students to answer.
   For example:

What is the author trying to say? (Everyone gossips.) Why is the author telling you this? (to illustrate that gossiping is a part of human nature)

**Does the author say it clearly?** (Answers will vary.) **Is there any part that you don't understand?** (Answers will vary.)

- Listen to the second paragraph, then stop the recording. This time, have a student ask a few questions about the paragraph to the class. The student leads the discussion, calling on classmates to answer his or her questions.
- Continue in this manner, stopping the recording after each paragraph and having a different student pose questions to his or her classmates. If students have difficulty thinking of questions, write the sample questions that you asked after the first paragraph on the board as reference.
- As an alternative, this activity can also be done in pairs or small groups.

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- For vocabulary practice, refer students back to the Vocabulary Building exercise on page 157. Have students find and underline each of the words in the left column in the article.
- Tell students to study the context of each word to better understand its meaning.
- Arrange students in pairs. Have pairs discuss the meaning of each word and take turns explaining in their own words how it is used in the article. Sample answers include the following:

The man gossiped about his co-worker and told others *confidential* information that he shouldn't have known.

Derogatory gossip is talk about another person that is mean or disrespectful to the person.

To *divulge* gossip means to spread a rumor to another person.

When gossiping, you are creating a bond between you and the person you are talking to and *excluding* the person that you are gossiping about.

There isn't anyone who is *immune*, or protected from, being gossiped about.

When you gossip about another person, you may not mean any harm, but it could seem *malicious* to that person.

When you can gossip about another person, it makes you feel *superior* to, or better than, that person.

#### **After Reading**

- Have students work individually to answer true or false for each statement.
- Check answers by calling on students to read the statements and their answers. If the statement is false, have them correct it and point to the place in the text that supports the answer.

#### **Answers**

- **1.** true
- false ( need for attention, acceptance, insecurity, feel superior, powerful, important)
- **3.** false (Gossipers are only accepted for the short period of time it takes to spread the gossip.)
- 4. true
- **5.** false (Most young people gossip because they are bored.)

# Speaking

- Discuss the meaning of the quotes in class. Elicit examples from real life.
- Arrange students in pairs to discuss the question.
- Each student should answer and explain his or her opinion about the situation. Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their opinion and about the question.
- Open up the group discussions to a class discussion.
   Ask groups to share their answers with the class.

### Workbook

Assign pages 334–335 for additional writing practice at word and sentence level.



### Teaching Tip

Don't allow students to disrupt your lessons. If students are talking amongst themselves, ask one of them a question to get them back on track. Stopping a lesson to deal with a disruption wastes time and causes the whole class to lose focus.



#### Additional Activity

Play a variation of the telephone game, using reported speech. Arrange students in two lines. Whisper the same sentence to the first person in each line. That student reports it to the next student using reported speech. The last person in each line says the reported speech statement aloud.



One analysis of sample human conversations found that about 60 percent of each conversation was spent gossiping about relationships and personal experiences.





However, for all its potential to do harm, gossip is not always a negative thing. Some gossip is harmless talk that is part of how people communicate and stay connected with each other. When people gossip about minor things, gossip can strengthen bonds between people and within a community. The issue isn't so much with gossip itself, but with the content of the gossip. Gossip becomes a problem when it is derogatory and hurtful.

> So the next time you hear a piece of gossip and feel the urge to pass it on, stop for a moment. Ask yourself whether the gossip will do harm to the person being gossiped about. If you think it might, it's a good time to keep your mouth closed!

## **After Reading**

Answer **true** or **false**. Rewrite the false statements to make them true.

- **1.** \_\_\_\_ It is human nature to gossip.
- **2.** \_\_\_\_ Disappointment and anger are common causes of gossip.
- **3.** Gossiping is usually an effective way of gaining acceptance into a group.
- **4.** \_\_\_\_ Gossip usually reduces the status of the person being gossiped about.
- **5.** \_\_\_\_ The number one reason most young people gossip is a need to feel superior.

"The Prophet (peace be upon him) told us Backbiting is to say something about someone that they wouldn't like to be said about them; if the bad thing you said about them is true then you have backbited, and if it is false then you have slandered them'."

—(Narrated by Imam Muslim)

"The one who spreads gossip

—Prophet Mohammed (Peace be upon him.)

will not enter paradise."

# ᠑ Speaking 🞑



If you heard harmful gossip about someone you knew, would you do anything to stop it? Why? Why not?

- 1. Work in pairs/groups. Think about the harm that can be done through spreading rumors and how you can stop them.
- 2. Use the chart to make notes. Then use your notes to discuss and compare ideas in class.

|   | Examples of rumors                                | 1 | 2 | 3 |
|---|---|---|---|---|
|   | Consequences/harm                                 |   |   |   |
|   | The way you would react upon being told the rumor |   |   |   |
| •   | The way you would<br>stop it.                     |   |   |   |
| <b>PLL CI</b> Ministry of Ec  2023 - 1445 | Thelisason you would                              |   |   |   |

# 10 Writing **1**



- **A. 1**. Read the title. Do you think gossip is boring? Why? Why not?
  - 2. What do you talk about when you are with your friends?
  - 3. Read the text and find out.
    - What is the writer's viewpoint? Why?
    - How does she react when someone starts gossiping?
    - · Is she in favor or against minding one's own business?



# Why gossip is boring

I hate gossip. I find it boring and destructive. Yet, so much in the media, in publications, and on the Web is based on gossip. A lot of people have become so heavily conditioned to it that they fail to recognize it as gossip. They regard it as news; information for public consumption.

I met an older friend that I had not seen for some time. She proceeded to tell me all the "news" about people I knew, and people that I had never heard of. None of it was harmful on its own but it was infinitely boring and awkward. I honestly felt I was wasting my time and hers for no obvious reason. I also became very reluctant to share any of my "news" because I felt that it would very likely become public property.

At some point, she realized that I was not engaged in the conversation and attributed my attitude to my obsession with work. So, she started lecturing me on the negative effects of not having some normal time off. She then told me about someone else who carried on like me—someone I knew—and how sick she had gotten through overwork that she had to be hospitalized for about four months. I started feeling physically sick.

What right does anyone have to upset someone to such an extent that they become sick? Why is it, that disaster draws so much attention? Why doesn't anyone tell stories or spread rumors about good days, successful endeavors, and happy people? Imminent calamity seems to sell a lot better than a happy development.

The trend has established itself quite well. Most news items are about threats, criminal behavior, destruction, bankruptcy, war... etc. The more dismal the news is, the larger the audience, the higher the ratings, and the more successful the program is.

"Mind your own business" is considered rude and aggressive. If you dare utter these words, you are summarily dismissed as a selfish, insensitive, and ungrateful. Somehow making others' business our own has become the norm rather than the exception. But I would still say it and take the risk in order to preserve some peace of mind and do my duty in a small way: reminding those who care to be reminded that we all have a right to privacy without being considered peculiar.

4. Read the text again and identify the main idea. Choose the best summary of the main idea from the list:

The writer gives her reasons why gossip is rude and unhelpful.

The writer gives her reasons why gossip is not boring and helpful.

Ministry of Education The writer gives her reasons why gossip is harmful and upsetting.



# 10 Writing

#### A

- Direct students' attention to the title. Have them brainstorm in small groups and try to anticipate/predict what the text is going to be about and what type of information and views are going to be expressed in it.
- Call on students to report their ideas for the class.
- Read directions for 1 and 2. Have students discuss in small groups. Circulate and monitor participation.
- Call on students to share their ideas in class. Ask them
  to compare and find out if most people talk about the
  same or different subjects with their friends. Have
  students move around the classroom and ask each
  other. Then go back to their groups to collate and
  combine findings. Call on a student from each group to
  report the group's findings for the class and write them
  on the board. Compare findings and comment.
- Call on a student to read directions for 3 aloud. Write "Mind your own business!" on the board and elicit situations from the students.
- Have students read the text individually and answer the questions. Then compare with a partner.
- Call on students to report their answers in class. Have the rest of the class listen and agree, disagree and make comments.

#### **Answers**

- The writer hates gossip because she finds it boring and destructive.
- She feels bored and uncomfortable. She also becomes very reluctant to share any news for fear of having them passed on to a number of people who might or might not know her.
- She is definitely in favor of minding one's own business because she believes that everyone has the right to privacy without being considered antisocial or peculiar.
- Read the directions for 4 with the class. Ask students to highlight the key sentences (reasons) which summarize the main idea. Play the audio and let students listen and follow.
- Have students work in groups comparing answers. Call on a student from each group to report the group's answers in class.



<u>صلحتاا</u> قرازم Ministry of Education 2023 - 1445

#### **Answers**

The best summary is c.

- Students should have underlined some or all of the following:
  - Paragraph 1: I hate gossip. / I find ... destructive.

    Yet, so much ... gossip. / A lot of ... consumption.
  - Paragraph 2: She proceeded ... heard of. / None ... property.
  - Paragraph 3: I started feeling physically sick.
  - Paragraph 4: Imminent calamity ... development. / the preceding questions
  - **Paragraph 5:** The more dismal the news ... the more successful the program is.

#### **3**

- Organize students in groups and have them read the directions for 1 and 2. Have them think about the question and answer it individually before they share with a partner.
- Have a class discussion/debate on the issue of gossip and what it means to different people. Ask groups to make notes on the views mentioned so they can use them in their essay.
- Give groups time to discuss, collate and edit their notes.
   Tell them to decide on the main points they want to make and examples that they want to use in order to support/illustrate their points.
- Focus students' attention on the Writing Corner. Read the first direction and give students time to discuss each point in turn.
- Call on volunteers to choose one main point they have identified and using their notes, ask them to write out that point in full sentences. Compare the sentence(s) written on the board with the original sentence(s) in the text. Explain that this is what paraphrase is. (Saying the same thing but in a different way using your own words.)
- Ask students to work in groups and do the same for all the points they have made notes on in their charts. Call on students to report and compare answers in class.
- Tell students that the next step in summary writing is to connect these main points using appropriate linkers.
   Write on the board:
  - Introducing ideas, Adding ideas, Contrasting ideas, Expressing cause and effect, Making Comparisons, Concluding
- Tell students to work in groups and brainstorm as many connectors as they can under these categories.

Introducing ideas: First of all, First off, To start with, etc.

Adding ideas (or Listing): In addition, Moreover,

Additionally, What's more, Secondly, etc.

**Contrasting ideas:** However, On the other hand, Conversely, In contrast to, etc.

**Expressing cause and effect:** As a result, Because of, Consequently, etc.

**Making Comparisons:** Similarly, In the same way, etc. **Concluding:** To conclude, To sum up, In conclusion, etc.

- Finally, talk a little bit about plagiarism and what it is (copying someone else's ideas or words) and how we can avoid it (through correct citation). Tell students to refer to page 203 if they need to.
- Have students write the first draft of their summary independently. Circulate and monitor; help when necessary.

Ministry of Education 2023 - 1445

- Give students time to exchange their summaries, comment and suggest corrections.
- Have students edit and rewrite their summaries.
- Call on volunteers to read their corrected summaries in class.

#### Workbook

Assign page 336 for additional writing practice above word and sentence level.

- **B. 1**. Read the article on pages 158 and 159 again and identify the main reasons given by the writer on why gossip is an unhealthy and/or harmful practice.
  - **2.** Make notes on each main idea in the chart below. Then re-write each main point using your own words. Don't introduce anything new, paraphrase only the ideas given in the article.
  - 3. Write a summary of the article. Use linking words and include an introduction.

| Main Idea | Paraphrase |
|-----------|------------|
|           |            |
|           |            |
|           |            |
|           |            |
|           |            |
|           |            |
|           |            |
|           |            |

Why Gossip is Boring

The article claims that gossip is not only boring but harmful and upsetting too.

The reasons for this viewpoint are many and varied. First of all, ...

Moreover, ...

In addition, ...

#### **Writing Corner**

When you write a summary:

- · You should first identify the main ideas by underlining them in the article and taking notes.
- · You must use your own words and paraphrase the main ideas.
- · Do not include examples.
- Do not introduce any new ideas of your own.
- Use appropriate linkers to connect your main points.
- Don't plagiarize. Remember to cite your source. Refer to page 203 and read about plagiarism and correct citation.



Ministry of Education 2023 - 1445

# Form, Meaning and Function





#### **Words Connected to Parts of The Body**

Look at the picture of the candidate running for mayor and say which parts of the body you can see.

| 1. eye    | 9. arm       |
|-----------|--------------|
| 2. hand   | 10. ear      |
| 3. nose   | 11. back     |
| 4. throat | 12. foot     |
| 5. head   | 13. knee     |
| 6. mouth  | 14. shoulder |
| 7. leg    | 15. teeth    |
| 8. neck   | 16. stomach  |

#### Modals and Giving Advice in the Present and Future

Use ought (not) to, had better, and should (not) to give advice.

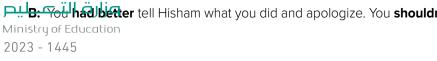
The candidate for mayor said he would build a sports complex and lower taxes. We **should vote** for him! Majid: I don't agree. The news story says that he is not telling the truth. We ought not to vote for that candidate. We had better vote for someone else.

- A. Match the problems with the advice. Complete the gaps with a modal verb. Then practice with your partner.
- A: Ali is always making fun of my younger brother.
  - **B:** You **should** talk to Ali and explain how hurtful his behavior is.

#### **Problem Advice a.** You \_\_\_\_\_ take a rest. **1.** \_\_\_\_ I heard a rumor about you. **b.** He \_\_\_\_\_ go to the dentist. **2.** \_\_\_\_ We're very tired. **c.** You \_\_\_\_\_\_ tell the teacher. **3.** \_\_\_\_ Aisha is always gossiping. **4.** \_\_\_\_ Ahmed has a toothache. **d.** You \_\_\_\_\_ tell me what you heard! **5.** \_\_\_\_ The children have a sore throat. e. She \_\_\_\_\_ about other people. **6.** Faisal cheated on the test. **f.** They \_\_\_\_\_ drink warm liquids.

- B. Imagine your friend has started a rumor which they now regret. Give your friend some advice and tell them what they should, shouldn't, had better and ought to do.
- A: I told Yasser's brother that Hisham had cheated on the text. But it wasn't true and I was only anary because he got a better mark than me. Now the whole school thinks Hisham cheated and I'm afraid Yasser's brother will tell Hisham it was me that started the rumor. What should I do?

B: You had better tell Hisham what you did and apologize. You shouldn't ...



# 11 Form, Meaning and Function

#### **Words Connected to Parts of The Body**

- Tell students to look at the picture of a candidate running for mayor and the list of words. Ask them to check those parts of the body they can see in the picture.
- Students complete the task individually and then compare with a partner.

#### Modals and Giving Advice in the Present and Future

- 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 the negative form of ought to is usually considered formal and is usually only used in formal speech and writing. However, we can also use it to place emphasis or make a point stronger.
- Ask two students to read out the conversation between Ali and Majid. Then ask students to work in pairs or groups of 3 to ask for and give advice using should, ought to and had better. Elicit or give some problems.
   Use the unit topic for ideas and write some prompts on the board to help direct the students' exchanges. For example,

I've lost my voice. What should I do?

My younger sister is always spreading rumors. What should I do? and so on.

### A

- Tell students to work on the exercise individually and then compare their answers with a partner.
- Call on volunteers to read out their answers.

#### Answers

- 1. d You ought to/had better/should tell me what you heard.
- 2. a You ought to/had better/ should take a rest.
- 3. e She shouldn't talk about other people.
- 4. **b** He ought to/had better/should go to the dentist.
- 5. f They aught to/had better/should drink warm liquids.
- 6. c You ought to/had better should tell the teacher.

#### Pيلحتاا قرازم Ministry of Education 2023 - 1445

#### B

- Read the situation described in the directions and call on two students to role-play the example.
- Ask the class for ideas on how the conversation could be developed. Write key words on the board.
- Put students into pairs and set a time limit of 10 minutes for them to either continue the conversation in the example or start a new conversation.
- Tell students they should write their conversation in their notebooks. Monitor students as they do this and make a note of any errors you hear with modals or any other common error.
- Ask for volunteers to role-play their conversation for the class.
- Write up any language errors on the board and ask the class to correct them.

#### **Answers**

Students' own answers.

#### Language Builder

When doing exercises, try to balance time students spend working on their own with time spent working with a partner or in a group. Students need time on their own so that each one will think about the exercise independently. But if students spend too much time working on their own, it becomes boring and is not a good use of class time.

# Modals Auxiliaries for the Present and Future

#### Language Builder

Can and can't is used to express ability or lack of ability in the present. Could and couldn't is used to express ability or lack of ability in the past.

#### **Ability**

- Write a sentence on the board about something you can do. Ask students if they can do this thing, too. For example, I can keep a secret. Can you? (Yes, I can. OR No, I can't.)
- Explain that this means that you have the ability (or lack of ability) to keep a secret. Elicit the other modal which can be used in place of can/can't. (able to/not able to)
- Read through the explanation in the presentation. Ask a few students to say two sentences, one with something they can do and the other with something they can't do.
   For example: I can ride a horse. I can't drive.

#### **Permission**

- Have volunteers read out the questions and affirmative and negative, and question replies.
- Explain that we can use the modals can and may to request and grant permission and can't and may not to refuse permission.

#### Requests

- Explain that we 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 read out the response.

#### **Possibility**

 Read the explanation and call on two students to read out the question and the answer with: may, might, could.
 Point out that we use these modal verbs to express uncertainty or possibility.

#### **Obligation and Necessity**

 Remind students that we use should and ought to to give advice. Point out that must and have to is also used to give advice but it is much stronger as a function.
 Therefore, we use these modal verbs to express necessity or obligation (external and internal obligation).



Ministry of Education 2023 - 1445

Read through the example sentences to illustrate it.
 Point out our choice of modal for giving advice is also dependent on other factors such as the formality of the circumstances, and who is speaking to whom as well as the tone of our voice. For this reason, we can also use should to express internal obligation.

#### 0

- Read out the example sentence with the correct modal verb. Elicit why both verbs are not possible in this sentence. (should is used for internal obligation, might is for possibility)
- Have students work to complete the exercise individually and then compare their answers with a partner.
- Check the answers as a class.

#### **Answers**

- 1. should
- 2. may, could
- 3. can, will be able to
- 4. could
- 5. shouldn't

- 6. may, might, ought to
- 7. may, might
- 8. can't
- 9. won't be able to, can't
- **10.** can

### Workbook

Assign pages 337–338 for more practice with the form, meaning and function of the structures in the unit.



### 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**

Write on the board the expression, *Don't put off until tomorrow* what you can do today. Discuss the meaning. Encourage students to use modals in their discussion.

Ask students if they know a similar expression in their language.

#### Modals Auxiliaries for the Present and Future

#### **Ability**

Use can and be able to to express ability in the present.

Can you keep a secret

Yes I can. / No, I can't.

Is he able to discover who started the rumor?

Yes, he is. / No, he isn't.

Use can and will be able to to express ability in the future.

Will you be able to speak to the principal? Yes, I will. / No, I won't.

Can you find out who started that rumor? Yes, I can. / No, I can't.

#### **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** I have the check, please?

Yes, of course. / Certainly.

Sure. / Not now. I'm busy.

#### **Possibility**

Use may, might, and could to talk about possibility. Use can't to talk about impossibility.

Do you think he **might** give away the secret? He **can't** tell. He doesn't know anything.

#### **Obligation and Necessity**

Use *must, need to* and *have to* to express obligation and necessity. Use *should* to give advice. You **must** stop gossiping. You **should** talk about events and not about people!

You **must not** spread rumors. You **shouldn't** tell anyone what you know.

**Note:** *Must* is stronger than *should*. It has a more formal or official tone.

- C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.
- 1. My grandmother said that we (should)/ might) call her this week.
  - 2. The teacher told us we (may / could) have a test this week.
  - 3. Ali said after he passes his test, he (can / will be able to) drive his father's car.
  - **4.** The news reporter said the missing helicopter (can / could) be in the Atlantic Ocean.
  - 5. The teacher explained that students (have to / shouldn't) gossip about other students.
  - 6. Faisal and Omar said they (may / might) play football later. We (ought to / must not) go and play, too.
  - 7. My brother said he (may / might) go to Dubai on vacation this year.
  - 8. That (can't / must) be the man we saw yesterday. The man we saw was much taller.
  - **9.** My father has to work late today and so he (won't be able to / can't) join us for dinner.
  - Excuse me, can / need to) you help me find the accounts department?





# 12 Project 🔯

- 1. Work in pairs/groups. Think about or research a rumor that caused a lot of harm. Make notes about it in the chart.
- **2.** Collect information and data from different sources. Include conflicting opinions on the truth or validity of the story.
- **3.** Use your notes to prepare a PowerPoint presentation for your class. Remember to include photos or pictures.



|                           | Source 4  | Source 2. | Course 2  |
|---------------------------|-----------|-----------|-----------|
|                           | Source 1: | Source 2: | Source 3: |
| The rumor                 |           |           |           |
|                           |           |           |           |
|                           |           |           |           |
| When and how it started   |           |           |           |
| When and now it started   |           |           |           |
|                           |           |           |           |
|                           |           |           |           |
| Who was responsible       |           |           |           |
|                           |           |           |           |
|                           |           |           |           |
| How it was spread         |           |           |           |
| Trown was spread          |           |           |           |
|                           |           |           |           |
|                           |           |           |           |
| How it affected the life  |           |           |           |
| of a person/a group/an    |           |           |           |
| organization, etc.        |           |           |           |
| How the person or group   |           |           |           |
| responded/dealt with it   |           |           |           |
|                           |           |           |           |
|                           |           |           |           |
| Your view on what should/ |           |           |           |
| Isagujan't have been done |           |           |           |
| of Education              |           |           |           |
| 144 <mark>5</mark>        |           |           |           |

# **12** Project

- Organize students in groups. Tell them that they are going to make a PowerPoint presentation about a rumor.
- Read directions 1 and 2 with the class. Ask groups to brainstorm and exchange information about sources and stories that they have heard. Explain that they can use a rumor that was mentioned in the news or the Internet, or a rumor that they heard about from other people.
- Allow students to use a news item that was reported inaccurately if they wish instead of a rumor.
- Have groups use the chart to make notes on any information they can get from each other in each group.
   Tell them not to worry about blank boxes as they will have the opportunity to research and gather more information later.
- Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.
- Point out that they will have to use at least 3 sources to validate the information.
- Let students research and find relevant information if there is access to the Internet or give them copies of material that you downloaded yourself, to help them.
   Alternatively, you may want to let them share out tasks among members of the group, research and collect information and do the presentation in the next lesson.
- Have students assign roles and tasks to members of their group. Explain that they have to think of what they need for their presentation. Use questions like these to help them:

What kind of information do we need? Can we get names of people, places, times?

Are we going to include any authentic material, for example, comments and quotes by different people? Which sources are we going to use? (Internet, books, menus, advertisements, leaflets etc.)

Are we going to interview anyone we know? Are we going to include part of the interview or a recording? What kind of format are we going to use for our slides?

Who is going to:

Prepare the bullet points for the slides?

Choose or design the PowerPoint presentation format?

<u>Pul</u> تااق Ministry of Education 2023 - 1445

#### Find and scan photos? Design the poster? Write captions?

- Let groups organize themselves and get ready to rehearse. Make additional changes if necessary.
- Call on groups to present. Ask them to involve as many group members as possible.
- Ask the class to listen and choose the presentation that is the:
  - 1. best researched and presented
  - 2. most entertaining and humorous
  - 3. most interesting
- Add the presentations to the electronic version of the class portfolio.

# Additional Activity

Have students think of a story to tell, interspersed with pieces of information or words that do not fit. Call on them to tell the story in as credible and straight-faced a way as possible to try and conceal the wrong bits. Ask the rest of the class to listen carefully and spot problems, unrelated information, redundant words.

### Workbook

For additional practice in public speaking, refer students to page 372. Go over the presentation tips and have students do the activities.

# 13 Self Reflection

- Brainstorm They Said, We Said. 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:

| A gossip is one   | who talks to you about               |  |  |  |  |
|-------------------|--------------------------------------|--|--|--|--|
|                   | , a bore is one                      |  |  |  |  |
| who               |                                      |  |  |  |  |
| and a brilliant c | nversationalist is one who           |  |  |  |  |
| "The things mo    | t people                             |  |  |  |  |
|                   | are usually none of their business." |  |  |  |  |

- 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 some questions. For example: Report the following:

He said, "They never want to do overtime."

She said, "You'll miss the plane if you don't hurry."

The teacher said, "Don't waste time looking for your pen, use this one."

Mark said, "We spent an hour looking for a new fan but they were out of stock."

- 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 156–157. Call on volunteers to say what the Conversation is about in this lesson and which expressions they remember.
- 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 Ministry of Education

2023 - 1445

- 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:

#### Why do people gossip? Why do young people gossip? Is all gossip harmful?

- 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 know/remember about why gossip is boring.
   Ask them if they have ever been the target of gossip and how they felt about it?
- 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 aspects 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 aspects 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



| Т | hings that I liked about Unit 10:   | Things that I didn't like very much:      |
|---|-------------------------------------|---|
|   |                                     |   |
|   |                                     |   |
|   |                                     |   |
|   |                                     |   |
| Т | hings that I found easy in Unit 10: | Things that I found difficult in Unit 10: |
|   |                                     |   |
|   |                                     |   |

| Unit 10 Checklist   | I can do this<br>very well. | I can do this<br>quite well. | I need to study/<br>practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| discuss gossip and rumors   |                             |                              |                                    |
| tell a secret   |                             |                              |                                    |
| promise to keep a secret  |                             |                              |                                    |
| use noun clauses as reported speech versus quoted speech  |                             |                              |                                    |
| apply rules and exceptions to the sequence of tenses  |                             |                              |                                    |
| use noun clauses beginning with whether or if   |                             |                              |                                    |
| use a range of modal auxiliaries for the present and future: must, should, ought to, may, might, can, could |                             |                              |                                    |
| Talk about parts of the body  |                             |                              |                                    |

| My five favorite new words from Unit 10:      | If you're still not sure about something from Unit 10:  |
|---|---|
| ارة التعليم Minist <del>ry of Education</del> | <ul> <li>read through the unit again</li> <li>listen to the audio material</li> <li>study the grammar and functions<br/>from the unit again</li> <li>ask your teacher for help</li> </ul> |

2023 - 1445

# 11 Express Yourself

# Listen and Discuss **2**



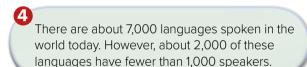
- 1. What languages do you speak?
- 2. Do you think English is a difficult language? Explain.
- **3.** Why do you study English?

## **Fascinating Language Facts**

The most widely spoken language in the world is Mandarin. There are 885 million people in China who speak it. English is the second most widely spoken language.

There are more people in China who speak English than there are in the United States.

There are 13 languages that 100 million people or more speak. These languages are Mandarin, English, Hindi, Spanish, Russian, Arabic, Bengali, Portuguese, Malay-Indonesian, French, Japanese, German, and Urdu.



It is believed that nearly half of the estimated 7,000 languages currently spoken in the world will have become extinct by 2050.

Arabic has influenced many languages. Many words in English have been borrowed directly or indirectly from Arabic. Such words include admiral, adobe, alchemy, algebra, alkaline, amber, arsenal, candy, carat, coffee,

The language which has the world's largest alphabet is Cambodian. It has 74 letters. The language with the shortest alphabet is Rotokas, used in the Solomon Islands. It has only 11 letters.

Some of the languages that people speak in Africa include a clicking sound. These languages sound different from and are not related to any other known language. It is believed that the click languages may be the earliest human languages. These languages can only be spoken properly by those who acquire the language in childhood.







**Good Fortune** 

أهلا وسهلا Benvinguts **Bienvenidos** Benvidos

Ongi etorri Welcome

Bienvenue

Willkommen 歡迎光臨

cotton, hazard, jar, lemon, mattress, sofa and many more. Ministry of Education 2023 - 1445

There are about 800,000 words in the English language. This is more words than any other language in the world. But people who speak English routinely use only about 1 percent of the immense number of words in the language.

> Punctuation did not exist in English until the 15<sup>th</sup> century.

166

# O Unit Goals

Vocabulary
Languages

Characteristics of languages Invented languages

Functions

Ask for someone to repeat something

O Grammar

Adjective Clauses and Relative Pronouns Relative Pronouns as Subjects of Adjective Clauses Relative Pronouns as Objects of Adjective Clauses

Listening

Listen for specific details in stories

Openion of the property of

Emphasizing different words in a sentence to convey different meanings

Reading

Invented Languages

Writing

Write an email giving news about language learning

Form, Meaning and Function

Future with Will or Be Going To Future Progressive Words Connected with Different Kinds of Vacations Conditional Sentences for Imaginary Situations in the Present

Verb: Wish/If only

### Warm Up

- Ask students to open their books and look at pages 166 and 167. Ask: What is the title of this unit? (Express Yourself) What do you think it will be about? (languages)
- Discuss the introductory questions as a class. Ask one student to lead the discussion. Sit at the back of the room and allow students to ask and answer each question while you listen and observe.

# **1** Listen and Discuss

- Play the audio for the **Fascinating Language Facts** and **English Language Facts**. Have students listen and read along in their books.
- Ask. What is the most interesting fact you just heard? Elicit opinions from a few students.
- Check understanding of the phrase clicking sound, used in Fact 7. Elicit or make the sound yourself for Ministry to dents to hear.

- Bring a world map or globe to class. Find the countries and areas of the world where the different languages presented on these pages are spoken.
- Elicit any additional interesting information students know about the languages. See the Culture Note on this page for additional information.
- Have students read the language facts again in preparation for the Quick Check exercises.

#### **Culture Note**

#### Languages

Mandarin is the most widely spoken form of Chinese.

**English** is spoken as either a native or official language in over 50 countries around the world.

**Hindi** is one of India's official languages. It is most widely spoken in northern and central India. It is made up of many different dialects.

**Spanish** is an official language in 21 countries.

**Russian** is spoken primarily in Russia and in some surrounding countries that formerly comprised the Soviet Union.

**Arabic** is spoken primarily in the Middle East and North Africa.

**Bengali** is spoken in eastern South Asia, in Indian states, and in Bangladesh.

**Portuguese** is an official language in Portugal, Brazil, Cape Verde, Guinea-Bissau, São Tomé and Príncipe, and Mozambique.

**Malay-Indonesian** consists of a group of closely related languages spoken in Indonesia, Malaysia, Singapore, the Philippines, and Thailand.

**French** is an official language in 28 countries. Native speakers live in France, Canada, Switzerland, Luxembourg, Monaco, and 31 African countries.

Japanese is spoken almost exclusively in Japan.

**German** is spoken as a first language primarily in Germany, Austria, and Switzerland.

**Urdu** is an official language in both India and Pakistan. It is related to the Hindi language.

**Cambodian** is the official language of Cambodia and is also called Khmer.

**Rotokas** is spoken by about 4,000 people in Papua New Guinea.

#### **Quick Check**



- Ask a student to read aloud the vocabulary words in the left column. Correct and model pronunciation as necessary.
- Have students find and underline each vocabulary word in the language facts. Ask them to study the context of each word in order to guess its meaning.
- Have students work individually to match the vocabulary words with their synonyms.
- Check answers as a class by calling on students to read their answers aloud.

#### **Answers**

**1.** c **3.** f

**4.** e

**5.** b

**7.** a

**2.** q

**6.** d

#### **3**

- Have students work individually to answer true or false for each statement and rewrite the false statements to be true.
- Have students compare answers with a partner. If their answers are different, have them refer back to the language facts to verify the answer.
- To check answers as a class, call on students to read aloud their answers.

#### **Answers**

Answers will vary. Sample answers:

- 1. false (Mandarin is the most widely spoken language in the world.)
- 2. true
- 3. false (The shortest complete sentence is "Go.")
- **4.** false (More words in English have been borrowed from Arabic.)
- 5. true



- The English letter that people use most often is e. The letter that is used least often is *g*.
- The longest commonly used word in the English language that has all the letters in alphabetical order is *almost*.

# 2 Pair Work

- Read the directions with the class. Tell students that they can use all of their knowledge about the English language to come up with their questions, not just the information on these pages.
- Ask the example questions and call on volunteers for the answers. (1. Equivalent means equal. 2. motion)
- Brainstorm one or two additional types of questions that students might include on their quizzes and write them on the board. For example:

**Say three synonyms of the word language.** (tongue, speech, dialect, talk, etc.)

Say two words that mean to go fast.

administer them to a partner.

- (run, speed, fly, etc.)Ask students to write their quizzes individually, and then
- Have pairs join other pairs to form groups. Have them combine their individual quizzes to create one longer quiz. Have groups exchange quizzes to complete.

### Workbook

Assign page 339 for practice with the vocabulary of the unit.

# Te

### Teaching Tip

Connect lesson themes to students' lives as much as possible. In this unit, ask students to make deductions about their own language. For example, ask: **Are there any words in your language that don't have words that rhyme with them?** 



### **Additional Activity**

**Activity 1:** With a partner, ask students to look up the word *set* in a dictionary. Have them count the number of definitions they find. Ask: *Did you learn a new way to use this word?* Elicit responses from a few students.

**Activity 2:** Write the following word on the board: **THEREIN**. Tell students that they can make ten words out of this word without rearranging any of the letters. Give students one minute to try to write all ten words. (the, there, he, in, rein, her, here, ere, therein, herein)



Ministry of Education 2023 - 1445



### **English Language Facts**

"Go" is the shortest complete sentence in the English language.

The English language has only one solitary word that ends in the letters *mt*. It is *dreamt*.

Bookkeeper is the only English word that has three consecutive doubled letters.

14 There is no word in the English language that rhymes with month, orange, silver, or purple.

The word that has more definitions in the English language than any other is set.





### **Quick Check** ✓

A. Vocabulary. Match each word to its synonym.

**1.** acquire

a. single

2. \_\_\_\_ consecutive

**b.** gigantic

3. \_\_\_\_ currently

c. learn

**4.** \_\_\_\_\_ extinct

**d.** regularly

**5.** \_\_\_\_\_ immense

e. dead

**6.** \_\_\_\_\_ routinely

f. presently

**7.** \_\_\_\_\_ solitary

g. continuous

B. Comprehension. Answer true or false. Rewrite the false statements to be true.

**1.** \_\_\_\_\_ English is the most widely spoken language in the world.

- 2. \_\_\_\_\_ More people speak English in China than in the United States.
- **3.** \_\_\_\_\_ The shortest complete sentence in the English language is "We go."
- **4.** \_\_\_\_\_ A few words in English have been borrowed from Arabic.
- **5.** \_\_\_\_\_ Punctuation was introduced to English in the 15<sup>th</sup> century.

# 🙎 Pair Work 🔀



Preate a five question quiz about the English language to give your partner. You might ask your partner to • define certain words or to identify words based on clues. Ask each other your questions and discuss the answers.

What does the word equivalent mean? Ministry of Education Say one English word that ends in the letters -tion. 2023 - 1445

# 3 Grammar 💹

#### **Adjective Clauses and Relative Pronouns**

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

I know a person who speaks three languages.

The language that he/she speaks at home is Spanish.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun *who* for people, and *which* and *that* for things.

**Note:** The relative pronoun *that* can also be used when talking about people in general. However, when a particular person is being referred to, *who* is preferred.

She is the kind of person **that** is always there for her friends.

The tutor who helps me with my English is very kind.

#### **Relative Pronouns as Subjects of Adjective Clauses**

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

I am someone who loves doing crossword puzzles.

Words that have many meanings can be confusing.

### **Relative Pronouns as Objects of Adjective Clauses**

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

Spanish is a language (that) many people find easy to learn.

There are many words (which) James mispronounces.

**Note:** Whom is considered more correct than who when used as the object of an adjective clause. However, whom is very formal. In casual speech, either who is used or the relative pronoun is simply left out.

The teacher **(who[m])** I like best is my language professor.

| A. | Match the sentence halves. Rewrite the sentence, using a relative pronoun to join the two halves. |
|----|---|
| •  | A photographer is someone who takes photographs.  |

1. h A photographer is someone who

2. A fashion designer is someone \_\_\_\_\_

3. A flag is something \_\_\_\_

4. A linguist is someone \_\_\_\_

5. A hammer is something \_\_\_\_

6. An examis something \_\_\_\_

7. An electronic reader is something \_\_\_\_

A vegetarian is someone \_\_\_\_

Synonyms are two words \_\_\_\_

Ministry of olucation A dictionary is something \_\_\_\_

2023 - 1445

- a. have the same meaning.
- **b.** lets you read books on a screen.
  - c. tests a student's knowledge.
  - **d.** gives the meanings of words.
  - G. gives the meanings of work
  - **e.** is a symbol of a nation.
  - **f.** doesn't eat meat.
  - g. creates clothing.
  - **h.** takes photographs.
  - i. is used to put nails in a wall.
  - j. studies languages.

# **3** Grammar

# Adjective Clauses and Relative Pronouns

- Present the information in this section of the grammar chart. Students may be familiar with the use of who, whom, which, that, and whose as relative pronouns, although they may not have considered these words as the beginning markers of adjective clauses.
- Emphasize that adjective clauses must come directly after the noun they modify. For example, write on the board:

CORRECT: The language that she speaks at home is Spanish.

INCORRECT: The language is Spanish that she speaks at home.

Point out that the incorrect sentence is unclear because the adjective clause does not have a direct noun to modify.

• Direct students to exercise **A** for practice.

### Relative Pronouns as Subjects of Adjective Clauses Relative Pronouns as Objects of Adjective Clauses

- Present the information in these sections together.
- Write additional examples on the board and ask students to say whether the relative pronouns are subjects or objects. If students have difficulty with this, remind them that when the word following the relative pronoun is a verb, the relative pronoun is a subject.
   When the word following the relative pronoun is a noun or pronoun, the relative pronoun is an object.
   For example:

He smiled at the boy who sat next to him. (subject)
The boy who he sat next to was very nice. (object)
The jacket that cost a lot of money doesn't fit him. (subject)

The jacket that he bought is too big for him. (object)

 Point out to students that another good way to tell if the relative pronoun is a subject or object is to try omitting it from the sentence. For example:

CORRECT: The boy he sat next to was very nice.

INCORRECT: He smiled at the boy sat next to him.

- Discuss the **Note**. Explain to students that whom is almost never used in speech, but is often used in writing.
- Direct students to exercises **B** and **C** for practice.

#### A

- Ask a student to read aloud the directions and the example.
- Have students work individually to first match the sentence halves, and then rewrite the complete sentences with a relative pronoun.
- Have students compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud the complete sentences.

#### **Answers**

- **1. h** A photographer is someone who/that takes photographs.
- **2. g** A fashion designer is someone who/that creates clothing.
- **3. e** A flag is something which/that is a symbol of a nation.
- **4. i** A linguist is someone who/that studies languages.
- 5. i A hammer is something which/that is used to put nails in a wall
- **6. c** An exam is something which/that tests a student's knowledge.
- b An electronic reader is something <u>which/that</u> lets you read books on a screen.
- **8. f** A vegetarian is someone who/that doesn't eat meat.
- **9. a** Synonyms are two words which/that have the same meaning.
- 10. d A dictionary is something <u>which/that</u> gives the meanings of words.

#### B

- Ask a student to read aloud the directions and the example.
- Have students work individually to complete the exercise, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud the sentences, omitting the relative pronouns when possible.

#### **Answers**

Answers will vary. Sample answers:

- 1. The bird they saw in the museum is extinct.
- 2. no change
- 3. That's not the book the teacher asked us to get.
- 4. Where is the food I brought home from the restaurant last night?
- 5. no change
- 6. no change
- 7. John is a person you can count on.
- 8. Do you have another pen you can lend me?
- 9. The book you bought me is interesting.
- 10. no change
- 11. no change

### C

- Ask a volunteer to read aloud the directions and the example.
- Have students work individually to combine the sentences, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud their combined sentences.

#### **Answers**

Answers will vary. Sample answers:

- 1. I saw the man who/that stole her wallet.
- 2. The email which/that you sent me didn't make sense.
- 3. We saw a film on TV which/that was really depressing last night.
- 4. The man who asked for directions looked confused.
- 5. This is the restaurant which/that we have eaten at for three consecutive days.
- 6. The article which/that you want to read isn't in this newspaper.
- 7. She lost the necklace which/that she borrowed from her mother.
- 8. I know the neighbors who/that have ten children.
- 9. Do you like the textbook which/that you are using in that class?
- 10. Where can I find the supermarket which/that sells organic fruits and
- vegetables? ... You need to write a research paper which/that cites at least three Ministrspafeeglucation

2023 - 1445

#### O

- Ask a student to read aloud the directions and the example.
- Have students work individually to complete the sentences with their own ideas.
- Arrange students in groups to read and check each other's sentences. Monitor and answer any questions groups have.

#### **Answers**

Answers will vary. Sample answers:

- 1. English is a language which is spoken in many countries.
- 2. I routinely eat foods that are easy to make.
- 3. I like people who don't talk too much.
- 4. Students usually like teachers who are friendly.
- 5. I sometimes worry that I won't get the job that I want.
- 6. I like books that are funny and light-hearted.
- 7. I have a friend who often borrows money from me.
- 8. I have a job that pays well.

#### Workbook

Assign pages 340-342 for practice with the grammar of the unit.



### Teaching Tip

When presenting new grammar points, repetition is important. Try to have students hear and use the target grammar as much as possible throughout the lesson.



### Additional Activity

Play Taboo. In this game, students must describe a person or thing without using certain words. Create sets of cards and hand them out to pairs. Pairs take turns describing the word on the card without using any of the taboo words. An example card might look like this:

Word: survive

Taboo words: live. die. disaster

A student might say: It is a thing that you try to do when something very bad happens. His or her partner guesses: survive.

- **B.** Decide whether the relative pronoun can be omitted in each sentence. If it can, rewrite the sentence without it. If it cannot, write *no change*.
- My sister never told me the reason that she called.

#### My sister never told me the reason she called.

- **1.** The bird that they saw in the museum is extinct.
- 2. Melissa cooks dishes that are incredibly delicious.
- 3. That's not the book that the teacher asked us to get.
- **4.** Where is the food that I brought home from the restaurant last night?
- **5.** The goalkeeper that plays for that team is from my hometown.
- **6.** The people who live next door are always very friendly.
- 7. John is a person who others can count on.
- **8.** Do you have another pen that you can lend me?
- **9.** The book that you bought me is interesting.
- 10. Do you know anyone who speaks Swahili?
- **11.** Jane is a solitary person who prefers to be alone.
- C. Combine each pair of sentences. Use the second sentence as the adjective clause.
- I finally finished reading the book. You gave it to me.

#### I finally finished reading the book that you gave me.

- 1. I saw the man. He stole the wallet.
- **2.** The email didn't make sense. You sent it to me.
- 3. We saw a film on TV last night. It was really depressing.
- **4.** The man looked confused. He asked for directions.
- **5.** This is the restaurant. We have eaten at this restaurant for three consecutive days.
- **6.** The article isn't in this newspaper. You want to read an article.
- 7. She lost the necklace. She borrowed it from her mother.
- **8.** I know the neighbors. They have ten children.
- **9.** Do you like the textbook? You are using it in that class.
- **10.** Where can I find the supermarket? It sells organic fruits and vegetables.
- **11.** You need to write a research paper. The paper cites at least three sources.
- **D.** Complete each sentence with an adjective clause. Use your own ideas.

| • | l like to eat foods <u>that are healthy</u> . |  |  |  |  |
|---|---|--|--|--|--|
|   | <b>1.</b> English is a language               |  |  |  |  |
|   | 2.  | I routinely eat foods                    |  |  |  |
|   | <b>3.</b> I like people                       |  |  |  |  |
|   | 4.  | <b>4.</b> Students usually like teachers |  |  |  |
| • | <b>5.</b> I sometimes worry                   |  |  |  |  |
|   | 6.  | I sometimes worry  I like books          |  |  |  |
|   | 7.  | i have a friend .                        |  |  |  |

صلحتا ق المناط have a job \_\_\_\_\_





# **Express Yourself**

# 4 Conversation <a><a><a></a></a>



**Jason:** This restaurant is jam packed.

**Badr:** I know. I had to elbow my way through the crowd just to

get to the buffet table for some munchies.

**Jason:** And the people's voices are way too loud.

**Badr:** I'm sorry, I didn't catch that. What did you say?

Jason: I said the people's voices are way too loud! Hey, did you see that guy in the blue suit?

He seems to be familiar.

**Badr:** Oh, yeah, he's the captain of the football team.

**Jason:** What's his name?

Badr: Ian Ford.

**Jason:** Sorry you're bored, but I was asking you the name of that guy.

**Badr:** No. I said his name is lan Ford!

**Jason:** Oh, sorry. The people's voices are ridiculously loud. So, what's he like?

**Badr:** He's OK. The only thing he's interested in is sports. I find him a bit boring.

Jason: Pardon? You found him snoring?

**Badr:** Oh, forget it. This is crazy.

**Jason:** Trying to talk over this noise is too difficult.

**Badr:** Yeah, I can't deal with it anymore. Do you want to leave?

**Jason:** What do you want to tell Steve?

**Badr:** No, I said *let's leave*. We can get a bite at the diner on the corner.

Jason: Yeah. Let's go.

#### About the Conversation

1. What problem are Badr and Jason having?

2. Who is Ian Ford, and what does Badr say about him?

3. At the end of the conversation, what do Badr and Jason decide to do?

#### **Real Talk**

jam packed = very crowded

elbow (one's) way = make one's way through

a crowd using some

physical force

munchies = crunchy junk foods

deal with = put up with

bite = snack

#### **Your Turn**

Role-play with a partner. Imagine you are in a noisy or crowded place, such as a shopping mall, a subway, or a city street. Discuss your English class, pretending that you can't hear each other clearly. Use the phrases for asking someone to repeat something.

#### Asking Someone to Repeat Something

Can/Could you repeat that, please?

Could/Would you say that again?

Ministry of Education I didn't catch that.

Excuse me, but I didn't catch the last part/the part about...

Pardon (me)? What did you say? What was that?

Would you mind repeating that?

2023 - 1445



# **4** Conversation

- Focus students' attention on the photo. Ask: Where are the men? (at a restaurant, perhaps in a mall) In places like this, what is the atmosphere often like at lunchtime? Elicit guesses, such as: busy, crowded, packed with people, noisy, people talking.
- Play the audio of the conversation. Have students listen with their books closed.
- To check general comprehension, ask: Where are the two men? (at a restaurant) What is the problem? (They can't hear each other.) Ask: Have you ever had this problem? Where were you? Elicit answers from several students.
- Play the audio. Have students listen and follow along in their books.

#### **Real Talk**

• Model the expressions in the Real Talk box for students to repeat. Then ask who says each one and why. jam packed (Jason says this, meaning that the restaurant is full to capacity with people.) Point out that this expression is also a verb. For example, say: I jam packed my backpack with books. To elicit use of the expression, ask students: Where is the last place you

have been that was jam packed with people?

**elbow (one's) way** (Badr says this, meaning that he had to push his way through the crowd of people in order to move.) Ask: *Have you ever been somewhere where you had to elbow your way through people?*Where?

**munchies** (Badr says this, meaning snack foods, such as potato chips, popcorn, and pretzels.) Ask: **What are your favorite munchies?** 

**deal with** (Badr says this, meaning that trying to talk in the crowded restaurant is difficult and annoying.) Ask: **Do you like to be in crowded places, or do you find them difficult to deal with?** 

**bite** (Badr says this, meaning a small or quick meal or a snack.) Explain that a *bite* refers to a quick or small bit of food—not a regular meal like breakfast, lunch, or dinner.

 Arrange students in pairs to practice the conversation.
 Then ask one pair to act out the conversation for the class.

#### مرارة التحليم Ministry of Education 2023 - 1445

#### **About the Conversation**

 Discuss and answer the questions as a class. Ask a student to read aloud the first question and call on a classmate to answer it. That student answers the question and then reads aloud the next question, and so on.

#### **Answers**

Answers will vary. Sample answers:

- The peoples voices are too loud, and they can't hear each other clearly
- 2. He is the captain of the football team. Badr says that he finds him boring.
- They decide to leave the restaurant and get a bite to eat at the diner on the corner.

#### **Your Turn**

- Ask a student to read aloud the directions.
- Focus students' attention on the phrases in the box for Asking Someone to Repeat Something. Explain that these phrases are polite expressions for asking someone to repeat something. They are more formal than simply saying What?
- Have students role-play their conversations. Remind them that this is a speaking activity. They might make a few notes to help them remember some ideas, but they shouldn't write the conversation.
- Ask one or two pairs to act out their conversation for the class. You might make a game of this by asking pairs to not explicitly say where they are, but provide clues. Then classmates must guess where the conversation is taking place.

# Listening

- Read aloud the directions. Ask students to study the chart in preparation for the listening.
- Focus students' attention on the cartoons. Ask: **Can** you guess what the language mistakes were? Elicit guesses but do not confirm or deny the answers at this point.
- Play the audio twice. After the first listening, give students time to make notes in the chart. After the second listening, students complete and change their notes as necessary.
- Play the audio again for students to listen and check their answers

#### **Answers**

|    |        | What He/She<br>Said or Wrote        | What He/She<br>Meant to Say or Write |
|----|--------|-------------------------------------|--------------------------------------|
| 1. | Badria | She was preparing dinner for goats. | She was preparing dinner for guests. |
| 2. | Paula  | Her mother gave her an egg.         | Her mother gave her<br>a hug.        |
| 3. | Tina   | A shower fell on her.               | She got caught in a shower.          |
| 4. | Amira  | Add two cups of flower.             | Add two cups of flour.               |

### Audioscript

Tina: You know one of the things that I find most difficult about acquiring a new language? I feel like sometimes I use the wrong word. Then I end up expressing something different than what I mean to say.

Badria: I know what you mean. Just last week my English teacher asked me what I was going to do on the weekend. I said, "I'm preparing dinner for several goats tonight." My teacher's eyes widened and I could tell she was trying to hold back a laugh. Then I realized that I had said goats instead of guests!

Paula: Oh, we've all had that kind of thing happen. Last year I was studying abroad. During the summer, my mother came out to visit for a few weeks. I was telling a classmate about meeting my mother at the airport and I said, "My mother gave me a big egg." My classmate looked surprised, and she said, "Is that a traditional gift in your country?" That's when I realized that I had said egg instead of hug!

Tina: Sometimes it's not a matter of using the wrong word. Sometimes the word can be right, but the way it's used can be wrong. One time I told a friend, "While I was walking to your house, a big shower suddenly fell on me." My friend said, "Ouch! That in ust have murt!" I thought about it for a moment and realized

Ministry of Education

my mistake. Of course, I had meant to say, "I got caught in a sudden shower."

Amira: Sometimes even a simple thing like spelling something wrong can lead to disaster. One time a friend tried a piece of cake I had baked. She loved it, and even though she had never baked anything before, she asked me for the recipe. The following week she told me she had baked the cake and it was terrible. I looked at the recipe I'd given her and realized that I had written, "Add two cups of flower." But instead of spelling flour F-L-O-U-R, I had spelled it F-L-O-W-E-R. And she had actually added flowers!

# 6 Pronunciation

Play the audio twice. The first time students just listen. The second time they repeat or speak along with the recording.

# **Vocabulary Building**

A

Have students work individually to match the words with the definitions.

#### **Answers**

**2.** h

B

• Have students compare answers with a partner.

### Workbook

Assign page 343 for additional reading practice.



### Teaching Tip

When monitoring group work, do not interfere with the conversation, simply watch and listen from afar. Otherwise, students will direct their speech to you.

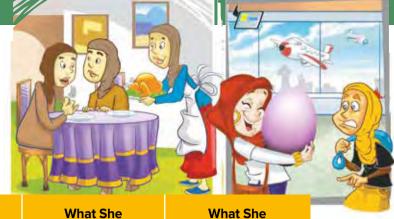
### Additional Activity

Write the following sentence on the board: I didn't say he stole the money. Have students practice saying it in pairs, changing the word that is emphasized to change the sentence meaning. Elicit the change in meaning when each different word is stressed. Point out how important intonation is to meaning.

# 5 Listening 🧴



Listen to the students discuss making mistakes in English. Then complete the chart.



|    |  | What She<br>Said or Wrote | What She<br>Meant to Say or Write |
|----|--|---------------------------|-----------------------------------|
| 1. | Badria (about her plans for the weekend)       |                           |                                   |
| 2. | Paula (about her mother's visit)               |                           |                                   |
| 3. | <b>Tina</b> (about getting caught in the rain) |                           |                                   |
| 4. | Amira (about a recipe)                         |                           |                                   |

# 6 Pronunciation



Different words in a sentence can be emphasized to convey different meanings. Listen to the sentences. How does the meaning change in each pair?

- 1. a. You know **ONE** of the things that I find most difficult about learning English?
  - **b.** You know one of the things that I find most difficult about learning English?
- 2. a. I know what you MEAN.
  - **b.** I know what **YOU** mean.
- 3. a. We've ALL had that kind of thing happen.
  - **b.** We've all had **THAT** kind of thing happen.
- **4. a.** Is **THAT** a traditional gift in your country?
  - **b.** Is that a **TRADITIONAL** gift in your country?

# **7** Vocabulary Building



- A. You will see the following words in the reading on pages 172 and 173. Match the words with their meanings.
  - **1.** \_\_\_\_\_ evolve
  - 2. \_\_\_\_\_ exception
  - **3.** \_\_\_\_\_ fictitious
  - **4.** \_\_\_\_\_ humanitarian
- 5. \_\_\_\_\_ limitations6. \_\_\_\_\_ neutral7. \_\_\_\_\_ noble

\_\_\_\_ trademarked صلحتاا ة أنهـ

- a. lack of ability
- **b.** shown to have exclusive legal ownership
- c. not favoring one side or the other
- d. develop and change
- e. honorable
- **f.** devoted to improving the lives of all people
- g. make-believe, not real
- **h.** something that is different from what is expected

Ministry of Education Check your answers with a partner. If you do not understand the meaning of a word, 2023 - 1445 look it up in a dictionary.

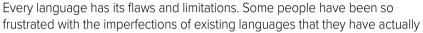
# Reading **!!!**



### **Before Reading**

What do you think an *invented language* is? Do you think such a language could be successful?

# INVENTED LANGUAGES





tried to create better languages themselves! There have been more than 500 attempts at creating such languages. Each of these invented languages, complete with a vocabulary and grammar of its own, has had a specific goal. For example, some language inventors have wanted to invent a simple and easy-to-learn language, some have wanted to create a gender-neutral language, and some have wanted to make language more mathematical or scientific. While none of these invented languages has ever become widely spoken, there are a couple that have been learned and spoken by a surprisingly large number of people.

The invented language that has the most speakers is Esperanto. This language was created in 1887 by Ludvik Zamenhof, a Polish doctor. Zamenhof lived in an area populated by four different ethnic groups that spoke many different languages. There were a great number of problems between these groups. Zamenhof felt that the language difference between the groups was the root of the problems. This gave him the idea of creating a language that would not belong to any one country or culture, but instead, would belong equally to all people. The hope was that a neutral second language would break down language barriers and build a sense of equality and brotherhood between nations. The language which he created to fulfill this dream was called Esperanto, which means hope in the Esperanto language.

Because Zamenhof's goal was clearly a humanitarian one, he was not interested in making any money from Esperanto. He published a guide to speaking Esperanto, and gave up all rights of ownership to the guide. This way the guide could be freely circulated to all people interested in learning the language.

Zamenhof wanted as many people as possible to learn Esperanto, so he made the language extremely simple, with no irregularities or exceptions to the basic rules. For example, in Esperanto all nouns end with an -o. All nouns can be made plural by simply adding a -j. So the word for friend is amiko, and the plural is amikoj. All adjectives end with an -a. To create the opposite meaning, a speaker simply adds mal- to the beginning of the word. So, for example, the word for big is granda, and the word for small is malgranda. The rules for verbs are equally simple, with no irregular verbs and no conjugation.

For all Zamenhof's good intentions, Esperanto never became the unifying international language he had hoped it would become. People were not eager to spend time learning a new language which so few other people spoke. However, Esperanto has survived to this day and is spoken by at least 100,000 people around the world.

The second most successful invented language is called Klingon. Other than the fact that it is also an invented language, it shares almost no similarities with Esperanto. Klingon, which was invented over 25 years ago, was not created with the roble intention of comoting the peaceful coexistence of people from different cultures. Instead, it is a trademarked invertion of a major television studio. It was created in 1984 by a linguist named Marc Okrand for use in the Star Trek series. The characters who speak this language are the Klingon, a fictitious race of people from outer space.

The Kingbin Dictionary, which is copyrighted by the television studio, has sold more than 300,000 copies, and has made Ministry Quite a bit of money. Unlike Esperanto, Klingon is an extremely complicated language with complex grammar, making it 2023 - an immensely difficult language to learn. As a result, it is estimated that only a few thousand people can speak Klingon

# 8 Reading

- Discuss the **Before Reading** question with the class.
   Elicit any examples of invented languages that students know and discuss them.
- Bring up the topic of simple invented languages, such as Back Slang. Using Back Slang is primarily a children's game where the first sound of a word is moved to the end of the word and followed by the sound -ay.

For example: People like to play games. (eople-pay ike-lay oo-tay ay-play ames-gay.) There are variants of this language game in many languages. Ask if students know any language games like this played in their language.

#### **READING STRATEGY Timed reading**

- Discuss the importance of reading speed with the class. Ask: How can improving your reading speed in English help you? Elicit ideas. If students do not mention the following points, bring them up:
  - **1.** Reading faster saves time, allowing you to read or study more material in a specific time period.
  - **2.** Students who read faster tend to enjoy reading more, causing them to read more and perform better in their studies.
- Tell students that you are going to give them exactly five minutes to read the article. They should wait for you to give a signal before they start and when you call time, they close their books immediately. Tell them not to stop to look up words they don't understand, but to keep reading.
- When the five minutes are up, have students close their books. Read aloud the questions below and have students write short answers.
  - 1. How many attempts have there been to invent a language? (over 500)
  - 2. Have many of them been successful? (no)
  - 3. Which invented language has had the most speakers? (Esperanto)
  - **4.** Who invented Esperanto? (Ludwig Zamenhof, a Russian doctor)
  - **5.** What does Esperanto mean? (hope)
  - 6. How many people around the world speak Esperanto today? at least 100,000)
  - 7. In which television series is Klingon used? (Star
- Ministry of Education 2023 1445

- **8. How many people speak Klingon?** (a few thousand)
- Which invented language is more difficult to learn? (Klingon)
- **10.** *Is it possible for invented languages to become widely spoken?* (probably not)
- Play the audio for the entire reading. Have students listen with their books closed.
- Repeat the questions above and have students check the answers that they wrote down. They may also compare answers with a partner. Ask: How many questions did you answer correctly after the timed reading? Congratulate students who got more than half of the questions correct.

#### **Culture Note**

#### Star Trek

Star Trek is an American science fiction entertainment franchise. It began as a television series in 1966 about humans who travel through space and interact with aliens. The original storyline was picked up again and again in additional TV series and films. This series has developed devoted fans around the world. These serious fans are sometimes called *Trekkies*.

#### **Paramount Pictures**

Paramount Pictures is an American film production company. It is located in Hollywood, California, and is a very successful film studio. It was founded in 1912 and continues to operate today.

#### **After Reading**

- Have students work in pairs to ask and answer the questions. Have them refer to the reading as necessary to find the answers, but emphasize that they should write their answers in their own words.
- Check answers by reading aloud the questions and calling on students to answer.

#### **Answers**

Answers will vary. Sample answers:

- 1. Some inventors have wanted to invent a simple and easy-tolearn language, some have wanted to create a gender-neutral language, and some have wanted to make language more mathematical or scientific.
- 2. Zamenhof lived close to four different ethnic groups that spoke four different languages and that didn't get along very well. He thought the language difference between the groups was the root of the problem, and that they would get along better if they spoke the same language.
- 3. malbela
- 4. People didn't want to spend too much time learning a new language that few people spoke.
- 5. Klingon is the language of the Klingons, a fictitious race of people from outer space. It was invented just for Star Trek.
- 6. Esperanto and Klingon are both invented languages. Klingon was invented exclusively for Star Trek, and its circulation has made the studio a lot of money. Esperanto was developed for a humanitarian goal of bringing people together through a common language.

# **Speaking**

- Arrange students in small groups to discuss and answer the questions. Assign one member of each group the role of reporter.
- Have students copy the chart in the notebook and write their answers.
- Then form groups by putting two groups together.
- Have the groups present their answers.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.

### Workbook

Assign pages 344–345 for additional writing practice at word and sentence level • •

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Ministry of Education 2023 - 1445

### **Additional Activity**

Refer students back to the Reading. Ask students to underline all of the words that they learned through the Reading. Have them choose three of the words and draw a picture to illustrate the meaning of each. Have students exchange their illustrations with a partner and try to guess the words.



### **Project: World Languages**

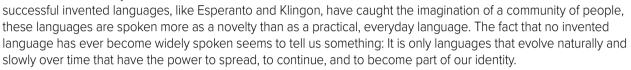
In groups, have students choose one language that is spoken somewhere in the world to research. Make sure that all of the groups choose a different language. Ask students to find out information about their language, such as where it is spoken, how many people speak it, what languages it is related to, and what makes it unique. Ask groups to prepare a poster and present their findings to the class.



- More than half of the world's technical and scientific periodicals are written in English.
- Eighty percent of the information stored on the world's computers is in English.

with any fluency. Yet interestingly, Okrand intentionally made Klingon difficult to learn. His goal for Klingon was almost the opposite of Zamenhof's goal for Esperanto. Okrand did not want many people to be able to speak Klingon fluently. On the contrary, Klingon was designed to be an exclusive language that could only be spoken by the most committed Star Trek fans.

The vast majority of invented languages have disappeared almost as soon as they were created. While the most



### **After Reading**

Answer the questions.

- 1. What are some reasons people have created invented languages?
- 2. How did where Zamenhof lived inspire him to create Esperanto?
- **3.** If bela means beautiful in Esperanto, what is the word for ugly?
- 4. Why didn't Esperanto become an international second language?
- **5.** What is *Klingon*, and why was it invented?
- 6. How are Esperanto and Klingon alike? How are they different?

# Speaking 🞑



- 1. Work in pairs/groups. Think about the languages that you, your family, and relatives can speak and make notes in the chart.
- 2. Decide which language(s) you prefer and why. Think about the people who use it, the reason it is used, how easy or difficult it is, etc.
- 3. Which language would you like to learn well? Say why you want to learn it. Compare answers. Which is the most popular language in your class?

|                             | Languages                                   | 1 | 2 | 3 |
|-----------------------------|---|---|---|---|
| e l                         | People who use it                           |   |   |   |
|                             | Reasons/purpose of use                      |   |   |   |
|                             | Ease/difficulty of use and reasons          |   |   |   |
|                             | Your preferred language of use and reasons  |   |   |   |
| Ministry of Ed. 2023 - 1445 | Your choice of language ucation and reasons |   |   |   |

# 10 Writing **1**



- **A. 1.** Why do so many people learn English? What are some of the main purposes?
  - 2. How important is it to have a "good accent" in English? Please define "good accent."
  - 3. How easy is it for you to understand different speakers of English? Justify your answer.
  - 4. Read the text and find out.
    - How important is an accent according to the writer?
    - What should a learner develop to enhance understanding of spoken language?
    - · Why do native speakers of English attend courses in English for international communication?
    - Why are features of intercultural communication important?
    - Do you agree with the writer's views? Why? Why not?

# **English** as an International Language



In language learning, most people believe that a native speaker-like accent is an asset that can be used to impress people. The question, however, is which variety of English? The language spoken by people in the North of England is different from the variety spoken by people in the South; and this only touches upon the two ends of the continuum. There is a multitude of regional varieties within. So, maybe, the first thing to consider is the reason why we learn the language and what we intend to do with it.

Is it important for a learner of English to imitate one or more varieties when speaking? No, not necessarily, although people who learn the language in its natural setting tend to adopt regional features in terms of pronunciation, vocabulary, and grammar. What is more useful is developing the ability to understand different speakers, including speakers of other languages as a primary need.

As more and more people use English as a common medium to communicate with people from other countries, they affect the language and develop their own variety in terms of accent, vocabulary, and other 2023 - 1445 So much so, that special language courses

are offered for native speakers who need to conduct business with people in different countries! So, for a change, native speakers have to attend courses that will familiarize them with new varieties of their language and help them develop the skills required to understand the people they communicate with. Naturally, intercultural communication and its requirements are a very important part of such courses and a prerequisite for successful communication with members of different cultures.

English as an international medium of communication is an evolving variety that is affected by the speakers of the language, whether they happen to be native or non-native. Therefore, our idea of a good user of the language has to be modified to accommodate characteristics that make one an effective communicator across cultures, over and above acquiring a prestigious native speaker accent and structurally accurate use of the language. If culture-specific variations will eventually be looked upon as varieties of the international medium remains to be seen. The fact, however, is that English is no longer the property of the English-speaking countries but of the whole world, and as such, it will inevitably reflect the culture and norms of different people.

### **10** Writing

#### A

- Write English as an International Language on the board and have students brainstorm. Elicit ideas from the class.
- Direct students to A 1. Have them list reasons and purposes in pairs. Call on pairs to report for the class.
- Call on a student to read questions 2 and 3 aloud.
   Have students answer individually and then compare with a partner.
- Discuss students' views in class. Have students compare their ideas.
- Ask students to read the directions for 4 and try to predict possible answers in pairs.
- Call on a student from each pair to report their ideas in class.
- Play the audio and have students listen and follow in their book.
- Give students some time to read through the text and check their answers in pairs. Call on a student from each pair to present one or more of their answers in class.
- If there is disagreement, refer students back to the text and encourage them to provide clues/justification for their answers.

#### Answers

Answers will vary. Sample answers:

- Not as important as many people think. At least not as important in speaking as it is in listening.
- The writer feels that it is important for learners to be able to understand different speakers of the language.
- In order to become familiar with international varieties of English, spoken by people of different nationalities. This is necessary for them to communicate with speakers of other languages in order to conduct business or socialize.
- Because they are a prerequisite of successful communication with members of different cultures.



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- Tell students that they will write an email to an international e-pal and explain how their first language, Arabic, is similar or different to English.
- Read directions for task 1 and have students work in small groups comparing and identifying similarities and differences. Write some of the factors on the board and elicit more factors from students. For example:

Grammar

**Pronunciation** 

Vocabulary

**Speaking** 

Writing

Expressiveness – expressing thoughts/feelings/ideas/attitude

Style

Appropriacy – how to address seniors/teachers/parents/professionals as opposed to friends, siblings, classmates

• Draw the chart on the board or word-process and hand it out to students. Make sure you leave blank cells/boxes for students to suggest factors/aspects they would like to compare. Circulate and monitor to make sure that students are making notes and gathering data for their emails.

|  | Arabic | English | Similarities | Differences |
|--|--------|---------|--------------|-------------|
| Grammar  |        |         |              |             |
| Pronunciation  |        |         |              |             |
| Vocabulary   |        |         |              |             |
| Spoken language/speaking   |        |         |              |             |
| Written language/writing   |        |         |              |             |
| Expressiveness – expressing thoughts/feelings/ideas/attitude       |        |         |              |             |
| Appropriacy – how to address seniors/friends, siblings, classmates |        |         |              |             |
| Other  |        |         |              |             |

• Read the directions for task 2 and direct students towards the model text on page 175. Have students talk about the questions in their groups or in pairs. Go through the answers together as a class:

Who is writing? (Josie)

Why are they writing? (To give news to her friend and talk about her experiences at school with learning French) How do they start the email? (friendly tone, asking after her friend)

How do they end the email? (friendly tone, asking her friend to send her news soon)

Are there any interesting features typical of an email to a friend? What are they? (lots of questions, informal word and phrases such as: great, OK, Guess what?, Isn't that cool?, chat, bye for now; smiley face)

- Read the directions for task 3 and tell them to use their notes and the information in the Writing Corner to complete the task independently.
- Give the students time to plan and draft their emails. Then ask them to exchange, read each other's drafts and comment or suggest corrections.
- Have students rewrite their drafts making changes and corrections.
- Call on some students to read their emails aloud in class. Then have all the students post their emails on the board or the wall for the rest of the class to read.
- Ask students to choose the emails they like best and say why they like them.

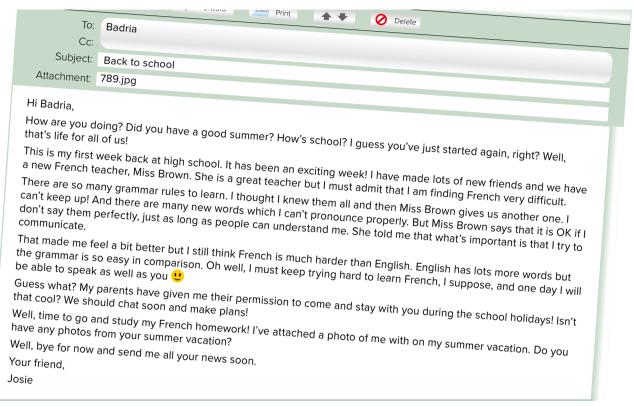


Assign page 346 for additional writing practice above word and sentence level.



Ministry of Education 2023 - 1445

- **B. 1**. Compare your first language with English. How is it similar? How is it different? Compare things like the pronunciation, grammar, and expressiveness of the languages. Make notes on your ideas in your notebook.
  - 2. Read the email below and answer the questions:
    - Who is writing? Why are they writing?
    - How do they start the email? How do they end the email?
    - Are there any interesting features typical of an email to a friend? What are they?



**3.** Write an email to an international e-pal and explain how your language is similar or different to English.

#### **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 if you were speaking to him/her, i.e. use contracted forms, emoticons, or abbreviations.

When you want to compare two or more entities:

- identify different aspects/components of the entities that you are comparing, e.g. language: spoken vs. written language, varieties and speakers, appropriateness (i.e. formal or informal language); vocabulary: words, phrases, expressions, idioms, etc.
- if you are not sure, look up the topic or entities that you are required to compare and find out
- • which parts deep consist of; then choose the parts/aspects that you want to focus on.
- think of examples and consider similarities and differences, e.g. with language; think of a situation and consider what people might want to convey to each other and what kind of language they
- Ministry of EducaPrevious evening. They are running over incidents in the game and arguing whether the referee 2023 1445 was right or wrong in different cases. Each student supports a different team.

### Form, Meaning and Function



#### Future with Will or Be Going To

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

Questions (?)

**Answers (Opinions)** 

Will people speak Arabic?

I guess so. / I don't think so.

Are we going to learn Chinese at school?

I think so. / I hope so. / I hope not.

#### Will versus Be Going To

Use will to make an on-the-spot offer, request or decision. Use be going to to express a plan that is already made or decided.

Ali is going to have his work professionally translated, but I can't afford it. I'll translate it using machine translation software on the Internet.

#### **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 (+)

Free machine translation services on the Internet are going to get better and better. By 2030, most people around the world will be translating foreign languages through machines. They will no longer be learning the lingua franca (the common global language) to communicate in business and trade.

Questions (?) **Short Answers (+)** Short Answers (-) **Will** you **be working** on the weekend? Yes, I will. No, I won't. **Are** they **going to be taking** the test, too? Yes, they **are**. No, they aren't.

| <b>.</b> C       | te the predictions about the future with the correct form of the verb. More than one answer is possible.  |
|------------------|---|
| 1.               | e next couple of years, speech recognition applications (translate) foreign uages at business meetings in real time.  |
| 2                | eday soon, we (use) our smartphones to translate printed text by using the era function.  |
| 3                | on gasoline. They will run on electricity. (not run)  |
| 4                | ts (not/be able to) make autonomous decisions. They (do) they are programmed to do.   |
| 5                | years time, no-one (use) the lingua franca to communicate. We will all use nine translation software.   |
| . V              | th a partner. Ask and answer. Which of the following do you think people <i>will still be using</i> in 50 years?  |
| Δ                | ou think we <b>will still be using</b> ballpoint pens?  |
|                  | don't. I think that we <b>won't use</b> pens for anything in 50 years and all communication <b>will be</b> digital.   |
|                  | ballpoint pens DVD players magazines cell phones  High bereen TVs microwave ovens books vacuum cleaners ducation washing machines dishwashers cars planes  From the Earth to the Moon |
| )23<br><b>76</b> | 20,000 Leagues Under the Journal Paris in the Twentieth Century   |
| 76               | Paris in  |

# 11 Form, Meaning and Function

#### Future with Will or Be Going To

- Explain 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 presentation. 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: Everyone will soon own a Driverless Car. B: Yes, I agree. Self-driving cars will soon be commonplace on the roads.

C: No, I think people are still going to want to drive their own cars.

#### Will versus Be Going To

 Go over the information in the presentation. Have each student make a list of five things he or she is going to study when they go to college, or something else they are going to do at 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 are enough. It's not necessary to repeat everything because the meaning 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

#### A

- 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 the class. Ask the class if they agree or disagree with the statement.

#### Answers

- 1. will translate OR are going to translate
- 2. will use OR are going to use
- 3. won't run on OR aren't going to run on
- 4. won't be able to, will do
- 5. will use



- Arrange students in groups to look at the items in the box and circle any items that they are no familiar with.
   Write the words they have circled on the board and have other students in the class explain the meaning.
- Call on two students to role-play the example. Have students discuss the items in the box in a similar way and encourage them to give reasons for their opinions.
- Call on volunteers to role-play their exchanges for the class. Ask the class to respond to the exchange. Do they agree with the prediction? Why? Why not?

#### **Answers**

Students' own answers



#### 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.

## Words Connected with Different Kinds of Vacations

- Tell students to read through the vocabulary items in the chart and circle any words or phrases 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.
- Tell students to think of a memorable vacation and underline words in the box that describe it. Tell them to use their underlined words to tell their partner about their vacation.
- Call on students to share their experiences with the class.

## Conditional Sentences with *If*-Clause: Imaginary Situations for the Present

- Go over the material in the presentation. 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.
- 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.
- 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.

#### Verb: Wish/If only for Unreal Situations

- Go over the material in the presentation. Call on one student to read from the left column, and another from the right for the present and the future.
- 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 Forn out that there is no change in meaning if we substitute I wish with If only. If only adds



- Have students read the 4 short texts and say what they all have in common. (They all describe a kind of vacation.)
- Match each text to a heading as a class and ask students to complete the gaps individually.
- Students check their answers with a partner and then as a class.
- Call on four students to read out one completed text each.

#### **Answers**

a. 2 b. 4 c. 3 d. 1

 1. visit
 6. dive
 11. animals

 2. ancient
 7. reef
 12. amazing

 3. explore
 8. marine
 13. learn

 4. archaeological
 9. hike
 14. desert

 5. tombs
 10. plants
 15. spectacular



- Have students work in pairs to discuss how they would end each sentence.
- Students complete each statement in their own way. Ask students to stand up and to walk around the class and ask and answer about each other's statements. For example, A: If you could choose any destination, where would you ao?
  - B: I'd go to Cairo and see the pyramids. How about you?
- Call on students to share what they found out about their classmates with the class.

#### Answers

- **1.** I would go to the Red Sea in Egypt.
- 2. I would buy a new laptop.
- 3. I could surf.

- 4. he would lend me his textbook.
- 5. I would feel less anxious.
- 6. I would be an astronaut.

#### Workbook

Assign pages 347–348 for more practice with the form, meaning and function of the structures in the unit.



#### Additional Activity

Have students find pictures of different kinds of travel destinations and bring them to class. In small groups, have students describe the pictures to their classmates. What are the characteristics of each place?



Ministry of Education 2023 - 1445

#### **Words Connected with Different Kinds of Vacations**

Some words we connect with vacations are:

| Adjectives        |                    | Nouns               |               | Verbs      |        |
|-------------------|--------------------|---------------------|---------------|------------|--------|
| amazing           | exciting/thrilling | marine life         | rocks         | visit      | travel |
| spectacular       | luxurious          | rain forest         | adventure     | see        | hike   |
| magnificent       | exotic             | plants              | wildlife      | learn      |        |
| wonderful         | awesome            | animals             | coral reef    | explore    |        |
| ancient           |                    | city                | desert oasis  | dive       |        |
| peaceful/relaxing |                    | archaeological site | museums       | experience |        |
| inexpensive       |                    | buildings           | art galleries | trek       |        |
| popular           |                    | tombs               |               |            |        |

#### Conditional Sentences with If-Clause: Imaginary Situations for the Present

Use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the *if*-clause.

If I didn't know foreign languages, I wouldn't travel around Europe alone this summer. (But I do know foreign languages, so I'm going to travel around Europe alone.)



#### Verb: Wish/If only for Unreal Situations

Ministry of Education
2. If I had some extra money, \_\_\_\_\_

Use wish for things you want to happen but probably won't. We can also use If only in place of wish to add emphasis. in the present

I don't know many foreign languages.

I wish/If only I knew more foreign languages.

in the future

My parents won't let me go on vacation with my friends.

I wish/If only my parents would let me go.

Note: Was is usually used in informal spoken English with I: I wish I was on vacation.

| <b>c.</b> Match the headings (a—d) to each text (1—4). Complete the gaps with a vocabulary word from the chart above.   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| a Scuba Diving in the Red Sea, Saudi Arabia c Ecotourism in the Malaysian rain forest   |  |  |  |  |  |  |  |
| <b>b.</b> Trekking in Om  | nan  | <b>d.</b> Desert Tour, J   | ordan  |  |  |  |  |
| 1   | 2  | 3  | 4  |  |  |  |  |
| (1.) Visit the spectacular (2.) city of Petra. You're going to (3.) this magnificent (4.) site and see the wonderful buildings and (5.) carved out in the rock. | (6.) in the peaceful coral (7.) of the Red Sea. You're going to see some of the most awesome and colorful (8.) life! Come face to face with sea turtles, lionfish, manta rays, and dolphins. | (9.) through the rain forest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of (10.) and (11.), including an (12.) variety of orchids. | Follow the Frankincense Trail from Muscat to Salalah and (13.) the secrets of the ancient perfume. You're going to visit a (14.) oasis and see (15.) views of mountains, coastal villages, and archaeological sites. |  |  |  |  |
| D. Work with a partner. Rea   | ad the sentences below a   | and end with your own ideas.   |  |  |  |  |  |

4. He won't lend me his textbook. I wish \_\_\_\_\_

## 12 Project



1. Compare English and Arabic. Find or write sentences that refer to specific time, i.e. past, present, and future, without time words.

2. Study the sentences and identify similarities and differences. Compare word order and ways that time is indicated. Remember to look for relevant data and analyses in books or on the Internet. Make notes in the chart.

3. Use your notes to prepare a PowerPoint presentation with additional examples, data, and sources.

4. Use questions to address your classmates and make your presentation more interactive.

5. Use illustrations to support meaning and/or elicit ideas from your audience.



| English and Arabic sentences | Similarities<br>(word order/time) | Differences<br>(word order/time) |
|------------------------------|-----------------------------------|----------------------------------|
| 1a.                          |                                   |                                  |
| 1b.                          |                                   |                                  |
| 2a.                          |                                   |                                  |
| 2b.                          |                                   |                                  |
| 3a.                          |                                   |                                  |
| 3b.                          |                                   |                                  |
| 4a.                          |                                   |                                  |
| 4b.                          |                                   |                                  |
| 5a.                          |                                   |                                  |
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### **12** Project

- Tell students that they will be working on a PowerPoint presentation comparing English and Arabic.
- Organize students in groups and have them summarize some of the information and comments that they wrote about in the previous lesson.
- Call on a student from each group to present the group's ideas.
- Read directions for tasks 1 and 2. Discuss where students can find information.
- Remind them to use the Internet, look up dictionaries and other books and talk to adults that can help them. Have them make notes and if possible record interviews.
- Have students study the chart and make notes in the right space. Point out that they will have to think of meaning and consider time reference.
- Tell the class to include cultural information and to indicate if some of the sentences cannot be transferred closely because they would not be acceptable or meaningful.
- Give groups some time to discuss and make decisions.
   Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Have students work in groups and discuss the information they have. Remind them to make notes in the chart. 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.
- Give the class some tips about interactive presentations. Demonstrate how they can use:
  1. pictures to elicit information, ideas, impressions, questions
  - 2. questions to elicit ideas, expectations, attitude, etc. Tell them to organize their presentation in such a way so that they can show a visual or minimal bullet points or a question and elicit and then show the actual information or comment. Explain that this way the audience can be involved and engaged throughout and reer that they are actually contributing to the presentation.
- presentation.

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  Ministry of Education

  2023 1445

- Have groups plan and prepare their PowerPoint presentation. Encourage them to add their own ideas. 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. Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- If there isn't internet access, tell students that they will have to do some of the work for their presentation in class and some after class.
  - In-class tasks: assign research and design tasks, assign responsibilities, share the work among members of the group
  - Discuss and draft presentation, plan slides, collect and organize available information.
  - Out-of-class tasks: Research the Internet for information.
- Explain to students that after they have collected all the information and designed their presentation, they will spend some time in class coordinating before their presentation in the next or the following lesson.

#### Workbook

For additional practice in public speaking, refer students to page 373. Go over the presentation tips and have students do the activities.

### **13** Self Reflection

 Write Express 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 comment on the unit title and say how they interpret it.

What does it mean to each one of them? What do they usually want to express?

- Elicit answers from volunteers.
- 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 questions to help them remember. For example:

Which is the most widely spoken language in the world?

Which languages include a clicking sound? What are the main features of such languages? How many words are there in English? Which English word has the most definitions?

- 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 the sentences:

I know a man who \_\_\_\_\_
The car that I like is \_\_\_\_\_
There are many \_\_\_\_\_ which the students

- Have volunteers answer the questions. Elicit more examples 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 170–171. Call on volunteers to say what the Conversation is about and which are their favorite expressions.
- Have students say what they remember from this section and make notes in the chart.
- Write Invented Languages on the board and brainstorm language and information that students remember from the Reading. Call provounteers to list as many words as they can on the board. Encourage the rest of the class to make suggestions.

h digis discussion about invented languages.

Ministry of Education 2023 - 1445

- 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 English as an International Language. 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 access different sources and collect information? Why? Why not? Where did they find information? Where did they find photos?

Did they enjoy preparing their presentation? 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. 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 11:   | Things                        | that I didn't like           | very much:                         |
|--|-------------------------------|------------------------------|------------------------------------|
| Things that I found easy in Unit 11:   | Things                        | that I found diffi           | cult in Unit 11:                   |
| Unit 11 Checklist  | l can do this<br>very well.   | I can do this<br>quite well. | I need to study/<br>practice more. |
| discuss world languages  |                               |                              |                                    |
| talk about the English language  |                               |                              |                                    |
| ask someone to repeat something  |                               |                              |                                    |
| use adjective clauses and relative pronouns use relative pronouns as subjects of adjective clauses |                               |                              |                                    |
| use relative pronouns as objects of adjective clauses  |                               |                              |                                    |
| use future forms with will and be going to   |                               |                              |                                    |
| use conditional sentences with if-clauses (present); and wish/ If only                             |                               |                              |                                    |
| talk about different kinds of vacations  |                               |                              |                                    |
| My five favorite new words from Unit 11:   | If you're s<br>from Unit      | still not sure abou<br>11:   | ut something                       |
|  | • read through the unit again |                              |                                    |

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Ministry of Education 2023 - 1445

- listen to the audio material
- study the grammar and functions from the unit again
- ask your teacher for help

# 12 Lost and Found

### Listen and Discuss 🕢



- 1. Talk about the most valuable thing you have ever lost.
- 2. Talk about the most valuable thing you have ever found.

### **Amazing Lost Treasures**

### Moctezuma's Treasure



Moctezuma II was an Aztec emperor who ruled from 1502 to 1520. This was a time when the Aztecs controlled most of what is now Mexico and Central America. In 1520, the notorious Spanish invader Hernán Cortés kidnapped and killed Moctezuma. Cortés and his men then collected all of Moctezuma's dazzling treasures and tried to escape with them. But the Aztecs, who refused to surrender, caught up with the Spanish and fought them. Cortés and a few of his men escaped empty-handed, but eventually returned to take revenge and to attempt to steal the treasure again. However, the Aztecs hid the treasure somewhere around Lake Texcoco, and Cortés never found it.

One of Mexico's former presidents actually drained Lake Texcoco in an attempt to find the treasure, but he failed to find any trace of it. Today it is believed that Moctezuma's treasure is hidden somewhere near Mexico City, but no one knows exactly where.

#### Tutankhamun's Treasure

King Tutankhamun of Egypt, the boy pharaoh, succeeded his father to the throne when he was barely 9 or 10 years old. He died in his late teens, According to speculation, he was either assassinated or died of infection after an accident.

Tutankhamun's tomb, in the Valley of the Kings in Egypt, is the best preserved royal tomb ever discovered. Theodore M. Davis, an American businessman, was the first person to find clues that led to the discovery of the tomb. Howard Carter, an Egyptologist, confirmed, upon examining the clues, that the tomb lay inside the Valley of the Kings, the royal necropolis of the time.

Carter persuaded his friend Carnarvon to finance his search for the tomb. They had nearly given up when they finally noticed some steps buried under an ancient hut, leading to the sealed door of the tomb. They dug an opening that allowed entry to the tomb, where they found the most amazing artifacts: gold masks and furniture, stunning jewelry, exquisite paintings and inlaid boxes, and other objects of astonishing beauty and craftsmanship. It took Carter many years of his life to study and record all the findings. Everything was photographed and itemized. King Tut's treasure toured the world for the first time in the 70s. The second tour began in 2004.

#### The Amber Room

The Amber Room was a 180-square-foot (17-square-meter) room, whose four walls were made of six tons of amber, decorated with jewels. The room, which was constructed by Prussian King Friedrich Wilhelm the First, took over eight years to build. It was completed in 1716, at which time it was given to Tsar Peter the Great of the Russian Empire as a gift.



## O Unit Goals

Vocabulary

Valuable objects and treasures Lost and found objects Accidental discoveries

Functions

Conduct an interview Express regret Express understanding

O Grammar

Using Where and When in Adjective Clauses Using Whose in Adjective Clauses

Listening

Listen for specific details in stories about lost and found items

Pronunciation

The dropped h sound at the

beginning of pronouns and auxiliary verbs

Reading

Look What I Found!

Writing

Write a personal narrative describing a time that you have lost and/or found something important

Form, Meaning and Function

> Conditional Sentences for Imaginary Situations in the Past

As if/As Though for Unreal Situations

It's High Time/It's About Time

#### **Warm Up**

- With students' books closed, write the title of the unit on the board: Lost and Found. Ask: What do you think this unit will be about? Elicit guesses and opinions without confirming or denying answers at this point.
- Write the introductory activities on the board:
  - 1. Talk about the most valuable thing you have ever lost.
  - 2. Talk about the most valuable thing you have ever found.
- Arrange students in small groups to discuss them. As a follow-up, ask a few students to share stories of interest with the class.

### 1 Listen and Discuss

Have students open their books to pages 180 and 181.

Ask them to preview the pages, looking at the pictures and the titles of the stories. Ask: What is the title of Ministry presentation? (Amazing Lost Treasures) What is 2023 - 1445

the title of the first story? (Moctezuma's Treasure)

Does anyone know who Moctezuma is? Elicit any
previous knowledge students have about Moctezuma.

(This emperor is also known by the name Montezuma.)

- Repeat this procedure with the other two stories.
   Ask what the title of each story is and elicit any prior knowledge students have about Tutankhamun's Treasure and The Amber Room.
- Play the audio as students listen and read along.
- Pause the recording after each story to ask a few general comprehension questions. For example: (Moctezuma's Treasure)

Who was Moctezuma? (an Aztec emperor)
What area of the world did he rule? (Mexico and Central America)

Where is his treasure supposed to be?

(near Mexico City)

(Tutankhamun's Treasure)

Who was Tutankhamun? (The king of Egypt)
How old was he when he died? (He was in his late teens.)

Who was the first person to find clues regarding Tutankhamun's tomb? (Theodore M. Davis)

(The Amber Room)

What is the Amber Room? (a room made of amber and decorated with jewels)

**Who was the room built for?** (Tsar Peter the Great of the Russian Empire)

What is its value estimated to be? (\$142 million)

- Make sure that students understand important key words in the stories. If students do not know them, allow them to look them up in a dictionary and write down their definitions. Elicit the meaning of each of the following words: Aztec, tomb, necropolis, amber, crates, salt mines, shelter.
- Allow students time to read the stories again in preparation for the Quick Check exercises.

#### **Culture Note**

#### Lake Texcoco

Lake Texcoco was a natural lake that existed in the area of present-day Mexico City. The lake caused persistent flooding within the city until 1967, when it was completely drained. The draining of the lake caused significant consequences to the area, including water shortages to this day in Mexico City and the formation of desert in the surrounding area.

#### **Quick Check**



- Read aloud the words in the box for students to repeat.
- Have students work individually to complete each sentence with a word from the box, and then compare answers with a partner.
- Using the context given in the stories and in the exercise, have partners guess at the meaning of the words and write down definitions for them. Then allow them to look up the words in an English dictionary and check their guesses.
- To check answers as a class, call on students to read the completed sentences aloud.

#### Answers

- 1. preserve
- 2. surrender
- **3.** theory
- 4. notorious
- 5. treasure
- 6. revenge
- 7. invaluable



- Have students work with a partner to ask and answer the questions.
- Call on pairs to read aloud the questions and answer them, using their own words. Ask the class to confirm whether the answers are correct.

#### **Answers**

Answers will vary. Sample answers:

- 1. Because the Aztecs fought Cortés and his men.
- 2. He drained Lake Texcoco.
- 3. He was a king of Egypt.
- 4. It is the best preserved royal tomb ever discovered.
- **5.** The Amber Room took eight years to construct and has been called the eighth wonder of the world.
- **6.** The Amber Room could have been on a passenger ship that was sunk by a Soviet submarine. It could have been buried in salt mines in the Ore Mountains. It might be hidden in a lost underground shelter in Konigsberg, Germany.



Ministry of Education 2023 - 1445

### 2 Pair Work

- Have a student read aloud the directions.
- Arrange students in pairs to create their role play. Tell
  pairs to choose their roles: one will be a reporter and the
  other will be a character from one of the stories.
- Tell students who are playing Moctezuma, Tutankhamun, and Peter the Great to use what they know from the stories to answer the questions. They can elaborate on what they know and invent additional information to make their answers interesting.
- Remind students that role plays should not be written down. They should be practiced a few times so that students know generally what to say.
- Ask a few pairs to perform their role plays for the class.
   Encourage students to use their acting abilities to look and sound like the characters they are playing.

#### Workbook

Assign page 349 for practice with the vocabulary of the unit.



#### Teaching Tip

When role-playing in the classroom, students should not write out or try to memorize their dialogue. They simply practice it orally a few times, focusing on key words to help them remember important points to make. It is OK for the role play to be slightly different each time students practice it. This is authentic use of language.



#### **Additional Activity**

Write on the board a coded secret message about a treasure. Use a letter code that students can work to decipher. For example:

#### Sgd sqdzrtqd bzm ad dntmc hm sgd qdc anw.

(The treasure can be found in the red box.)

In this code, each letter represents the letter that comes before it in the alphabet. See who can decipher the message first and find the treasure. (If you use this message, hide small treats for students in a red box somewhere in the classroom.)



According to legend, Moctezuma's treasure was too large to have been moved out of Mexico City. Among other things, it was said to have included two gold collars, a large alligator's head made of gold, one hundred ounces of gold, birds and other sculptures embedded with precious gems, and wheels of gold and silver in different sizes.

During World War 2, the Nazis found the invaluable room, tore it down, packed it in hundreds of crates, and took it to a destination that has never been discovered. One theory is that it was loaded onto a passenger ship that was sunk by a Soviet submarine. Another possible destination was the Ore Mountains in Germany, where the Amber Room may have been buried in salt mines. The most popular theory, however, is that the Amber Room was hidden in a lost, underground shelter



somewhere in the city of Konigsberg, Germany. The beautiful room has been called the eighth wonder of the world, and historians estimate that its value today would be around \$142 million. The search for the Amber Room continues to this day.

| _            |   |  | - |   |  |  |
|--------------|---|--|---|---|--|--|
| $\mathbf{O}$ | i |  |   | h |  |  |
|              |   |  |   |   |  |  |

A. Vocabulary. Complete each sentence with a word from the box.

| preserve   | notorious | surrender | treasure |
|------------|-----------|-----------|----------|
| invaluable | revenge   | theory    |          |

- **1.** We should do whatever we can to \_\_\_\_\_ our historic monuments.
- **2.** The burglars tried to steal the woman's jewelry, but she wouldn't \_\_\_\_\_ without a fight.
- **3.** My \_\_\_\_\_\_ is that people search for gold not because they want to get rich, but because it is exciting.
- **4.** The police were finally able to catch the \_\_\_\_\_ bank robbers.
- **5.** The explorers found a \_\_\_\_\_ worth millions of dollars that had been buried for hundreds of years.
- **6.** Even though Lisa borrowed and lost her favorite earrings, Beth knew it was an accident and so she didn't try to get .
- **7.** The collection of the Egyptian Museum in Cairo is \_\_\_\_\_.

#### **B.** Comprehension. Answer the questions.

- **1.** Why didn't Cortés escape with Moctezuma's treasure?
- **2.** What did one of Mexico's former presidents do in an effort to find Moctezuma's treasure?
- 3. Who was Tutankhamun?
- **4.** What is so special about King Tutankhamun's tomb?
- **5.** What is special about the Amber Room?
- **6.** What are three theories about the location of the Amber Room?



Conduct an interview with a partner. One of you will be Moctezuma, Tutankhamun, or Peter the Great, and the other will be a reporter. Discuss the treasure each person is associated with. For example: What did Ministry of Education the treasure contain? What do you think happened to the treasure? Will the treasure ever be found? Why 2023 - 1445 or why not?

## 3 Grammar 鷆

#### Using Where and When in Adjective Clauses

Where is used to modify a place in an adjective clause. Where cannot be omitted.

Last year I visited the city where Moctezuma's treasure is said to be buried.

There are alternatives to using where in an adjective clause. Where can be replaced by:

**1.** preposition + which

Last year I visited the city in which Moctezuma's treasure is said to be buried.

2. that/which + preposition

Last year I visited the city that Moctezuma's treasure is said to be buried in.

When is used to modify a noun or time in an adjective clause. When can be omitted.

Last Monday was the day (when) I found a SAR 100 bill on the street.

There are alternatives to using when in an adjective clause. When can be replaced by:

**1.** that (that can also be omitted)

Last Monday was the day (that) I found a SAR 100 bill on the street.

2. preposition + which

Last Monday was the day on which I found a SAR 100 bill on the street.

#### Using Whose in Adjective Clauses

Whose is the possessive form of who. It can stand for his, her, its, and their, and is always used before a noun. Whose cannot be omitted.

There are people **whose** lives are spent looking for ancient objects.

Whose can be either the subject or the object of an adjective clause.

Tutankhamun was a pharaoh. **His story** is the most interesting to me.

Tutankhamun was the pharaoh **whose story** is the most interesting to me.

The man was very happy. I found his wallet.

The man **whose wallet** I found was very happy. (Whose is the subject.)

**Note:** Don't confuse whose with who's, which is the contraction for who is or who has.

The woman **who's** coming over tonight lost her watch.

She is the woman who's lost her watch.

She is the woman **whose** watch disappeared.

A. Combine each pair of highlighted sentences using where or when. Use the second sentence as the adjective clause.

The King's Palace in Riyadh is the palace. King Salman lives.

The King's Palace in Riyadh is the palace where King Salman lives.

**1.** September 23<sup>rd</sup> is the day.

World War 1 ended.

**2.** 1918 was the year. 3. There are websites.

You can buy used textbooks.

People in Saudi Arabia celebrate National Day.

4. 11:07 is the time.

My train arrives.

I can buy an electronic reader.

5. Do you know a place? 6. Dubai is a city.

Many towers have been built.

B. Rewrite wour answers for exercise A with an alternative way of expressing where and when clauses.

Ministry of The King's Palace in Riyadh is the palace in which King Salman lives.

2023 - 144 The King's Palace in Riyadh is the palace that King Salman lives in.

### **3** Grammar

## Using Where and When in Adjective Clauses

- Present the explanation and examples for the word where
- Write the examples on the board:

Last year I visited the city <u>where</u> Moctezuma's treasure is said to be buried.

Last year I visited the city <u>in which</u> Moctezuma's treasure is said to be buried.

Last year I visited the city <u>that</u> Moctezuma's treasure is said to be buried in.

Emphasize to students that all of the sentences on the board have the same meaning. These are simply different ways to express the meaning.

- Write the following sentence on the board:
  - The city where we live is beautiful.

Ask students to reword the adjective clause in two ways. (The city in which we live is beautiful./The city that we live in is beautiful.)

- Repeat this procedure with the explanation and example for the word when. Write the examples on the board, emphasizing that these sentences have the same meaning. Point out that when, that, and on which can all be omitted without changing the meaning of the sentence.
- For practice, write the following sentence on the board:

### I will always remember the day when we moved here.

Ask students to rewrite this sentence in two ways. (I will always remember the day that we moved here. / I will always remember the day on which we moved here.)

• Direct students to exercises **A**, **B**, and **C** for practice.

#### Using Whose in Adjective Clauses

- Present the information and examples.
- Emphasize that *whose* can refer to both a singular and a plural subject, as shown in the examples.



Ministry of Education 2023 - 1445 • Discuss the **Note**. Explain to students that an easy way to decide whether *whose* or *who's* is correct is to replace *who's* with the full form *who is*. For example:

**Daniel,** \_\_\_ a good friend, let me borrow his watch. (who is)

**Daniel,** \_\_\_\_ watch I borrowed, is a good friend. (whose)

Elicit the correct word to go in each blank.

• Direct students to exercises **D**, **E**, and **F** for practice.

#### A

- Have students work individually to combine the sentences, and then compare answers with a partner.
- Check answers as a class by calling on students to read aloud their combined sentences.

#### **Answers**

Answers will vary. Sample answers:

- **1.** September 23<sup>rd</sup> is the day when people in Saudi Arabia celebrate National Day.
- 2. 1918 was the year when World War I ended.
- 3. There are websites where you can buy used textbooks.
- 4. 11:07 is the time that my train arrives.
- 5. Do you know a place where I can buy an electronic reader?
- 6. Dubai is a city in which many towers have been built.



- Have students work individually to rewrite their sentences from exercise A in a different way. Then have them compare answers with a partner.
- Check answers as a class by calling on students to read aloud their sentences.

#### Answers

Answers will vary. Sample answers:

- **1.** September 23<sup>rd</sup> is the day on which people in Saudi Arabia celebrate National Day.
- 2. 1918 was the year in which World War I ended.
- **3.** There are websites that you can buy used textbooks from.
- 4. 11:07 is the time at which my train arrives.
- **5.** Do you know a place from which I can buy an electronic reader?
- 6. Dubai is a city where many towers have been built.



- Ask a volunteer to read aloud the directions and the example.
- Have students complete the sentences with information that is true about them, using adjective clauses. Then have them compare answers with a partner.
- Since answers will vary, elicit complete sentences from a few students for each item.

#### **Answers**

Answers will vary. Sample answers:

- 1. I'll always remember the day when I bought my first car.
- 2. I like to visit places where you can learn new things.
- 3. 2009 was the year when I went to China.
- 4. I'd like to attend a university where the standards are high.
- **5.** I felt nervous the time when I had to give a presentation in front of the class.
- **6.** I usually eat in restaurants where the food is inexpensive.
- 7. I like to go to parks where I can have a picnic.
- 8. I sometimes have days when I don't want to get out of bed.

#### 0

- Have students work individually to combine the sentences, and then compare answers with a partner.
- Check answers as a class by calling on students to read aloud their combined sentences.

#### **Answers**

Answers will vary. Sample answers:

- 1. I have neighbors whose son has the TV on loud day and night.
- 2. Is he the author whose books are so popular?
- **3.** The teacher whose course I'm taking next semester is fantastic.
- 4. I have a friend whose father is a doctor.
- He is the chef whose restaurant is notorious for causing food poisoning.
- **6.** Who is the person whose moldy sandwich is in the refrigerator?



- Have students work with a partner to complete the sentences. Remind them that there are multiple ways to complete the sentences.
- Since answers will vary, elicit complete sentences from a few students for each item.



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2023 - 1445

#### **Answers**

Answers will vary. Sample answers:

- 1. whose behavior
- 2. whose clothes
- 3. whose books
- 4. whose meaning
- 5. whose drawing



- Have students work individually to choose the correct word, and then compare answers with a partner.
- To check answers, ask volunteers to write the complete sentences on the board.

#### Answers

- **1.** who's
- 6 whose
- 2. who's
- 7. whose
- **3.** whose
- 8. whose
- 4. who's
- 9. who's
- **5.** who's

#### Workbook

Assign pages 350–352 for practice with the grammar of the unit.



#### Teaching Tip

When presenting grammar, try to balance emphasis on correct form as well as authentic usage. Both are important for communication.



#### **Additional Activity**

Arrange students in pairs. Pretend that one student does not know anyone in the room. That student's partner describes each person using an adjective clause. For example: That is the student whose notebook I often borrow. That is the girl whose father works at the bank, etc. Then have students switch roles and create new sentences.



When Tutankhamen's tomb was discovered in 1922, it became apparent that pharaohs were traditionally buried with riches. However, none of the previously discovered pharaohs' tombs contained treasure. While it is likely that grave robbers stole some of the treasure, it would not have been possible for them to steal all of it. The world may never know what happened to the treasure of the pharaohs.

| C.                              | Finish each sentence with an adjective clause beginning with where or when.  |
|---------------------------------|--|
| •                               | When I was a child, I lived in a home <u>where there was a lot of love</u> .   |
|                                 | 1. I'll always remember the day  |
|                                 | 2. I like to visit places  |
|                                 | <b>3.</b> 2009 was the year  |
|                                 | 4. I'd like to attend a university   |
|                                 | <b>5.</b> I felt nervous the time  |
|                                 | <b>6.</b> I usually eat in restaurants   |
|                                 | 7. I like to go to parks   |
|                                 | 8. I sometimes have days   |
| D.                              | Combine each pair of sentences with <b>whose</b> . Use the second sentence as the adjective clause.  |
|                                 | I need to thank the classmate. I borrowed my classmate's cell phone. $I$ need to thank the classmate whose cell phone $I$ borrowed.  |
|                                 | <ol> <li>I have neighbors. Their son has the TV on loud day and night.</li> <li>Is he the author? His books are so popular.</li> <li>The teacher is fantastic. I'm taking the teacher's course next semester.</li> <li>I have a friend. My friend's father is a doctor.</li> <li>He is the chef. His restaurant is notorious for causing food poisoning.</li> <li>Who is the person? Their moldy sandwich is in the refrigerator.</li> </ol> |
| E.                              | Fill in the blanks with <b>whose</b> + a logical noun.   |
| •                               | I have a friend <u>whose</u> <u>parents</u> are very demanding.  |
|                                 | 1. Last night I saw a celebrity on TV was annoying.  |
|                                 | 2. John is a man are always very stylish.  |
|                                 | 3. They are popular writers are well-known.  |
|                                 | <ul><li>4. It is a poem is very difficult.</li><li>5. The student won first prize was very proud.</li></ul>  |
| _                               |  |
| F.                              | Circle who's or whose.   |
|                                 | 1. Do you know the person (who's / whose) standing at the back of the class?  2. He's the gray (whose) peterious for horrowing manay that he power repower.  |
|                                 | <ol> <li>He's the guy (who's / whose) notorious for borrowing money that he never repays.</li> <li>Al-Kwarizmi is the mathematician (who's / whose) ten-digit numbering system had a great impact on mathematics and arithmetic worldwide.</li> </ol>  |
|                                 | <b>4.</b> They want to find a secretary (who's / whose) responsible and efficient.   |
| • •                             | <b>5.</b> Professor Bake is the one (who's / whose) taught us math for two years.  |
| • • •                           | 6. We flave a friend (who's / whose) brother is in Australia.  |
| و التعظيم                       | 7. Is she the woman (who's / whose) wallet was lost? 8. Amin is a poet (who's / whose) poetry both my father and I enjoy.  |
| Ministry of Educ<br>2023 - 1445 | 9: Pd like to find out (who's / whose) eaten everyone's food.  |

## 4 Conversation 💹



Abdullah: Hey, Mohammed. How was your day?

Mohammed: Leave me alone. Abdullah: What's eating you?

Mohammed: Sorry. I'm just really aggravated. I lost

the watch that my parents got me for my

graduation. I'm really down in the dumps. I loved that watch. And, of course, my parents are going to hit the roof when they find out. If only I'd been more careful with it.

Abdullah: What a shame. Do you know where you left it? Mohammed: If I knew where I left it, then it wouldn't be lost!

Abdullah: OK. OK. Don't get bent out of shape. When did you realize it was gone?

Mohammed: When I got to work this morning. I looked all over the office and here at home. It seems to

have vanished into thin air.

Abdullah: And when's the last time you remember seeing it?

Mohammed: I was running late this morning. I remember taking the watch off my nightstand and looking

at it right before I went into the bathroom to shave.

Abdullah: Did you put it on after you looked at it?

Mohammed: No. I didn't want it to get wet, so I put it on top of the medicine cabinet. Hold on. Let me

take a look... Here it is! Abdullah, you're a genius!

Abdullah: I keep trying to tell you that!

#### **About the Conversation**

**1.** Why is Mohammed aggravated?

**2.** When did Mohammed realize that his watch was missing?

3. Where did Mohammed leave his watch? How did he realize this?

#### **Real Talk**

eating = bothering

down in the dumps = feeling sad and disappointed

hit the roof = be very angry

bent out of shape = upset, agitated

vanished into thin air = disappeared without a trace

#### **Your Turn**

Role-play with a partner. Tell your partner about something you lost. Use phrases from the box to express regret about the thing you lost. Your partner will express understanding and sympathy about the loss.

#### **Expressing Regret Expressing Understanding** How awful/upsetting that must have been! I regret (not) having... \_ regret verb + -ing\_ I know how that feels. I will would never to that again! I'm sorry that happened. I wish I had(n't)... That's too bad. m.really annoyed that... What a shame! I'm sorty ever... Ministry of Education If only I... 1445 Looking back, I would have... 2023 -



### 4 Conversation

- With books closed, tell students that they will listen to a conversation between two friends about a lost item. Write on the board: What did he lose? (his watch) Why is this object special to him? (He loves it and his parents gave it to him.)
- Play the audio. Tell students to listen with their books closed.
- Elicit answers to the questions on the board.
- Play the audio again. This time, have students open their books and read along as they listen.
- Arrange students in pairs to practice the conversation, switching roles. Then ask one pair to act out the conversation for the class.

#### Real Talk

- Model the expressions in the Real Talk box for students to repeat. Remind students that, with the exception of vanished into thin air, these are informal words and expressions, suitable for use in casual speech, but not in writing.
- Provide additional examples of the words and phrases and ask questions to elicit use of them from students. For example, say: (Ahmed) looks like he is in a bad mood today. I wonder what's eating him. Ask: (Ahmed) What's eating you?
- Say: I am really down in the dumps that this class will be over soon. I will miss having you as students. Ask: Is there anything that you are down in the dumps about right now?
- Say: I love going to my grandparents' house for dinner. My grandmother cooks delicious meals and my grandfather does the cleaning up. Ask: What do you enjoy doing with your grandparents?
- Say: Last week I got really bent out of shape when I noticed that someone had scratched the side of my car. I was angry because it will be expensive to fix. Ask: When is the last time that you were bent out of shape? What made you angry?
- Say: Once, I lost my keys while I was out shopping. They seemed to have vanished into thin air. I looked everywhere but never found them. Ask: Have you ever lost something that seemed to have vanished into thin dir? Explain to students that this expression is acceptable in both informal and formal speech and writing.

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#### **About the Conversation**

- Have students work with a partner to ask and answer the questions.
- Call on pairs to read aloud the questions and answer them.

#### **Answers**

Answers will vary. Sample answers:

- 1. He lost his watch.
- 2. He realized it was missing when he got to work.
- 3. He left his watch on top of the medicine cabinet in the bathroom. Abdullah helped him remember this.

#### **Your Turn**

- Ask a student to read aloud the directions.
- Focus students' attention on the phrases in the box for Expressing Regret. Explain that these expressions indicate the speaker wishes something in the past had not happened. Elicit a few regrets from students, using phrases from the box. For example: I regret staying up so late last night. I'm very tired today. Or If only I had studied harder, I might not have failed that test.
- Focus students' attention on the phrases in the box for Expressing Understanding. Explain that these are common phrases used when listening to another person talk about his or her regrets. These expressions simply indicate compassion and sympathy for the other person.
- Have students create and practice their role plays with a partner.
- If pairs finish early, ask them to switch roles and create another role play with a different lost item.
- Monitor pairs as they practice, making sure they are using phrases from the box.
- Ask a few pairs to act out their role plays for the class.

### 5 Listening

- Read the directions aloud. Have students study the chart in preparation for the listening.
- Play the audio twice. After the first listening, give students time to fill the chart. Then have them listen again to complete any missing information.
- Play the audio again to confirm and check answers.

#### **Answers**

|    | David  | Mariella  |
|----|--|---|
| 1. | Max, the parrot  | Mariella's cell phone   |
| 2. | Max opened the wire enclosure and got out of the yard.       | Mariella dropped it on the beach.   |
| 3. | Max came home when<br>he heard the cell<br>phone ringing.    | A woman found it, recognized a bridesmaid in the photos, and returned it to Mariella's sister's friend. |
| 4. | David had a computer chip put inside Max for identification. | She will tie it to her pants with a string.   |

#### Audioscript

#### David

The most important thing I have ever lost was my six-month-old parrot, Max. Max is always getting into trouble. He loves pecking at my hat and my cell phone when it rings. He's also notorious for snatching fruit or a sandwich that someone might be holding. So we built a wire enclosure over and around our backyard to keep him in. One day Max somehow managed to get out. By the time I came outside to check on him, he was gone. I spent an hour looking for him around the neighborhood, but couldn't find him. When I got home, I had an idea. I asked my neighbor to keep calling my cell phone, and I let it ring every time. Within minutes, Max flew into the yard! I never want to lose Max again! So after talking to my veterinarian, we had a small computer chip attached to Max. Now, if he ever flies away or gets lost, I know I'll be able to find him again.

#### Mariella

The most important thing I have ever lost was my cell phone. It was an expensive phone with all kind of features along with Internet access. But most importantly, I had all my photos from my sister's wedding in it. One day I lost my phone at the beach, and didn't realize it until the next day. I was worried that it might be buried in the sand or damaged by water, so I gave up hope of finding it. I spoke with my sister that night and told her about having lost the phone.

The next day, my sister cared me at home and told me she had my cell phone! She said a woman had found it on the beach. While looking for clues as to who owned the phone, she came across the photosof the wedding. One photo showed a bridesmaid Ministryhose face dooked familiar to her. It was a woman in one of her

classes. She brought the phone to class and showed it to the classmate. The classmate was my sister's best friend, Donna! The woman gave the phone to Donna, who gave it to my sister. From now on, I'm going to attach my phone to a chain or ribbon around my neck. That way I know I will never lose it again.

### **6** Pronunciation

- Play the audio while students listen and read along.
- Play the audio again for students to repeat.
- The goal of this exercise is not for students to practice leaving out the h sound, but to understand words with a dropped h when they hear them.

### 7 Vocabulary Building



 Have students work individually to match the words with their meanings.

#### **A**nswers

**1.** d **2.** a **3.** f **4.** b **5.** e **6.** d



• Have students compare answers with a partner.

#### Workbook

Assign page 353 for additional reading practice.



#### Teaching Tip

Dictation activities offer valuable practice with listening, writing, grammar, vocabulary, and pronunciation.



#### **Additional Activity**

Choose one of the stories in the Listening for dictation. Read aloud the script three times. First read at a natural pace as students listen. The second time, pause after each sentence for students to write. Then read again at a natural pace. Distribute copies of the audioscript for students to check their work.



In 2006, a study in the Washington, D.C., area found that over a six-month period, 8,701 mobile devices were left behind in taxis.

## 5 Listening 🧴



Listen to two people talking about things they have lost. Then complete the chart.



|    |  | David | Mariella |
|----|--|-------|----------|
| 1. | What was lost?                             |       |          |
| 2. | How did it get lost?                       |       |          |
| 3. | How was it found?                          |       |          |
| 4. | How will the person avoid losing it again? |       |          |

## 6 Pronunciation



The **h** sound is often left out at the beginning of:

- the pronouns **he**, **her**, **him**, and **his**;
- the auxiliary verbs *have*, *has*, and *had*. Listen and practice.
- 1. By the time I came outside to check on him, he was gone.
- 2. I spent an hour looking for him around the neighborhood, but couldn't find him.
- 3. It was a woman in one of her classes.
- **4.** The most important thing I have ever lost was my cell phone.
- **5.** She said a woman **h**ad found it on the beach.

## Vocabulary Building 💹



- A. You will see the following words in the reading on pages 186 and 187. Match the words with their meanings.
  - 1. \_\_\_\_accustomed
- a. someone who determines the value of something
- 2. \_\_\_\_appraiser
- **b.** real
- **3.** \_\_\_\_\_ astronomer
- **c.** stuck between two things
- **4.** authentic
- **d.** used to
- e. find something by chance
- **6.** \_\_\_\_wedged
- f. scientist who studies outer space

Pileck your answers with a partner. If you do not understand the meaning of a word, look it up Ministry of Educahiandictionary. 2023 - 1445

## Reading



#### **Before Reading**

Where are some places that people might find valuable items? Have you ever looked for treasures in these places? If so, what have you found?

# LOOK WHA LEOUND!



We are accustomed to hearing announcements of important discoveries made by experts. For example, no one was surprised that it was an archaeologist who discovered Tutankhamun's tomb or an astronomer who spotted Neptune. But every once in a while, the most astonishing discoveries are made by ordinary people.

Take, for example, the story of the Philadelphia man who, in 1989, made a historic discovery in a flea market. The man, whose identity was never made known, bought an old painting at the flea market for \$4. He did not like the painting, but bought it because he liked the frame. When he got the painting home and took it out of the frame, he was surprised to discover a folded-up document wedged between the painting and the backing of the frame. The document appeared to be an old copy of the American Declaration of Independence. Taking a friend's advice, the man took the document to a professional appraiser where he received incredible news. The document was one of the original copies from the first printing of the Declaration of Independence in 1776. There were only 24 other such copies known to be in existence. The man put this incredibly rare document up for sale and found a buyer for \$2.42 million!

Teri Horton had a similar experience in 1987. Horton was looking through a thrift shop one day when she came across a painting that she thought was one of the ugliest things she had ever seen. She decided to buy it for a friend as a joke gift. She bargained the \$8 price of the painting down to \$5 and dragged the huge painting to her friend's home. However, the friend refused to take the painting because she thought it was too big and ugly. Horton took the painting home and organized a garage sale where she hoped to get rid of it.

A local art teacher happened to be passing by and saw the painting. She told Horton that the painting looked like it had been painted by Jackson Pollock, a famous 20th century painter whose paintings sell for millions of dollars. Horton had the painting evaluated by experts, many of whom agreed with the art teacher. Since then, Horton has devoted herself to proving that her painting is authentic. She has gained many supporters along the way, including a powerful art dealer. She has had numerous offers to buy the painting, including one for \$9 million, but has refused each one. Horton is confident that eventually the art world will accept the painting as an authentic Pollock. If and when this happens, the painting could be worth over \$50 million!

Perhaps the single most historic discovery made by a non-expert in recent years was made by an unemployed British man named Terry Herbert. Herbert is an amateur treasure hunter who searched fields and back lots with his metal detector for over 18 years. In all those years, Herbert had never found anything of significant value. But it is a good thing he was so persistent. In September of 2009, while using his metal detector on the land of a friend's farm, the detector started beeping wildly. Herbert started digging and soon discovered that he had struck gold—literally: He had stumbled upon the largest Anglo-Saxon treasure ever found. The treasure consisted of 11 pounds of gold and 5 pounds of silver in the form of over 1,500 ornaments, swords, and other weapons. Experts believe this find will give us a much greater understanding ്പ്രിട്ട് And a Saxons, the rulers of England from the 5th century until 1106. They also believe that this discovery

Ministry will be considered one of the most important discoveries in British archaeological history.

### 8 Reading

- Arrange students in small groups. Have them discuss the **Before Reading** questions with their books closed.
   Write the questions on the board for students to refer to.
  - Where are some places that regular people might find valuable items? Have you ever looked for treasures in these places? If so, what have you found?
- Elicit places that regular people look for treasures, such as in old houses, in rocks and caves, and in antique stores. Ask volunteers to share any personal experiences or stories they know about finding treasures.
- If applicable, discuss any treasures that have been found in the students' country or other countries in recent years.

#### **READING STRATEGY 3-2-1**

- Write the following on the board:
  - 3 (Write 3 amazing discoveries.)
    2 (Write 2 things the discoveries have in common.)
    1 (Write 1 question you have.)
- Ask students to close their books. Tell them to listen to the text in order to write down the 3-2-1 information that you wrote on the board.
- Play the audio. Ask students to listen to complete the 3-2-1 activity.
- Ask: Who was able to complete the 3-2-1 activity?
   Elicit answers from a few volunteers. Answers might include the following:

#### Write 3 amazing discoveries.

(an original copy of the American Declaration of Independence, a possible Jackson Pollock painting, an Anglo-Saxon treasure)

#### Write 2 things the discoveries have in common.

(They are all very valuable both monetarily and historically. They were all found by accident. They were all found by regular people, not experts.)

#### Write 1 question you have.

(Questions will vary.)

• Elicit the questions that students wrote down. Ask classmates if they can answer any of the questions. If there are any that no one in the class can answer, write them protections.



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- Tell students to open their books and follow along with the recording. Ask them to check their answers to the 3-2-1 activity and listen for the answers to any questions that are written on the board.
- Play the audio. Ask students to listen and follow along in their books.
- Ask the questions on the board and elicit answers from students.
- For vocabulary practice, refer students back to the Vocabulary Building exercise on page 185. Ask them to find and underline the vocabulary words in the reading.
- Have students work with a partner, taking turns explaining each word in the context of the reading, in his or her own words. Sample answers include:
  - **accustomed** (We are accustomed to, or used to, hearing about experts who make amazing discoveries, not regular people.)

**appraiser** (An appraiser looked at the copy of the Declaration of Independence and certified that it was an original.)

**wedged** (The man found the Declaration of Independence wedged, or stuck, inside the frame of the old painting.)

**astronomer** (An astronomer is someone who studies outer space. Naturally, it was an astronomer who discovered the planet Neptune.)

**authentic** (If Horton is able to prove that her painting is an authentic Jackson Pollock, it could be worth over \$50 million.)

#### **Culture Note**

#### The Declaration of Independence

The American Declaration of Independence was a document written primarily by Thomas Jefferson in 1776, while the American colonies were at war with Great Britain. It stated that the colonies were now independent and no longer a part of Great Britain. The Declaration of Independence was officially adopted on July 4th, the day on which the United States now celebrates its Independence Day.

#### **After Reading**

- Have students work individually to answer true or false for each statement.
- Check answers by calling on students to read the statements and their answers. If the statement is false, have them correct it and indicate the place in the text that supports the answer.

#### **Answers**

- **1.** true
- 2. false (Jackson Pollock was a famous 20th century painter.)
- 3. true
- false (The Anglo-Saxons ruled England from the 5<sup>th</sup> century until 1106.)
- 5. true
- **6.** false (The treasure consisted of gold and silver in the form of crosses, ornaments, swords, and weapons.)

### 9 Speaking

- Arrange students in groups of three or four to discuss and answer the questions.
- Have students copy the chart in the notebook and write their answers.
- Then form groups by putting two groups together.
- Have the groups present their answers.
- Open up the group discussions to a class discussion.
   Ask groups to share their answers with the class.

#### Workbook

Assign pages 354–355 for additional writing practice at word and sentence level.



#### Teaching Tip

A good number of students to group together for a discussion or project is three—or four at the most. If groups are larger, some students may not get a chance to participate.



#### **Additional Activity**

Create a treasure (or scavenger) hunt for your students. Hide treasures around the school or simply ask for information. Write a list of clues directing students to the treasures, such as the following:

- **1.** Where do you go when you need help with computer skills? Get a signature from the person who works there.
- **2.** Where do you go when you are hungry? Find the snacks waiting for you there.
- **3.** Find five English language books in the library. Write down their titles.

Have students work in groups to complete the hunt. Award prizes to groups who finish first.

An alternative idea is to create an Internet treasure hunt where students have to find certain information on the Web.



#### **Project: Found Treasures**

Working in groups, have students choose a significant archaeological find or treasure that was found somewhere in the world in the last century. Have groups research the find and prepare a poster and presentation to present to the class. For possible research topics, see the Fun Facts below.



Some of the most valuable treasures found in the 20<sup>th</sup> century include the following:

- Tutankhamen's treasure (Egypt, 1922)
- Preslav treasure (Bulgaria, 1978)
- Tillia Tepe treasure (Afghanistan, 1979)
- Środa treasure (Poland, 1985)
- Panagyuriste treasure (Bulgaria, 1985)
- Shipwreck treasure off Java (Indonesia, 2004)



The treasure, the value of which will be determined by a committee of experts, will be sold to a museum. The money from this sale will be split evenly between Herbert and the friend who owns the field where Herbert made the discovery. Herbert says that this experience has been "more fun than winning a prize."

So the next time you pass a garage sale or thrift store, or are clearing out "junk" from your attic, take a careful look. Who knows what unimagined treasures you may discover!



#### **After Reading**

Answer **true** or **false**. Rewrite the false statements to be true.

- 1. \_\_\_\_\_ An original copy of the American Declaration of Independence was once bought for \$4.
- **2.** \_\_\_\_\_ Jackson Pollock was a famous 19<sup>th</sup> century painter.
- **3.** \_\_\_\_\_ Teri Horton owns a painting that may be an original Jackson Pollock.
- **4.** \_\_\_\_\_ The Anglo-Saxons ruled England in the 1600s.
- **5.** \_\_\_\_\_ The largest Anglo-Saxon treasure ever found was found with an ordinary metal detector.
- **6.** \_\_\_\_\_ The Anglo-Saxon treasure found by Herbert consisted entirely of jewels.

## 🤋 Speaking 🞑



- 1. Choose a historical place in Saudi Arabia and talk about it. Think about what you might find there.
- 2. What would you do if you discovered a treasure there, like the people in the reading and didn't know it was valuable? Would you get rid of it, keep it, sell it, or have it appraised by an expert?
- 3. What would you do if you knew it was valuable? Make notes in the chart and compare ideas in groups.

|  | What would you do if you found a  | 1. Valuable document | 2. Valuable object | 3. Buried treasure |
|--|---|----------------------|--------------------|--------------------|
|  | Describe the  |                      |                    |                    |
|  | How would you feel if you found a?  |                      |                    |                    |
| •  | What would you do with the?   |                      |                    |                    |
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## 10 Writing **1**



- A. 1. Have you ever lost a piece of luggage during or after a trip? What would you do if you discovered that you had lost your suitcase?
  - 2. Do you think lost luggage is eventually found or not? Please give reasons.
  - 3. What would you do to avoid losing it?
  - **4.** Read the title of the text below. It does not tell you what happened but raises some questions.
    - When do you think someone might be thinking or saying this?
    - What kind of story do you expect to read about?
  - **5.** Read the personal narrative below and find out.
    - What is the writer's occupation?
    - Do you know anything about his age or appearance?
    - · What kind of person do you imagine he is?
    - Where did the incident take place?
    - What kind of state do you think the writer was in? How do you know?
    - Could you predict the ending before you got to it? Why? Why not?
    - How do you think the writer felt at the end?
  - **6.** What would you have done? Why?

# Had I really lost it?

I had just gotten back from a business trip in China. I had been working very hard for a week, trying to make the most of my time there; I had meetings every day, wrote proposals and reports, discussed options with my associates, and so on. In other words, I was exhausted!

I had had a long but comfortable flight, during which I had been unable to relax because I kept thinking of the backlog waiting for me at work. All kinds of pending issues surged into my mind and started swirling about. I tried to push them back, but with little success. When we landed, I made up my mind to drive to the office first, deal with any urgent matters, and then go home.

I headed for the carousel to wait for my luggage. I just followed the crowd and stood by with a trolley, waiting for my suitcase to appear. People kept on picking up their luggage and walking away, and I kept on waiting and getting more and more stressed. Eventually, the carousel stopped. I was told that there was no more



luggage. I could not believe it! I had even packed a new laptop in my suitcase to avoid carrying it. I rushed to the information desk, all worked up, ready for a fight! The person in charge was used to dealing with upset passengers, so he explained what the procedure was and offered to take me to the service that dealt with lost items, where I would have to fill out a form with all my details. He assured me that, in most cases, the luggage was eventually recovered. On the way, we walked past another carousel with some suitcases lined up alongside it. I caught a glimpse of a familiar sticker through the corner of my eye. When I stopped to check, I realized that I had found my suitcase. I had been waiting at the wrong carousel!



7. Read the personal narrative again and identify:

tatements that provide factual information about what the writer and other people did statements that provide access to the narrator's thoughts and feelings Ministry of Education • sections that convey slower motion and faster motion, and how this is achieved 2023 - 1445

### 10 Writing

#### A

Direct students' attention to the title and the picture.
 Elicit ideas from them about the picture. Ask them questions like these to help them:

Where is the picture taken?
What is happening in the picture?
What does "it" refer to in the title?

- Have students read and think about questions 1, 2 and 3 individually. Organize them in small groups and ask them to compare and combine ideas. Call on a student from each group to report their ideas in class.
- Hold a class discussion on the issue. You might want to extend it to losing luggage at the train station, on a boat trip, on the bus, in a taxi, etc.
- Have students read the directions for task 4. Call on volunteers to say what they think. Ask students to move around the classroom and find out what other students think.
- Tell students that they are going to read a personal narrative. Ask them to read directions for 5 and suggest possible answers. Call on volunteers to report ideas in class.
- Play the audio and have students listen and read.
- Have students answer the questions individually and then check with a partner.
- Discuss answers in class

#### **Answers**

- He is a businessman, or consultant or some related profession and often has to travel on business.
- No, not really. He could be the man in the suit in the picture in which case he might be in his forties or fifties or he might be younger in his mid to late thirties. We have no clues on his appearance.
- A very busy, preoccupied person.
- · At the airport.
- The writer was stressed because he needed his luggage and had packed a new laptop in it as well. (paragraphs 3 and 4)
- Answers will vary.
- · The writer must have felt very embarrassed at the end.
- Read question 6 with the class and elicit answers from



<del>صلحتاا قارام</del> Ministry of Education 2023 - 1445  Call on a student to read 7 aloud. Work on part of the text with the class to demonstrate what is required.
 Then ask students to work in small groups to identify and highlight the required sections.

#### **Answers**

#### Paragraph 1

Factual information: I had just  $\dots$  for a week, / I had meetings every day,  $\dots$  so on.

Thoughts and feelings: ..., trying to make most of my time there;/ In other words, I was exhausted!

#### Paragraph 2

Thoughts and feelings: the whole paragraph

#### Paragraph 3

Factual information: I headed  $\dots$  I kept on waiting / Eventually, the carousel stopped  $\dots$  luggage. I had even packed  $\dots$  to the information desk

Thoughts and feelings: and getting more and more stressed / I could not believe it / ... all worked up ready for a fight!

#### Paragraph 4

Factual information: ..., so he explained ... my suitcase
Thoughts and feelings: The person in charge was used to dealing
with upset passengers, / I had been waiting at the wrong carousel

Sections that convey slower motion: Paragraph 2, Paragraph 3, progressive forms, thoughts/reflection, conjunctions.

Sections that convey faster motion: Paragraph 1, Paragraph 4 [second half], simple forms e.g. past simple, listing as in paragraph 1 of actions that are time-consuming but are presented within restricted space in a condensed manner.

 Call on a student from each group to report the group's answers to the class. Ask the rest of the class to listen and agree or disagree.



#### Teaching Tip

When asking students to analyze texts and identify certain features, we try to raise learner awareness of pertinent points and have learners notice them. In other words, our aim is not to train learners to become expert interpreters or discourse analysts but to notice that the use of certain forms or types of organization can create certain effects.

Should a student insist that he/she perceives of a particular section as fact rather than thought or both, allow them to justify it. Accept their answer if it is well argued because the fact of the matter is that these strands are often integrated, making it very difficult to classify content/statements as fact or thought/feeling.

#### **B**

- Tell students that they are going to write a personal narrative about something important that they have lost and/or found.
- Ask them if they have ever lost anything by leaving it behind. Call on volunteers to answer.
- Go through directions for tasks 1 and 2. Organize students in small groups and ask them to think individually and make notes in the chart. Encourage students to comment on each other's ideas and make suggestions.
- Call on one student from each group to present their idea to make sure that everyone is on the right track.
- Focus students' attention on the Writing Corner. Explain that they will be writing a personal narrative, so they need to think about all the points outlined. Explain that it is important for the story to be vivid so they need to use devices such as direct speech, thought, questions, adjectives etc.
- Refer them back to the text they have read and stress the need for them to "speak" to the reader and let him/ her know what is on their mind, so the reader can follow the story more effectively.
- Varying the pace can indicate feelings as well as fast or slow action and accompanying feelings such as boredom, stress, etc.
- Stress the need to avoid explicitly stating the obvious.
   It often feels as if you are underestimating the reader's intelligence.
- Direct students' attention to the second part of the Writing Corner which focuses on implied meaning/ information. Have students work in pairs writing the implied information.

#### **Answers**

- I stopped walking towards the service desk where I was going to fill out a form for my lost luggage. I walked toward the suitcases that someone had lined alongside the carousel. I stopped to check the sticker on one. It was my sticker which meant that the suitcase was mine.
- The reader gets bored and can see very little purpose in the reading.
- Have students use their notes to draft an essay. Remind them to organize their information, views and feelings and separate or combine them depending on what they want to convey.
- Direct students to the model essay and have them their place. Circulate and monitor; help when
- Ministr**J&F&\$38**6tion
- 2023 1445

- Give students time to read their essays and make comments and corrections individually before they exchange with other students.
- Have students exchange drafts and comment/correct each other's texts. Then ask them to edit and rewrite.
- Call on volunteers to read their essays in class. Have the rest of the students listen and make a note of the way feelings and attitudes are presented along with factual information in different essays.

#### Workbook

Assign page 356 for additional writing practice above word and sentence level.

- B. 1. Write a personal narrative about something important that you have lost and/or found.
  - **2.** Before you begin writing, use a chart to outline the events of the story in the order that they happened.
  - **3.** Write your personal narrative describing what happened. Gives as many details as you can about the experience.

| Topic of Narrative: |  | Feelings/attitude |  |
|---------------------|--|-------------------|--|
| First               |  |                   |  |
| Next                |  |                   |  |
| Next                |  |                   |  |
| Then                |  |                   |  |
| Finally             |  |                   |  |

How Did You Lose That?

The story I am about to tell is an embarrassing one. It happened in 2019, which I will always remember as the year when I lost my laptop. That's right. I lost my 17-inch laptop. It was not stolen. I lost it.

My story begins at a large university library where I had gone to study and do some My story begins at a large university library where I had gone to study and do some research. I used my membership card to get in and had to wait for almost an hour for a research. I used my membership card to get in and had to wait for almost an hour for a spot to become vacant at one of the tables where I could plug in my laptop. I was so excited about my new membership and just being there, that I left everything on the table and walked away towards the journals section. When I tried to get back to the table, where I'd left my laptop, I could not find it. I had forgotten the number next to the outlet...

#### **Writing Corner**

When you write a personal narrative:

- · use devices that can make your story more vivid.
- · include parts where you are thinking aloud and revealing your thoughts or predicament.
- address direct questions to the reader, such as: Who would think of such a thing?
- vary the pace of your story depending on the events and the feelings/mood involved.
- notice that you don't need to state everything explicitly; some developments or thoughts are naturally understood by the reader.
- 1. Identify all the acts and/or thoughts that are implied and understood by the reader in the last lines of the model essay and write them.

| ٩ | • | I stopped walking toward the service desk where I was going to fill out a form for my lost luggage walked toward the suitcases that |
|---|---|---|
| 9 | • |   |
| ٩ | • | • I walked toward the suitcases that  |

Pile Cill 2 Wifflet is the effect on the reader when everything is stated or even restated explicitly?

Ministry of Education

2023 - 1445

## 11 Form, Meaning and Function

#### Conditional Sentences with If-Clause: Imaginary Situations for the Past

We use past hypothetical conditionals to talk about things that did not happen in the past. They are often used to express regret or criticism. The past perfect is used in the *if*-clause.

If Howard Carter **hadn't persuaded** his friend, Carnarvon, to fund the search for Tutankhamun's tomb, he **would never have discovered** King Tut's treasure.

#### As If/As Though for Unreal Situations

We can use as if and as though + a past or past perfect verb to suggest that something is unreal or untrue.

He talks as if he were an expert in the field. They act as though they had not cheated on the test.

#### It's High Time/It's About Time for Unreal Situations

Use *It's high/about time* + past simple to talk express criticism that something should have happened, or should already have been done.

**It's high time** you **found** a job and earned a wage. **It's about time** you **thought** about the future.

**A.** Read the situations and speculate on how things might have turned out differently. Rewrite the situation using hypothetical *If*-clauses for the present and the past. Compare your ideas with a partner.



- Carter did not give up the search for Tutankhamen's tomb. Carter's team discovered the most amazing artifacts. The artifacts were moved to The Egyptian Museum in Cairo. Many people have enjoyed visiting the exhibition. If Carter had given up the search for Tutankhamen's tomb, he wouldn't have discovered the most amazing artifacts. The treasures wouldn't have been dug up and exhibited in The Egyptian Museum in Cairo. Many people would not have been able to see the incredible display.
  - **1.** A Philadelphia man visited a flea market. He purchased an old painting. Inside the painting was a valuable and rare document.
  - **2.** Teri Horton was having a garage sale. A local art teacher was passing and saw a painting. The teacher told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.
  - **3.** Terry Herbert bought a metal detector. He used the metal detector to search for treasure for more than 18 years. He didn't give up. He visited a friend's farm and used his metal detector on his friend's land. He found a lot of gold. Archaeologists and historians learned a lot about England in the 5th century as a result of Terry Herbert's discovery.
- B. Use the cue words to write a new sentence with It's high/about time, as though and as if.

| • | 1. | Terry Herbert was r  | ot dreaming wh  | nen he found 11 pour | nds of gold! (feel / | as though / be ) |
|---|----|----------------------|-----------------|----------------------|----------------------|------------------|
|   |    | Terry Herbert felt a | is though he we | ere dreaming when h  | e found 11 pounds    | s of gold!       |
|   |    |                      |                 |                      | •                    | · ·              |

| 2.                    | We are not rich. (spending money / as though)  |  |
|-----------------------|--|--|
| 3.                    | You should stop gossiping. (It's high time)  |  |
| 4.                    | You did not see something scary. (look / as if)  |  |
| 5.                    | Adelis not an old man (walks / as though)  |  |
|                       | You don't own this house. (behaving / as if)   |  |
| <b>,7.</b>            | He, didn't take lessons in public speaking. (speaks / as if)   |  |
| <b>8</b> .            | He.didn't take lessons in public speaking. (speaks / as if)<br>Faris needs this job. (talking / as though) |  |
| Ministri<br><b>9.</b> | y of Education<br>My brother ought to take better care of himself (It's about time)                        |  |
| 2023 -<br><b>10.</b>  | She started the rumor. (pretends / as though)  |  |
|                       |  |  |

# 11 Form, Meaning and Function

## Conditional Sentences with *If*-Clause: Imaginary Situations for the Past

- Write this sentence on the board: If I had wanted to go downtown, I would have taken the bus. Ask: Did I actually want to go downtown? (no) Explain that this is a hypothetical or imaginary situation. You're saying that if something had been true, this is what would have happened as a result.
- Have students read the explanations and the examples in the chart. Explain that in these sentences the ifclause presents a condition or situation, and the main clause presents a possible result. Therefore, the main clause is often referred to as a result clause.
- Write sentence starters on the board and have students complete them with their own ideas. For example: If I had had more time yesterday, \_\_\_\_\_\_\_.
- Emphasize that although these sentences refer to past situations. Ask: What verb form do we use in the if-clause? (past perfect) What verb form is used in the result clause? (would have, could have, or might have + past participle)

#### As If/As Though for Unreal Situations

- Read the explanation and the examples in the presentation. As an additional example, tell students about a situation like the following: I saw a friend on the street the other day, but he didn't say hello. He acted as if he hadn't seen me. But I know he did.
- Ask students to respond: If he had seen you, he would have ...

#### It's High Time/It's About Time for Unreal Situations

- Write the example sentence on the board and ask students to restate it using conditional structures. For example, If you had found a job, you would earn a wage; If you found a job, I wouldn't be broke; It would be better if you had found a job... and so on.
- Explain that It's high time It's about time is used to express criticism.

#### <u>مرار</u>ت قرازم Ministry of Education 2023 - 1445

#### A

- Read out the directions with students and go through the first example as a class. Point out that when we speculate about hypothetical events it is important that we are clear about the time reference (imagined present or past). Elicit the form and function of the conditional structures in the example to illustrate this.
- Put students into pairs and given them a situation form 1 to 3 to speculate about. They should write their answer in their notebooks.
- In their pairs, ask students to form groups of 6 so that each pair has dealt with a different situation from 1 to
   3. Ask them to share their speculations with the group.
   The rest of the group should listen carefully and say if they agree or disagree. Encourage peer correction with form
- Have representatives from each group report to the group on the discussion for each situation.

#### Answers

Answers will vary. Possible answers:

If a Philadelphia man hadn't visited a flea market, he wouldn't have purchased an old painting and he wouldn't have found a valuable and rare document.

If Teri Horton hadn't been having a garage sale, a local art teacher would not have seen the painting. The teacher would not have told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.

If Terry Herbert hadn't bought a metal detector, he wouldn't have found a lot of gold.

#### **B**

- Ask students to complete this exercise alone and then compare their answers with a partner.
- Check the answers as a class.

#### **Answers**

- Terry Herbert felt as though he were dreaming when he found 11 pounds of gold!
- **2.** We are spending money as though we were rich.
- 3. It's high time you stopped gossiping.
- 4. You look as if you had seen something scary.
- 5. Adel walks as though he were an old man.
- 6. You're behaving as if you owned this house.
- 7. He speaks as if he had taken lessons in public speaking.
- 8. Faris is talking as though he didn't need this job.
- 9. It's about time my brother took better care of himself.
- **10.** She pretends as though she didn't start the rumor.

## Words Connected With Historical Monuments

- Tell students to read through the vocabulary items in the chart and circle any words or phrases with which 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 demonstrate the meaning by putting the word in a sentence of his/her own.
- Tell students to either add a word or phrase of their own to the vocabulary chart. Ask students to recall a memorable visit to a museum and use words and phrases from the chart to talk about it with a partner.
- Call on students to share their experiences with the class.

#### **Inversions**

- Go through the examples in the presentation and point out the inversion of the auxiliary verb and subject in each.
- Write the expressions on the board and tell students to work in pairs to form examples of their own: Not only, No sooner, Little, Not until and so on.



- Ask students to look at the titles of the two short texts.
   Ask if anyone has ever visited either of these places.
   Ask students what they know about these two museums and write key words on the board.
- Tell students to read the two short texts and underline any words in the text that appear on the board.
- Have students work alone to complete the gaps and then compare with a partner.
- If there is time, have students write another similar text about another museum they know well.

#### **Answers**

- 1. historic
- 2. breathtaking/astonishing/incredible
- 3. exhibits
- 4. artifacts
- 5. extraordinary/incredible/astonishing
- 6. ethnographic7. treasures
- 8. king



Ministry of Education

2023 - 1445

- 11. monuments
- 12. ancient
- 13. queens



- Refer students back to the examples given in the presentation and ask them to work together to rewrite the sentences.
- Emphasize that the meaning must stay the same.
- Ask students to share their answers with the class and correct any errors with form.

#### **Answers**

- Under no circumstances can you take photographs of any rooms or exhibits.
- 2. Seldom do I go to museums and art galleries these days.
- 3. No sooner had Ali and Ahmed arrived than the seminar finished.
- Not only did the ancient Egyptians know about the medicinal use of oils but they also knew about kohl.
- 5. On no account must you touch anything.

#### Workbook

Assign pages 357–358 for more practice with the form, meaning and function of the structures in the unit.



#### Teaching Tip

Make sure to keep a record of new vocabulary (beyond what is in the book) that comes up as students discuss a new topic. Try to recycle these words as much as possible during the lessons.

#### **Words Connected With Historical Monuments**

Some words we often use to talk about historical monuments are:

| ancient       | tomb           | archaeologists | discover   |
|---------------|----------------|----------------|------------|
| ethnographic  | exhibits       | historians     | preserve   |
| exquisite     | artifacts      | Egyptologist   | photograph |
| extraordinary | lost treasures | king           | record     |
| priceless     | museum         | queen          | search     |
| breathtaking  | art gallery    | pharaoh        | exhibit    |
| legendary     | monuments      |                | reveal     |

#### **Inversions**

Use the following expressions at the beginning of a sentence + auxiliary + subject to show emphasis:

**Not only** *did they* find exquisite paintings, **but** they **also** found furniture when they opened up the tomb.

No sooner had they decided to give up than they saw a sealed door leading to the tomb.

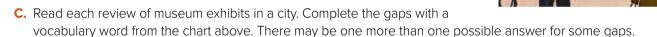
Little did they know that they would find some steps buried under an ancient hut.

**Not until** I heard their story *did I* understand the hardships they must have suffered.

**On no account/Under no circumstances** should they give up the search.

**Seldom** have I been so lost for words.

**Never** have I seen something so remarkable.



#### Jeddah Regional Museum of Archaeology The Egyptian Museum of Antiquities, Cairo and Ethnography The first section of the museum houses the lost (7.) The museum can be found in the (1.) \_\_\_ of Tutankhamun, the boy pharaoh of Egypt who became a Khuzam Palace in the Al-Nuzlah al-Yamaniyah (8.) when he was only nine or ten years old. There in the south of Jeddah. The building, which was are gold masks, stunning jewelry, (9.) \_\_\_\_\_ paintings and inlaid boxes, and other objects of (10.) \_\_\_\_\_ beauty and originally a royal palace, is (2.) \_\_\_\_\_. There are artifacts dating from the stone age period, craftsmanship. The next sections of the museum take you and more (3.) \_\_\_\_\_ and (4.) \_\_\_\_ which through a tour of history, including (11.) \_\_\_\_\_ from the preshow the rise of Islam. There is also an dynasty and the Old Kingdom and monuments from more (**5.**) \_\_\_\_\_ collection of (**6.**) \_\_\_\_\_ items recent times. In other rooms you can see (12.) \_\_\_\_\_ coins which illustrate the culture of the region in more and papyrus. There is also a hall for mummies, housing recent times. eleven (13.) \_\_\_\_\_ and kings.

- D. Rewrite the sentences in your notebooks using the words in parentheses. Use inversions.
- You can see ancient coins and papyrus. (not only)

Not only can you see ancient coins, but you can also see papyrus.

1. You can't take photographs of any rooms or exhibits. (circumstances)

2. I don't go to museums and art galleries very much these days. (seldom)

3. All and Ahmed had just arrived when the seminar finished. (sooner)

Ministry of Authorient Egyptians knew about the medicinal use of oils and kohl. (not only)

2023 - 144**5.** You are not allowed to touch anything. (account)

## 12 Project 🔯



- 1. Work in pairs/groups. Think about and research 2 discoveries that were made by ordinary people by accident. If you choose to use real stories of your family, interview people who can give you more information about what happened and the people involved.
- 2. Make notes about the story in the chart. Include your own comments.
- 3. Use your notes to prepare a PowerPoint or a poster presentation of the discovery story in class. Remember to use photos and/or illustrations.









| Di   | Discoveries Made by Ordinary People |    |  |
|--|-------------------------------------|----|--|
| What was discovered?                                     | 1.                                  | 2. |  |
| Where was the discovery made?                            |                                     |    |  |
| Who made the discovery? How?                             |                                     |    |  |
| What did the finder do?                                  |                                     |    |  |
| What was the outcome?                                    |                                     |    |  |
| Your views and comments  Gil Gilig  y of Education  1445 |                                     |    |  |

### **12** Project

- Have students look at the photos and identify what is in them. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.
- Read directions for 1 and 2.
- Organize students in groups and have them brainstorm about discoveries that they have heard or read about.
- Give students time to make notes in the chart individually. Then ask them to discuss their ideas in their group.
- Have students talk about the stories and choose the ones that they are going to work on. Remind them to decide which sources they are going to use to get information. Suggest that they interview family members if possible and record and/or make notes as they interview people.
- Ask students to download and print information that they find on the Internet. Allow them to use source material in Arabic if necessary. Explain, however, that the information will need to be transferred to English.
- Call on a student to read the directions for task 3 aloud.
   Discuss each point and clarify what the students are required to do.
- Direct students' attention to the chart. Ask them to read through the headings and elicit examples from students, to demonstrate what is required.
- Elicit ideas and guidelines about PowerPoint presentations from volunteers.
- Call on a student from each group to present the group's research 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.
- Allow time for research. This means that if students don't have access to the internet or would like to take photos or do interviews they will need time after class. 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 their PowerPoint presentation for the next lesson.
- Call on each group to present. Suggest that they take turns presenting each item that they have researched and collected information about.

#### مرارة التحليم Ministry of Education 2023 - 1445

#### Workbook

For additional practice in public speaking, refer students to page 374. Go over the presentation tips and have students do the activities.

### **13** Self Reflection

- Write Lost and Found 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:

Who was Moctezuma and how did he die? Where do people think Moctezuma's treasure is hidden?

When was King Tutankhamun's tomb discovered? Who discovered it?

- 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 to complete some sentences. For example:

This is the man whose job \_\_\_\_\_\_
Last Tuesday was the day that \_\_\_\_\_
Last Sunday was the day on which \_\_\_\_\_

Have volunteers complete the sentences. Elicit more examples from 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 Conversation is about in this lesson, for example: dealing with problems, facing a predicament.
- Have students say what they remember from this section and make notes in the chart.
- Write Look What I Found! 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:

### Which discovery was made in a flea market? What did Horton discover?

- 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 Before directing students to 10 Writing ask them to Before directing students to 10 Writing ask them to Before directing students to 10 Writing ask them to Before directing students to 10 Writing ask them to Before directing students to 10 Writing ask them to Before directing students to 10 Writing ask them to Before directing students to 10 Writing ask them to Before directing students to 10 Writing ask them to Before directing students to 10 Writing ask them to Before directing students to 10 Writing ask them to Before directing students and Before directing students to 10 Writing ask them to Before direction and Before

- 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 collect information? 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 PowerPoint/Poster 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. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

## 13 Self Reflection

|   |   |   | ı |
|---|---|---|---|
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| Things that I liked about Unit 12:   | Things that I didn't like very much:      |
|--------------------------------------|---|
|                                      |   |
|                                      |   |
|                                      |   |
|                                      |   |
| Things that I found easy in Unit 12: | Things that I found difficult in Unit 12: |
|                                      |   |
|                                      |   |
|                                      |   |

| Unit 12 Checklist                                     | l can do this<br>very well. | I can do this<br>quite well. | I need to study/<br>practice more. |
|---|-----------------------------|------------------------------|------------------------------------|
| conduct an interview                                  |                             |                              |                                    |
| express regret  |                             |                              |                                    |
| express understanding                                 |                             |                              |                                    |
| use where and when in adjective clauses               |                             |                              |                                    |
| use whose in adjective clauses                        |                             |                              |                                    |
| use conditional sentences with If-clauses (past time) |                             |                              |                                    |
| use: as if/as though                                  |                             |                              |                                    |
| use a range of inversions                             |                             |                              |                                    |
| talk about historical monuments                       |                             |                              |                                    |

| My five favorite new words from Unit 12: | If you're still not sure about something from Unit 12:  |
|--|---|
| حتا قرارة الت                            | <ul> <li>read through the unit again</li> <li>listen to the audio material</li> <li>study the grammar and functions<br/>from the unit again</li> <li>ask your teacher for help</li> </ul> |

Ministry of Education 2023 - 1445

# EXPANSION Units 9–12

### Language Review



- A. Change the quoted speech to reported speech. In some cases, more than one answer is possible.
- Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great. —Mark Twain

Mark Twain advised people to keep away from people who try to belittle their ambitions. He said that small people always did that, but the really great made you feel that you, too, could become great.

- 1. We have to be always ready and fit. I train my own children to walk barefoot, to rise two hours before dawn, to eat but little, to ride horses bareback – sometimes we have not a moment to saddle a horse, leap to his back and go. —King Abdulaziz
- 2. I will be father to the young, brother to the elderly. I am but one of you; whatever troubles you, troubles me; whatever pleases you, pleases me. —King Fahd bin Abdulaziz
- 3. A man who views the world the same at fifty as he did at twenty has wasted thirty years of his life. —Muhammad Ali
- 4. I will praise any man that will praise me. —William Shakespeare
- **5.** He who obeys the Almighty has no difficulty in exacting obedience to himself. -King Abdulaziz
- 6. ...every Muslim should work on some endowments that could benefit him in the life after death. Likewise, I prefer for my children to work on developing the wealth, that they would normally inherit after my death, while I am still alive, rather than keep it and continue working to increase it myself. —Sulaiman Al-Rajhi



King Abdulaziz (Ibn Saud)

| В. | Complete each sentence with a relative pronoun and your own idea.          |
|----|--|
| •  | I am accustomed to wearing clothes <u>that are baggy and comfortable</u> . |
|    | 1. The most ridiculous rumor I ever heard was                              |
|    | 2. The virtues I think are the most important are                          |
|    | <b>3.</b> Makkah is a city   |
|    | <b>4.</b> I am someone always  |
|    | 5. I think is the person has had the biggest impact on my country.         |
|    | <b>6.</b> The language I would most like to acquire is                     |
|    | 7 is a person I admire so much because                                     |
|    | 8. I am accustomed to having friends                                       |
|    | <b>9.</b> The object is my greatest treasure is                            |
|    | is something really intimidates me.  |

# O Unit Goals

- Language Review
- Reading It's a Mystery
- Language Plus Idioms about mysteries

#### Writing

Write an essay about an unexplained mystery Write an informational essay about a condition or disorder that involves the human mind

#### Have students work individually to change the quotes to reported speech, and then compare answers with a partner.

#### **Answers**

Answers will vary. Sample answers:

- 1. King Abdulaziz said that they had to always be ready and fit. He said that he trained his own children to walk barefoot, to rise two hours before dawn, to eat but little, to ride horses bareback he said/added that sometimes they didn't have a moment to saddle a horse, leap to his back and go.
- King Fahd bin Abdulaziz promised/said that he would be father to the young, brother to the elderly. He said that he was but one of them; whatever troubled them, troubled him; whatever pleased them, pleased him.
- 3. Muhammed Ali said that a man who viewed the world the same at fifty as he had at twenty had wasted thirty years of his life.
- **4.** William Shakespeare said that he would praise any man that would praise him.
- **5.** King Abdulaziz said that he who obeyed the Almighty had no difficulty in exacting obedience to himself.
- **6.** Sulaiman Al-Rajhi said that every Muslim had to work on some endowments that could benefit him in the life after death. Likewise, he preferred for his children to work on developing the wealth, that they would normally inherit after his death, while he was still alive, rather than keep it and continue working to increase it himself.

#### ₿

- This exercise reviews the use of adjective clauses and relative pronouns, presented in Unit 11. Refer students to the grammar chart on page 168 for review as necessary.
- Have students complete the sentences, and then compare them with a partner.

#### Answers

Answers will vary. Sample answers:

- 1. The most ridiculous rumor which / that I ever heard was that a famous football player was going to play for our local team.
- **2.** The virtues which / that I think are most important are honesty and integrity.
- 3. Makkah is a city which / that more than 13 million Muslims visit every year.
- **4.** I am someone who / that always locks the doors at night.
- **5.** I think (Answers will vary) is the person <u>who</u> has had the biggest impact on my country.
- **6.** The language which / that I would most like to acquire is Spanish.
- **7.** Picasso is a person who / that I admire so much because he was a great artist.
- **8.** I am accustomed to having friends who / that are fun and easygoing.
- **9.** The object which / that is my greatest treasure is a box that belonged to my grandfather.
- **10.** Lightning is something which / that really intimidates me.

### **1** Language Review



- This exercise reviews quoted and reported speech, which were presented in Unit 10. Refer students to the grammar chart on page 154 for review.
- Have students go around the room, reading aloud each quote. Elicit from students a brief explanation of who each quoted person is and why he or she is famous.
   Sample answers include:
- Mark Twain was an American author. His most well-known novels are The Adventures of Tom Sawyer, and Adventures of Huckleberry Finn.
  - **1/5.** King Abdulaziz (1876-1953) was a gifted leader and founder of the Kingdom of Saudi Arabia. He united the Arab tribes and officially established the Kingdom of Saudi Arabia, on September 23, 1932. King Abdulaziz initiated the building of infrastructure and set Saudi Arabia on the road to modernization.
  - 2. Fahd bin Abdulaziz Al Saud, Custodian of the Two Holy Mosques, was King of Saudi Arabia from 1982 to 2005. He was the eighth son of King Abdulaziz, and a witness of the founding of the Kingdom of Saudi Arabia at the age of 11.
  - **3.** Muhammad Ali is an American former boxer, a three-time World Heavyweight Champion, and one of the greatest heavyweight boxers of all time. He also won a gold medal in the light heavyweight division at the 1960 Summer Olympics in Rome.
  - **4.** William Shakespeare was a 16<sup>th</sup> century writer in England.
  - 6. Sheikh Sulaiman Al-Rajhi is a prominent businessman and philanthropist. He is the man behind the targest Islamic bank in the world. Devoted to social development, the Sulaiman Al-Rajhi Charitable Foundation has set up a world-class, non-profit university with main focus on health sciences.

    Al-Rajhi Is Ilnown for his generous donations to

Ministry of Support hospitals, orphanages and the disabled. He 2023 - 14 was awarded the 2012 King Faisal International Prize for Service to Islam.



- This exercise reviews using adjectives after noun clauses, which was presented in Unit 9. Refer students to the grammar chart on page 140 for review as necessary.
- Ask a student to read aloud the directions.
- Have students work with a partner to discuss the pictures and write a sentence about each, using the adjective given.
- Check answers as a class by calling on volunteers to read their sentences aloud. Since students' interpretation of the pictures will vary, accept any answers that are grammatically correct.

#### **Answers**

Answers will vary. Sample answers:

- 1. He is disappointed that he didn't win the match.
- 2. He is happy that his son got very good grades at school.
- 3. He is surprised that his friend is moving to another country.
- 4. He is unaware that a car is approaching.
- 5. They are glad that they won the game.



#### Additional Activity

Play Vocabulary Bingo. Create a list of target vocabulary words from Units 9–12 and provide them to students. Have students draw their own bingo cards with four columns and four rows. Then ask them to fill in the card with words of their choice from the vocabulary list. Read a clue aloud for each word from the list in random order. The clues could include definitions, synonyms, or antonyms for the vocabulary words. Students check off their words in their bingo cards as they hear the clues. The first student to check off four in a row across, down, or diagonally says <code>Bingo!</code> Have the student read aloud his or her words to check accuracy. Continue the game with the rest of the students or start a new game.



**C.** Write a sentence with an adjective + noun clause for each picture. Use the adjectives provided and your own ideas.



(worried)

He is worried that he may have failed the exam.



1. (disappointed)



**2.** (happy) \_\_\_\_\_



**3.** (surprised)



**4.** (unaware) \_\_\_\_\_



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**5.** (glad)\_\_\_

### **EXPANSION** Units 9–12

| D. | C   | omplete each sentence with a noun clause that is true about you.                            |
|----|-----|---|
| •  | Sc  | ometimes I complain that $\underline{I}$ have too much homework                             |
|    | 1.  | Ten years from now, I hope that   |
|    | 2.  | I sometimes fear that   |
|    | 3.  | I would never forget that   |
|    | 4.  | When I was younger, I decided that  |
|    | 5.  | Last week in class, I learned that  |
|    | 6.  | When most people meet me, they probably notice that   |
|    | 7.  | My parents expect that  |
|    | 8.  | People who have known me a long time know that  |
| E. | Us  | se the words and phrases to write sentences with noun clauses as the subjects.              |
| •  |     | ie: elephants have great memories<br>is true that elephants have great memories.            |
|    | 1.  | a fact: your diet affects your health   |
|    | 2.  | unlikely: he'll be able to afford a car this year   |
|    | 3.  | funny: he doesn't like tomatoes, but he does like tomato soup                               |
|    | 4.  | strange: he missed the goal even though he was very close to it                             |
|    | 5.  | obvious: people who study harder usually get better grades                                  |
|    | 6.  | possible: if people start using alternative sources of energy, global warming can be slowed |
| F. | Cir | rcle the correct relative pronoun in each sentence.   |

- **1.** My mother is the person (who / that / whose) praise means the most to me.
- 2. The shirt (where / who / which) I bought has a stain on the collar.
- 3. The day (where / when / which) he graduated was the best of his life.
- 4. The appraiser (who / which / whose) determined the diamond's authenticity is an expert.
- **5.** Al-Zahrawi is the 10th century surgeon (who / whose / where) is considered to be one of the fathers of modern medicine.
- 6. I like weekends (where / who / when) I can spend time with my family.
- 7. We often go to the park (whose / where / when) we relax for hours.
- **8.** A humanitarian is a person (who / whose / when) goals are noble.





#### **D**

- This exercise reviews the use of noun clauses after verbs, which was presented in Unit 9. Refer students to the chart on page 140 as necessary.
- Ask a student to read aloud the directions.
   Remind students to write sentences that are true about themselves.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- Check answers as a class by calling on volunteers to read their sentences aloud.

#### <u>Answers</u>

Answers will vary. Sample answers:

- 1. I will have a really nice house
- 2. I will not be accepted into a university
- 3. his appointment was the day before mine
- 4. I wanted to be a teacher
- 5. the author of that book lived nearby
- 6. I'm very tall
- 7. I will go to college
- 8. I'm very trustworthy



- This exercise reviews noun clauses as subjects of sentences. Refer students to the grammar chart on page 140 for review as necessary.
- Ask a student to read aloud the directions.
- Have students work individually to write the sentences, and then compare answers with a partner.
- Check answers as a class by calling on volunteers to read their sentences aloud.

#### Answers

- 1. It is a fact that your diet affects your health.
- 2. It is unlikely that he'll be able to afford a car this year.
- 3. It is funny that he doesn't like tomatoes, but he does like tomato soup.
- It is strange that he missed the goal even though he was very close to it.
- **5.** It is obvious that people who study harder usually get better grades.
- It is possible that if people start using alternative sources of energy global warming can be slowed.



Ministry of Education 2023 - 1445

#### 3

- This exercise reviews adjective clauses and relative pronouns, which were presented in both Unit 11 and Unit 12. Refer students to the grammar charts on pages 168 and 182 for review as necessary.
- Have students work individually to circle the correct pronouns, and then compare answers with a partner.
- To check answers as a class, call on students to read aloud the complete sentences.

#### **Answers**

- 1. whose
- 2. which
- 3. when
- **4.** who
- **5.** who
- 6. when
- 7. where
- 8. whose



- This exercise also reviews adjective clauses, which were presented in both Unit 11 and Unit 12. Refer students to the grammar charts on pages 168 and 182 for review as necessary.
- Ask a volunteer to read aloud the directions and the example.
- Have students work with a partner to first identify the photos, and then write a sentence about each.
- Call on students to give sentences about each photo.
   Ask classmates to identify and explain any photos that students are not sure about.

The following is a list of the photos:

the Mosque in Madinah, the Pyramid of Khafre at Giza and the Great Sphinx, the Taj Mahal, the Eiffel Tower, the Kingdom Tower, Machu Picchu, the *Titanic*.

#### **Answers**

Answers will vary. Sample answers:

- January 1st is the day when people celebrate the coming of the new year.
- September 23 is the day that Saudi Arabia celebrates its official establishment as a unified Arab state.
- 3. Machu Picchu is the city where the ancient Incas used to live.
- The Giza pyramid is the monument where the pharaoh Khafre was entombed.
- Mada'in Saleh is the place that became Saudi Arabia's first World Heritage Site.
- **6.** The Eiffel Tower is a destination that many tourists visit every year.
- 7. Kingdom Center, which is the tallest building in Riyadh, is located in the business district of Al-Olaya.
- 8. The Titanic was the ship which was supposed to be unsinkable.

#### Workbook

Assign pages 359–362 for review of vocabulary and grammar presented in Units 9–12.



#### **Additional Activity**

Have a spelling bee. Create a list of target vocabulary words from Units 9–12. (See the Vocabulary at the back of the book.) Distribute the list of words to students for them to study outside of class.

In class, line students up at the front of the room. Go down the line, giving each student a word to spell orally. If the student makes a mistake, he or she must sit down and the next student in line tries to spell the word.

Continue until there are either no more words, or only one student is left standing. This student is the winner. Award the winner a small prize or extra credit.

**G.** Write at least eight sentences about the photos using adjective clauses. Use the pronouns *that*, *which*, *who*, *where*, *when*, and *whose*.

| T | <u>1939</u> | was | the | year | when | World | War | 2 | bega | ın. |
|---|-------------|-----|-----|------|------|-------|-----|---|------|-----|
|---|-------------|-----|-----|------|------|-------|-----|---|------|-----|

| 1. |  |
|----|--|
| 2. |  |
| 3. |  |
|    |  |
| 5. |  |
|    |  |
|    |  |
| 8  |  |







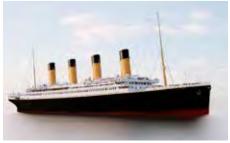




1939







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### EXPANSION Units 9–12

### 2 Reading



#### **Before Reading**

- 1. What are some things in the natural world that might have been difficult for people to understand before the development of science and technology?
- 2. Do you think everything in the natural world can now be explained with science and technology?

# It's a Mystery



Before the development of science and technology, man viewed the natural world as mysterious and sometimes frightening. People were confounded by questions such as What is thunder? How are mountains formed? What causes sickness? Then, with the development of science, man started to find the answers to such questions. Now that we live in an age of advanced scientific knowledge, it sometimes seems we have unlocked all the mysteries of nature. Yet every so often, nature presents us with unexplained phenomena for which there are still no rational, scientific explanations.

One such phenomenon that has been reported around the globe since ancient times is strange rainfall. From such diverse points on the globe as the U.S., Europe, and India, people have periodically reported such things as fish, frogs, and snakes suddenly falling from the sky. In one case, in July of 1901, a sudden heavy rain of frogs and toads fell on the city of Minneapolis, Minnesota. A reporter who covered the event wrote: "When the storm was at its highest, there appeared from the sky a huge green mass. Then followed a peculiar sound, unlike that of rain or hail. When the storm lessened, people found a variety of frogs 'three inches deep and covering an area of more than four blocks...so thick in some places [that] travel was impossible."

Some people believe these events are caused by tornadoes that occur over bodies of water. The theory is that the tornadoes, whose force sucks up animals into the clouds, are also responsible for carrying the animals until they are dropped back onto land. However, this explanation has never been proven. It also does not explain why many of these rainfalls consist of only one species, and why many of them consist of species that are not native to the area where they fall, but to an area many hundreds of miles away.

Perhaps the rainfall that has most confounded scientists is a heavy red rain that fell sporadically on Kerala, India over a two-month period in 2001. According to locals who experienced the rains, there was a flash of light and a boom so loud that it shook the houses in town. And then the rain began. The Kerala rain was studied by scientists around the world. It became famous in 2006 when Godfrey Louis, a professor at Mahatma Gandhi University in Kerala, made some astonishing claims about the rain. Louis said that the rain appeared to be composed of living, biological cells. However, he said that there was no evidence of DNA in the cells. As all cells on earth contain DNA, Louis concluded that the colored particles were living cells from a life form an another planet, carried to this planet by a meteorite. However, not all scientists agree with Louis, and the origin of the red rain of Kerala is still generally considered to be a mystery.

Another natural phenomenon that science has yet to explain is *ball lightning*. Ball lightning is the term for rare balls of light, usually at least as big as a doorknob and sometimes as big as a football, that float

### 2 Reading

- Direct students' attention to the **Before Reading** questions. Have a volunteer read the questions aloud.
- Arrange students in groups of three. In each group, assign a student the role of leader, writer, and reporter. Have groups discuss and answer the **Before Reading** questions. The leader keeps the group on task and leads the discussion. The writer jots down answers and highlights of the discussion, and the reporter reports back to the class about the group's discussion.
- Open up the group discussions to a class discussion.
   Call on the reporters to give a brief summary of their group's answers.

#### **READING STRATEGY Previewing**

- Ask: What is the title of the reading? (It's a Mystery)
   Ask: What do you see in the picture on page 198? (a mysterious thunderstorm in the sky) Ask: What do you know about thunderstorms? Elicit prior knowledge from students.
- Direct students' attention to the picture on page 199.
   Ask: What do you see? (red rain coming from the sky)
   Ask: Does anybody know anything about red rain?
   Is this a real phenomenon? Elicit any knowledge students have about red rain. Do not supply information at this point since students will learn about it through the reading.

- Play the audio of the reading. Have students listen and read along in their books.
- To check general comprehension, ask a few questions. For example:
  - **Do humans fully understand nature?** (no) **What are some specific examples of things that humans have no explanation for?** (strange rainfall of animals, red rain, and ball lightning)
- Allow students time to read the article again in preparation for the After Reading activities.



### **After Reading**

#### A

- Ask a student to read aloud the directions and the list of vocabulary words in the left column. Model correct pronunciation of the words as necessary for students to repeat.
- Have students work individually to find and underline all of the words in the reading. Have them study the context of each word in order to guess at its meaning.
- Then have students match the words with their meanings and compare their answers with a partner.
- To check answers, call on students to read aloud the words and their meanings.

#### **Answers**

- **1.** d
- **2.** a
- **3.** f
- **4.** b
- **5.** e
- **6.** c
- 7. h8. g
- **B**
- Arrange students in pairs to ask and answer the questions, referring back to the reading as necessary.
- Call on pairs to read aloud the questions and answers.
   Have classmates verify whether the answers are correct.

#### **Answers**

Answers will vary. Sample answers:

- Fish, frogs, snakes, and red rain have fallen from the sky in rainfalls.
- Louis believed that the red rain was particles from life forms on another planet, carried to Earth by a meteorite.
- **3.** Ball lightning is a ball of light that floats through the air during thunderstorms.
- The ball lightning floated through a passenger airplane, divided into two, formed into one again, and then floated out of the airplane, leaving two holes behind.



#### **Discussion**

- Have students discuss and answer the questions in small groups. Assign one student in each group the role of reporter.
- Ask the reporter from each group to summarize the highlights of their group's discussion for the class. Have classmates ask questions and respond to the reporters.

### 1

#### **Additional Activity**

Working in groups, have students research additional rains of animals that have occurred in recent years in different parts of the world. Have each group prepare a report on a different incident. Groups present their findings to the class and discuss them. Ask students to compare the rains for similarities and differences. Can students offer any explanation for the phenomena?

#### Workbook

Assign page 363 for additional writing practice at word and sentence level.

through the air during thunderstorms. These balls have no smell and no heat. They usually vanish soundlessly or explode with a loud pop when they come across something electrical, like a computer or TV. Although these strange electrical occurrences are not common, there have been occasional reports of ball lightning for centuries.

One widely-reported case of ball lightning occurred in January of 1984 in a Russian passenger plane. A Russian newspaper reported that the ball lightning "...flew above the heads of the stunned passengers. In the tail section of the airliner, it divided into two



glowing crescents that then joined together again and left the plane almost noiselessly." Although the ball lightning left two holes in the plane, it has often been reported to pass through solid objects without leaving a mark. Because ball lightning occurs so rarely and unexpectedly, scientists have not been able to study this phenomenon, and it remains a great mystery.

In this age of advanced scientific knowledge, it may seem surprising that there are occurrences in the natural world for which we have no explanation. But perhaps it is a good thing that we have not unlocked all of the mysteries of the natural world. Such mysteries help us maintain a healthy respect, curiosity, and awe of the natural world.

#### **After Reading**

A. Match the words with their meanings.

| <b>1.</b> confounded   | a. logical   |
|------------------------|--|
| <b>2.</b> rational     | <b>b.</b> strange                                    |
| <b>3.</b> mass         | c. having no pattern or order in time                |
| <b>4.</b> peculiar     | d. confused  |
| <b>5.</b> species      | e. type  |
| <b>6.</b> sporadically | <b>f.</b> an amount of matter with no specific shape |
| <b>7.</b> meteorite    | g. amazement   |

**B.** Answer the questions.

**8.** \_\_\_\_ awe

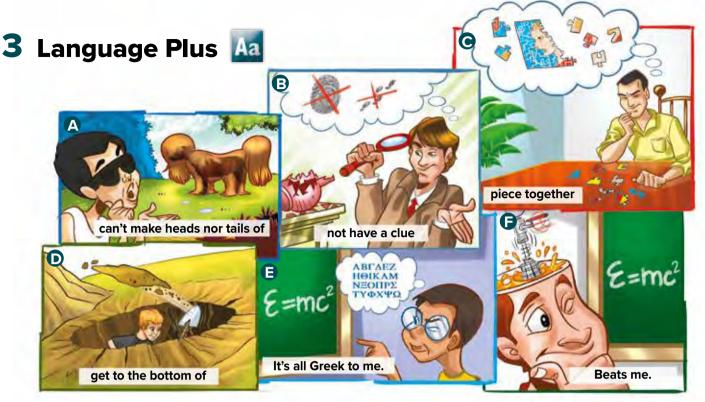
- **1.** What are some of the mysterious things that have fallen from the sky?
- 2. What does Godfrey Louis believe about the red rain of Kerala and why?
- 3. What is ball lightning?
- **4.** Describe the ball lightning that occurred on a Russian airplane.



1. Would you like science to discover a reason for the mysteries described in the reading? Why or why not?

h. rock or metal that has fallen to Earth from outer space

- pil 2001/00 think people had more respect for the natural world before science unlocked so many of its Ministry mysteries Explain.
- 2023 3.1 What are some other mysteries for which there are no known explanations?



Complete each situation with an idiom shown.

| а |
|---|
|---|

2. A: Why did he drop the class?

| <b>B:</b> He told me last week that he loved the clast week that the loved the clast week that he loved the clast week the clast week the clast week that the loved the clast week the clas | ass. |
|--|------|
|--|------|

- **3.** I \_\_\_\_\_\_ the assignment, so I'm going to talk with my teacher about it.
- **4.** He's been having lots of different problems with his car lately. He's taking it to a garage today so that a mechanic can \_\_\_\_\_\_ the problem.
- **5.** The investigators will \_\_\_\_\_\_ the clues to track down the thieves.
- **6.** I found a gold watch in my mailbox, and I do \_\_\_\_\_\_ where it came from.

# 4 Writing 🛮

#### **Tools for Writing: Using the Definite Article with Geographical Nouns**

The is generally not used before:

- · continents: Asia, Europe
- countries: Saudi Arabia, Oman, Brazil, Canada (Exceptions include: the United States, the Philippines)
- states, cities, and streets: Jeddah, Abha, Massachusetts, Chicago, Wall Street

The is generally used before:

- points on the globe: the Equator, the South Pole
- geographical areas: the Middle East, the South
- rivers, oceans, and seas: the Nile, the Atlantic, the North Sea

Correct the use of **the** in these sentences.

1 Tible Arizona is a state in southwest of the United States.

Minist 2 of gypt is on the continent of the Africa.

2023 3.1 Nile River helped the Egypt become one of the most powerful nations of the Africa and Middle East.

### 3 Language Plus

• Focus students' attention on the pictures and the idiom for each. Explain that these are idioms that are related to mysteries or puzzles. Ask questions about each picture to elicit the meaning of the idiom. For example:

#### A. can't make heads nor tails of

Ask: What is the man looking at? (a strange creature) What is confusing about the creature? (It has a tail on both ends.) Elicit that the idiom means the man cannot figure the creature out. He is completely baffled by it.

#### B. not have a clue

Ask: What do you see in this picture? (a man who might be a detective trying to figure something out; the clues around him have been crossed out) Elicit that the man has no idea how to solve the mystery or problem.

#### C. piece together

Ask: What is the person thinking about? (He is putting a puzzle together in his mind.) Literally, he is piecing or putting together bits of information to solve a mystery.

#### D. get to the bottom of

Ask: What is the boy doing? (digging a hole) Why? (to get to the bottom) Elicit or explain that to get to the bottom of a mystery or a problem is to solve it. The answers are presumably at the bottom.

#### E. It's all Greek to me.

Ask: What is the boy looking at? (an equation) What does he see in his head? (Greek letters) Elicit or explain that the boy does not understand Greek and the equation might as well be Greek letters since he doesn't understand it at all either.

#### F. Beats me.

Ask: What is the boy looking at? (the same equation that the other boy was looking at in the previous picture) **Does he understand it?** (no) Elicit or explain that the idiom means that the problem has tested or beaten him. He does not understand it at all.

- Have students work with a partner to discuss the meaning of each idiom and complete the sentences.
- Call on students to read aloud the completed sentences.

#### Answers

- 1. It's all Greek to me.
- 2. Beats me.
- 3. can't make heads nor tails of
- 4. get to the bottom of
- 5. piece together
- 6. not have a clue

### Writing

#### **Tools for Writing: Using the Definite Article with Geographical Nouns**

- Ask students to read the information silently. Explain that these are general rules to follow although some of them do have exceptions.
- Have students correct the sentences individually and then compare answers with a partner.
- Call on volunteers to write their corrected sentences on the board

#### **Answers**

- 1. The Arizona is a state in the southwest of the United States.
- 2. Egypt is on the continent of the Africa.
- 3. The Nile River helped the Egypt become one of the most powerful nations of the Africa and the Middle East.

#### Language Builder

Tell students that there are additional rules for using the with geographical nouns. Here are a few:

The is generally not used before:

- lakes: Lake Geneva, Dal Lake (Exceptions are groups of lakes, like the Great Lakes.)
- mountains: Mount Everest, Mount Fuji (Exceptions are mountain ranges, like the Alps and the Andes)

The is generally used before:

• deserts: the Sahara, the Mojave



#### **Writing Prompt**

 Have a student read aloud the writing prompt. Tell students that they will be writing an essay about an unexplained mystery. Remind students that they talked about unexplained mysteries in the **After Reading** discussion on page 199.

#### **Write Your Essay**

- Ask a student to read aloud step 1 of the directions, including the box of mystery topics. Explain that the box contains mysteries that science does not have an explanation for. Ask the class: Who knows something about any of these topics? Elicit any prior knowledge students have about each.
- Ask another student to read aloud step 2 as you draw
   a KWL chart on the board. Give students a topic, for
   example: Stonehenge. Ask them to help you fill in the
   Know column and Want to Learn column on the board
   with their prior knowledge. Tell students that completing
   the KWL chart before they begin their research will help
   them focus and organize their research.
- Have a third student read aloud the final steps in the directions.
- Direct students' attention to the section titled Developing Your Writing: Writing Effective Conclusions. Ask: What is a conclusion? Elicit that it is the ending of an essay. Have students read the section silently.
- Direct students' attention to the example essay.
   Explain that this sample is the conclusion to an essay about Stonehenge. Ask a student to read it aloud. Ask:
   What technique does this conclusion use? Refer students back to the Developing Your Writing section for the answers. (asking the reader a thought-provoking question)
- Since students must do research for their essays, assign
  the essay for homework, giving them a few days to do
  the research and write the first draft. Tell them how long
  the essay should be, for example 500 words, or about
  two pages.
- In class, have students exchange essays with a partner.
   Have them read and comment on each other's essays, questioning anything they don't understand.

 Have students revise their essays, taking their partner's comments into consideration. Also, ask students to make sure that they incorporated some of the grammar points from Units 9–12. Write the grammar points on the board for reference:

Noun clauses after verbs
Noun clauses after adjectives
Noun clauses as subjects of sentences
Quoted speech
Reported speech
Noun clauses with whether and if
Relative pronouns as subjects of adjective clauses
Relative pronouns as objects of adjective clauses
Using where, when, and whose in adjective clauses

 Display students' final essays in the classroom for their classmates to read, or allow class time for students to pass their essays around the room. Encourage students to discuss their topics with each other.

#### Workbook

Assign pages 364–365 for additional writing practice at word and sentence level.

#### **Writing Prompt**

Research and write an essay about an unexplained mystery. Include grammar points from Units 9–12.

#### **Write Your Essay**

1. Choose a mystery to research and write about. Use an idea from the box or an idea of your own.

| Big Foot     | Stonehenge           | The Loch Ness Monster     |
|--------------|----------------------|---------------------------|
| Chupacabras  | The Bermuda Triangle | The Lost City of Atlantis |
| Crop Circles | The Green Sahara     | The Taos Hum              |

2. Use a chart to organize your ideas. Write what you already know about the mystery in the **K** (*Know*) column. Write what you want to learn in the **W** (*Want to Learn*) column. Research these questions in your library or on the Internet. Then write what you've learned in the **L** (*Learned*) column.

| K | W | L |
|---|---|---|
|   |   |   |
|   |   |   |
|   |   |   |

- 3. Write a draft of your essay, working carefully to construct an effective conclusion.
- **4.** Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

#### **Developing Your Writing: Writing Effective Conclusions**

An effective conclusion usually refers back to the topic sentence in the essay's introduction, gives an essay a sense of completeness, and gives the reader something to think about. It is common to conclude an essay with one or more of the following techniques:

- · asking the reader a thought-provoking question
- · using a quotation
- calling for some kind of action
- evoking an image
- echoing an image or idea from the introduction

It seems there is much we may never know about Stonehenge. For all the years that scientists have studied this prehistoric monument, we still do not know who built it or how it was built. We do not know whether it was used as a scientific observatory, as a place where people were buried, or as a place to which people came for ancient ceremonies. However, one thing is clear: Stonehenge reveals the amazing mathematical sophistication and engineering knowledge of its builders. How did these builders have such complex mathematical understanding thousands of years before the Egyptians arrived at the principles of modern mathematics? This is, perhaps, the greatest mystery of Stonehenge and will be speculated about for many years to come.

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# 5 Writing 🚺

### **Tools for Writing: Sentence Fragments**

A sentence fragment is a dependent clause that is incorrectly treated as a complete sentence.

**Incorrect:** Because he's so intelligent.

Sentence fragments can often be fixed by either adding the fragment to an independent clause, or by removing the introductory word from the fragment.

**Correct:** I like listening to his lectures because he's so intelligent. **Correct:** He's so intelligent.

Correct these sentence fragments.

- 1. After the news report was over.
- 2. If I go shopping.
- 3. Unless the weather is nice.
- **4.** Because we eat too much fast food.



### **Writing Prompt**

Write an informational essay about a psychological condition or disorder. Include grammar points from Units 9–12 where possible.

### **Write Your Essay**

- **1.** Decide what condition you want to write about. Some possible subjects include stuttering, insomnia, dyslexia, anxiety, attention deficit disorder, and eating disorders.
- 2. Research the disorder to answer the following questions: What is this disorder? What causes it? What are the symptoms? What are some example cases? How is the disorder treated?
- **3.** Use a chart to record information and organize your ideas.
- **4.** Write a draft of your essay. Be sure to avoid plagiarism. Paraphrase and cite sources when necessary.
- **5.** Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.



Ministry of Education 2023 - 1445

### **5** Writing

#### **Tools for Writing: Sentence Fragments**

- Read aloud the explanation of sentence fragments.
- Give students a few minutes to correct each sentence, either by removing the introductory word or adding the fragment to an independent clause.
- Call on students to read aloud their corrected sentences. Elicit different ways to correct each.
   Ask students to confirm whether their classmates' sentences are correct.

#### **Answers**

Answers will vary. Sample answers:

- 1. The news report was over.
- 2. If I go shopping, I'll call you.
- 3. Unless the weather is nice, we'll have to cancel.
- 4. We eat too much fast food.

#### **Writing Prompt**

 Read aloud the writing prompt. Tell students that they will choose a condition or disorder to write about and research it for their essay.

#### **Developing Your Writing**

- Focus students' attention on the box Developing Your Writing: Avoiding Plagiarism on page 203. Ask students to read the text in the box silently.
- Ask: What is plagiarism? Elicit that plagiarism is copying someone else's ideas and pretending that they are one's own. Ask: When using someone else's research or opinion in your writing, how do you avoid plagiarism? (by crediting the person or source where you obtained the information) What are two ways to present information from another source? (quoting exact words and paraphrasing) Ask: Who has discussed plagiarism before in another class? Find out through discussion how familiar students are with plagiarism and plan your presentation accordingly. It may be a good idea to provide students with samples of essays that include paraphrased and quoted information with a list of sources at the end. The best way for students to learn to use researched information in their writing is through following good examples.
- Ask a student to read aloud the beginning of the Example by Stuttering.

- Point out the credit in parentheses in the last line.
   Ask: What does this refer to? Show that it refers to the bibliographical entry at the bottom of the page.
   NIDOCD is an acronym for the National Institute of Deafness and Other Communication Disorders.
- Prepare a handout for students with examples of how to correctly cite sources in a bibliography. Your school may have a preferred style. Bibliography formats can be found through key word searches on the Internet or with the help of a librarian.

#### Write Your Essay

- Direct students back to Write Your Essay on page 202. Call on a student to read aloud step 1. Elicit the meaning of the possible subjects given. (Insomnia is the inability to sleep; dyslexia is a reading disability, involving difficulty processing letters and symbols: anxiety is an unnecessary feeling of worry or fear in certain situations; attention deficit disorder is a condition involving restlessness or lack of attention span; eating disorders include such conditions as anorexia and bulimia.) As a class, discuss these disorders briefly and brainstorm other possible topics.
- Have a student read aloud steps 2–5. Ask students to copy the note-taking chart from their books into their notebooks. Tell them that they will fill in the second column of the chart with notes they take as they research the disorder or condition that they choose to write about.
- Ask students to research their topics outside of class and complete their charts.
- Have students work individually to write a draft of their essay, being careful to avoid plagiarism of their sources. Then they exchange drafts with their partner and comment on each other's essays.
- Finally, have students reread their essays and revise them. Tell them to check to see if they used any of the grammar points from Units 9-12. Write these points on the board for reference:

Noun clauses after verbs

Noun clauses after adjectives

Noun clauses as subjects of sentences

**Quoted speech** 

Reported speech

Noun clauses with whether and if

Relative pronouns as subjects of adjective clauses Relative pronouns as objects of adjective clauses

Using where, when, and whose in adjective clauses

If no points are included, have students include at least two or three different grammar points from the units as they revise the essay. They don't have to use them all. Students might do this as homework.

 Collect students' essays, bibliographies, and note-taking charts for assessment.



Assign page 36 for additional writing practice above word Miniahd sérfiéhee lével.

2023 - 1445

|               | Disorder: |
|---------------|-----------|
| Definition    |           |
| Causes        |           |
| Symptoms      |           |
| Example cases |           |
| Treatment     |           |

#### **Developing Your Writing: Avoiding Plagiarism**

Plagiarizing means copying ideas and words from another writer without giving credit to the writer. When you gather information for your essays, be careful to note any information you take directly from another source. When using this information, avoid plagiarism by doing the following things:

**Quote exact words:** Place exact words from another source in quotation marks. This clearly indicates that the words in quotations are not your own.

Paraphrase: Summarize and put ideas from another source into your own words.

Whether you use exact quotes or paraphrase, be sure to give credit to the original source after the quote or paraphrase. Then include a list of your sources at the end of your essay.

Stuttering refully researched and written his

Faris has carefully researched and written his assignment. Now he has to present it in front of his class, but he doesn't want to. He is afraid that he will embarrass himself in front of his classmates. In fact, he is so scared of embarrassing himself that he would rather accept a failing grade for the assignment than take the risk. Faris is a stutterer. Stuttering is a common speech disorder that affects a little less than one percent of the population. People who stutter repeat or prolong sounds and words, which disrupts the normal flow of speech. (NIDOCD, 2009)



National Institute of Deafness and Other Communication Disorders.

September 3, 2009. <a href="http://www.nidcd.nih.gov/health/voice/stutter.asp">http://www.nidcd.nih.gov/health/voice/stutter.asp</a>

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### **1** Two Is Better Than One

#### **VOCABULARY**

#### Nouns

aggression glider
aviation leftovers
contentment operation
deficiencies pediatric
elements surgeon
(moral) fiber pioneer

predators propeller radioactivity struggle symbiosis tentacles

#### **Verbs**

chuckle reject compensate swoop honor

#### **Adjectives**

acute devoted experimental extensive fearsome flustered invaluable legendary reliable symbiotic

#### **EXPRESSIONS**

#### **Negotiating**

How about if I...and you...?
I think it would be fair if...
I'm sure we can work this out.
OK, I'll agree to...if you will...
Would you (be willing to)...if I...?

#### Real Talk

No sweat. Not my cup of tea. on the same wavelength

### 2 Influential People

#### **VOCABULARY**

#### **Nouns**

asset inventory
charity obscurity
dispute phenomenon
endowment philanthropist
founder poverty
foresight reputation
hurdle wealth

#### Verbs

assemble compile comply with dismantle excel implement prosper resign

#### **Adjectives**

formal prominent impoverished influential renowned materialistic overwhelming prominent reasonable reasonable rural

#### Adverb

enormously

#### **EXPRESSIONS**

#### **Discussing options**

Arthe same time,... But then again,... I could always...

On the other hand,...
The alternative would be to...
What would you think about...?

#### Real Talk

cash go (around) in circles don't mind put (something) drive someone crazy aside for a rainy day get cold feet

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2023 - 1445

### 3

### What Will They Think of Next?

#### **VOCABULARY**

#### **Nouns**

acrobatics expectancy biodiversity gravity biosphere industry chain orbit circuits rank demolition sanitation

#### **Verbs**

adopt compete determine estimate gaze generate invest preserve simulate span substitute

transport

#### **Adjectives**

commonplace condensed cushioned lucrative obsolete reusable rigorous steep

### Adverbs of degree

amazingly extensively incredibly mainly

#### **EXPRESSIONS**

#### **Persuading**

(I'm sure) if you just give it a try, you'll find that... Look at it this way...

One of the advantages is...

One reason you should consider...

Trust me on this...

What's great about this is...

#### **Real Talk**

check out ditch go with the flow hoopla lugging

### 4

#### The World of TV

#### VOCABULARY

#### Nouns

conspiracy intrigue
defect magnifying
delusion glass
epic melodrama
formula throne
gadgets villain

#### Verbs

abandon captivate capture confront erupt reclaim triumph

#### **Adjectives**

evolutionary abrupt altered exotic animated formulaic carefree phenomenal cold-blooded prestigious crucial prominent dormant superhuman enduring untimely evil

#### **Adverbs**

eagerly ironically tremendously

#### **EXPRESSIONS**

#### **Agreeing**

I agree completely
I coundn't agree more.
You're absolutely right.
You're right about that.

Ministry of Education 2023 - 1445

#### Disagreeing

(I'm sorry but) I don't agree (with you). (I'm afraid) I don't really agree. I'm not so sure about that. I see it differently. I totally disagree. You *must* be joking.

#### Real Talk

a dime a dozen doze off hard to swallow just

### EXPANSION Units 1–4

#### **VOCABULARY**

#### Nouns

capabilities diameter galaxy life form limitations radio

telescope radio waves shortcomings

#### **Verbs**

confirm detect monitor

#### **Adjectives**

discouraged entire extraterrestrial optimistic vast

#### **Adverb**

unintentionally

#### **EXPRESSIONS**

#### **Idioms**

be in another world be on top of the world be worlds apart carry the weight of the world on (one's) shoulders The world is (one's) oyster. Where in the world...?

### Do You Really Need It?

#### **VOCABULARY**

#### Nouns

5

brand consumer formula implement logo trait

#### Verbs

admire
authenticate
covet
expose
imprint
intend
promote

#### **Adjectives**

artificial obsolete
dull outlandish
cursive revolutionary
exclusive sophisticated
frustrating unconventional

#### **Adverbs**

dramatically similarly spontaneously virtually

#### **EXPRESSIONS**

#### Advising against something

Are you sure you want to do that?
I don't think that's a good idea.
I wouldn't do that if I were you.
I'm afraid you're going to regret it if you...
You should think carefully before you...

#### Real Talk

beat it blow broke max out

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### The Gender Divide

#### **VOCABULARY**

anxiety intensity
capacity recovery
content reflex
gender species
impact stereotype
intuition temperament

#### **Verbs**

convey encounter witness

#### **Adjectives**

countless repetitive feminine restless intimate rich literal significant masculine non-verbal repetitive repetitive restless

#### **EXPRESSIONS**

#### **Asking for directions**

Am I headed in the right direction? Can you tell me how to get to...? I'm looking for...

#### **Real Talk**

for ages know (something) like the back of my hand make a big deal about over You can say that again.

#### **Giving directions**

Go straight on...until you get to a...
If you see a...you've gone too far.
Keep going until you come to a (crosswalk/set of traffic lights).
Take a left/right after the (first, second, etc.) set of traffic lights.
When you get to...you'll see a...

### **Everyone Makes Mistakes**

#### **VOCABULARY**

#### Nouns

adhesive flop descendant novelty executive patent fastener

#### Verbs

boost damage discard dissolve endure tamper

#### **Adjectives**

absent-minded indefensible commercial intense countless outraged desolate ubiquitous

#### Adverb

automatically

#### **EXPRESSIONS**

#### **Apologizing**

Carryou forgive me? I feel awful about this. I'm so sorry.

Ministr Plaase excuse me for...

2023 - 1445

## Responding to an apology

Don't worry about it. Forget about it. It's no big deal. That's OK.

#### **Real Talk**

(no) big deal Don't sweat it. flake make too much of (something) slip (one's) mind

### Against the Odds

#### **VOCABULARY**

#### Nouns

disruption emergency hypothermia priority pulse reception summit

#### Verbs

assassinate hallucinate pledge safeguard

#### **Adjectives**

astounded delighted detectable disoriented exhilarating frostbitten haggard identical intact selective startling striking unconscious unprecedented vulnerable

#### Adverbs

seemingly ultimately

#### **EXPRESSIONS**

#### **Expressing surprise**

How about that! I can't believe this! I can't get over this. I'm speechless. No way! That's incredible/amazing! This is hard to believe. What are the chances?

#### **Real Talk**

break freak (someone) out iffy on cloud nine

### EXPANSION Units 5–8

#### **VOCABULARY**

#### **Nouns**

acronym distress impact interlocutor mindset mobility norm peer phobia

#### Verbs

alleviate kneel overhype pose utilize

#### **Adjectives**

abbreviated affordable confined devastating diminishing gradual intimidated irrational minimal overrated potential

#### **EXPRESSIONS**

#### Idioms

break out in a cold sweat
get goose bumps
make your hair stand on end
scare the living daylights out of
scared stiff
scared to death
shake like a leaf
throw caution to the wind



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### 9

### Beauty Is Only Skin Deep

#### **VOCABULARY**

#### Nouns

appreciation elements famine fascination ideal obsession proportion standard symmetry varnish

#### Verbs

emerge extract faint rotate stitch trace vary

#### **Adjectives**

appealing bizarre chubby glazed instinctive plump privileged synthetic well-groomed

#### Noun clauses after adjectives

be afraid (that) be certain (that) be amazed (that) be disappointed (that) be aware (that) be glad (that)

be happy (that) be lucky (that) be sure (that) be surprised (that) be worried (that)

#### Noun clauses after verbs

believe (that) complain (that) decide (that) discover (that) dream (that) expect (that) fear (that) feel (that) find out (that) forget (that) hope (that) imagine (that) know (that) learn (that) notice (that) remember (that) suspect (that) think (that) understand (that)

#### Noun clauses as subjects of sentences

It is a fact (that) It is obvious (that) It is strange (that) It is true (that) It is funny (that) It is possible (that) It is surprising (that) It is unlikely (that)

#### **EXPRESSIONS**

#### **Making a complaint**

I am very unhappy/upset about/with...
I insist that you...
I want to make a complaint.
I'd like to speak with a manager.

I'm not (at all) satisfied with this (situation). This...is too...

I'm sorry to have to say this but... This is completely unsatisfactory. This is not what I expected/is nothing like...

#### **Real Talk**

beat around the bush blow them away by far did a double take fit to be tied on the house



### 10

### They Said, We Said

#### **VOCABULARY**

#### Nouns

bore boredom calamity conflict

criticism

gossip insecurity promotion ridicule

rumor

scandal status virtues

#### Verbs

circulate indulge divulge praise exclude squash

#### Adjectives

brilliant confidential derogatory imminent immune malicious superior

#### **EXPRESSIONS**

#### Telling a secret

Can you keep a secret?
Please don't tell anyone I told you this, but...
You'll never believe what I heard.
You're not going to believe this, but...

#### Promising to keep a secret

I promise I won't tell anyone. I won't say a word about it. My lips are sealed. You can trust me.

#### **Real Talk**

backstabber bad-mouth behind (someone's) back for good on again, off again split up

### 11

### Express Yourself

#### **VOCABULARY**

Nouns

barrier exception flaw limitation Verbs

acquire evolve

**Adjectives** 

consecutive immense
exclusive neutral
extinct noble
fictitious solitary
humanitarian trademarked

**Adverbs** 

currently immensely routinely

#### **EXPRESSIONS**

#### Asking someone to repeat something

Can/Could you repeat that, please? Could/Would you say that again?

Excuse me, but I didn't catch the last part/the part about... I'm sorry. I didn't catch that.

Pardon (me)? What did you say? What was that?

Would you mind repeating that?

Ministry of Education

2023 - 1445

#### **Real Talk**

bite deal with elbow (one's) way jam packed munchies

### **12** Lost and Found

#### **VOCABULARY**

| Nouns  | Verbs  |  | Adjectives   |                                     |
|--|--|--|--|-------------------------------------|
| appraiser<br>astronomer<br>revenge<br>theory<br>treasure | bargain<br>drain<br>evaluate<br>preserve<br>reveal | split<br>stumble upon<br>surrender<br>weave<br>wedge | accustomed<br>amateur<br>authentic<br>dazzling<br>invaluable | notorious<br>numerous<br>persistent |

#### **EXPRESSIONS**

#### **Expressing regret**

I regret (not) having... I regret verb + -ing... I will/would never do that again! I wish I had(n't)... I'm really annoyed that... I'm sorry I ever... If only I... Looking back, I would have...

#### **Expressing understanding**

How awful/upsetting that must have been! I know how that feels. I'm sorry that happened. That's too bad. What a shame!

#### **Real Talk**

bent out of shape down in the dumps eating hit the roof vanished into thin air

### EXPANSION Units 9–12

#### **VOCABULARY**

| Nouns                                    |   | Verbs  | Adjectives   | Adverb                       |
|--|---|--|--|------------------------------|
| awe<br>cell<br>hail<br>lightning<br>mass | meteorite<br>occurrence<br>species<br>thunder<br>toad | composed of<br>confound<br>float<br>stun<br>vanish | astonishing<br>diverse<br>native<br>peculiar<br>rational | periodically<br>sporadically |

#### **EXPRESSIONS**

#### **Idioms**

Beats me. can't make heads nor tails of get to the bottom of It's all Greek to me. not have a clue piece together



Ministry of Education 2023 - 1445

# Irregular Verbs

| Base 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           |
| go        | went        | gone            |
| 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      |             | sung            |
| sit       | sang<br>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)      |
| g wear    | wore        | worn            |
|           | won         | won             |
| write     | wrote       | written         |
|           |             |                 |

## MEGAGOAL 3 Audio Track List

| CD1<br>Track | Unit                   | St | udent Book Section |
|--------------|------------------------|----|--------------------|
| 2            | Connect                | 1  | Listen and Discuss |
| 3            | Connect                | 3  | Conversation       |
| 4            | Connect                | 4  | Speaking           |
| 5            | Unit 1                 | 1  | Listen and Discuss |
| 6            | Unit 1                 | 4  | Conversation       |
| 7            | Unit 1                 | 5  | Listening          |
| 8            | Unit 1                 | 6  | Pronunciation      |
| 9            | Unit 1                 | 8  | Reading            |
| 10           | Unit 1                 | 10 | Writing            |
| 11           | Unit 2                 | 1  | Listen and Discuss |
| 12           | Unit 2                 | 4  | Conversation       |
| 13           | Unit 2                 | 5  | Listening          |
| 14           | Unit 2                 | 6  | Pronunciation      |
| 15           | Unit 2                 | 8  | Reading            |
| 16           | Unit 2                 | 10 | Writing            |
| 17           | Unit 3                 | 1  | Listen and Discuss |
| 18           | Unit 3                 | 4  | Conversation       |
| 19           | Unit 3                 | 5  | Listening          |
| 20           | Unit 3                 | 6  | Pronunciation      |
| 21           | Unit 3                 | 8  | Reading            |
| 22           | Unit 3                 | 10 | Writing            |
| 23           | Unit 4                 | 1  | Listen and Discuss |
| 24           | Unit 4                 | 4  | Conversation       |
| 25           | Unit 4                 | 5  | Listening          |
| 26           | Unit 4                 | 6  | Pronunciation      |
| 27           | Unit 4                 | 8  | Reading            |
| 28           | Unit 4                 | 10 | Writing            |
| 29           | EXPANSION<br>Units 1–4 | 2  | Reading            |

| CD2           |          |     |                    |
|---------------|----------|-----|--------------------|
| Track         | Unit     | Stı | udent Book Section |
| 2             | Unit 5   | 1   | Listen and Discuss |
| 3             | Unit 5   | 4   | Conversation       |
| 4             | Unit 5   | 5   | Listening          |
| 5             | Unit 5   | 6   | Pronunciation      |
| 6             | Unit 5   | 8   | Reading            |
| _7            | Unit 5   | 10  | Writing            |
| 8             | Unit 6   | 1   | Listen and Discuss |
| 9             | Unit 6   | 4   | Conversation       |
| 10            | Unit 6   | 5   | Listening          |
| 11            | Unit 6   | 6   | Pronunciation      |
| 12            | Unit 6   | 8   | Reading            |
| 13            | Unit 6   | 10  | Writing            |
| 14            | Unit 7   | . 1 | Listen and Discuss |
| 15 •          | Unit 7   | 4   | Conversation       |
| 16            | Unit 7   | 5   | Listening          |
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2023 - 1445

| 17 | Unit 7    | 6  | Pronunciation      |
|----|-----------|----|--------------------|
| 18 | Unit 7    | 8  | Reading            |
| 19 | Unit 7    | 10 | Writing            |
| 20 | Unit 8    | 1  | Listen and Discuss |
| 21 | Unit 8    | 4  | Conversation       |
| 22 | Unit 8    | 5  | Listening          |
| 23 | Unit 8    | 6  | Pronunciation      |
| 24 | Unit 8    | 8  | Reading            |
| 25 | Unit 8    | 10 | Writing            |
| 26 | EXPANSION | 2  | Reading            |
| 27 | Units 5–8 | 3  | Reading            |

| CD3<br>Track          | Unit   | St                          | udent Book Section   |
|-----------------------|--|-----------------------------|--|
| 2                     | Update   | 1                           | Listen and Discuss   |
| 3                     | Update   | 3                           | Conversation   |
| 4                     | Update   | 4                           | Speaking   |
| 5<br>6<br>7<br>8<br>9 | Unit 9<br>Unit 9<br>Unit 9<br>Unit 9<br>Unit 9<br>Unit 9 | 1<br>4<br>5<br>6<br>8<br>10 | Listen and Discuss<br>Conversation<br>Listening<br>Pronunciation<br>Reading<br>Writing |
| 11                    | Unit 10  | 1                           | Listen and Discuss   |
| 12                    | Unit 10  | 4                           | Conversation   |
| 13                    | Unit 10  | 5                           | Listening  |
| 14                    | Unit 10  | 6                           | Pronunciation  |
| 15                    | Unit 10  | 8                           | Reading  |
| 16                    | Unit 10  | 10                          | Writing  |
| 17                    | Unit 11  | 1                           | Listen and Discuss   |
| 18                    | Unit 11  | 4                           | Conversation   |
| 19                    | Unit 11  | 5                           | Listening  |
| 20                    | Unit 11  | 6                           | Pronunciation  |
| 21                    | Unit 11  | 8                           | Reading  |
| 22                    | Unit 11  | 10                          | Writing  |
| 23                    | Unit 12  | 1                           | Listen and Discuss   |
| 24                    | Unit 12  | 4                           | Conversation   |
| 25                    | Unit 12  | 5                           | Listening  |
| 26                    | Unit 12  | 6                           | Pronunciation  |
| 27                    | Unit 12  | 8                           | Reading  |
| 28                    | Unit 12  | 10                          | Writing  |
| 29                    | EXPANSION<br>Units 9–12                                  | 2                           | Reading  |

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# **Key to Phonetic Symbols**

| Vowels |                              | Consonants    |                               |
|--------|------------------------------|---------------|-------------------------------|
| Symbol | Sample Word                  | Symbol        | Sample Word                   |
| /iy/   | w <b>ee</b> k                | /b/           | <b>b</b> ike                  |
| /I/    | g <b>i</b> ft                | /p/           | pool                          |
| /٤/    | b <b>e</b> d                 | /g/           | give                          |
| /æ/    | b <b>a</b> d                 | /k/           | car                           |
| /α/    | father, box                  | /d/           | <b>d</b> ay                   |
| /ə/    | m <b>o</b> nth, b <b>u</b> s | /t/           | <b>t</b> en                   |
| /ɔ/    | small, door                  | / <b>z</b> /  | zero                          |
| /u/    | r <b>oo</b> m                | /s/           | son                           |
| \O\    | b <b>oo</b> k                | /∫/           | <b>sh</b> oe                  |
| /eɪ/   | n <b>a</b> me                | /dʒ/          | <b>j</b> ust, gara <b>g</b> e |
| /aɪ/   | l <b>i</b> ne                | /3/           | televi <b>s</b> ion           |
| /ɔy/   | b <b>oy</b>                  | / <b>tʃ</b> / | <b>ch</b> eck                 |
| /aʊ/   | t <b>ow</b> n                | /v/           | <b>v</b> ery                  |
| /oʊ/   | <b>o</b> ld                  | / <b>f</b> /  | <b>f</b> ine                  |
| /ər/   | f <b>ir</b> st               | /w/           | <b>w</b> ife                  |
|        |                              | / <b>y</b> /  | <b>y</b> ard                  |
|        |                              | /h/           | <b>h</b> ere                  |
|        |                              | /ð/           | <b>th</b> is                  |
|        |                              | /0/           | <b>th</b> ousand              |
|        |                              | /m/           | <b>m</b> ap                   |
|        |                              | /n/           | now                           |
|        |                              | /ŋ/           | ri <b>ng</b>                  |
|        |                              | /1/           | <b>l</b> eft                  |
|        |                              | /r/           | <b>r</b> ight                 |





# Photocopiable Activities 3 Answer Key

# 1 Photocopiable Activit

#### Exercise 1

- 1. another
- 2. others
- 3. other
- 4. others
- 5. another
- 6. other
- **7.** others
- 8. another
- 9. other
- 10. others/other

#### Exercise 2

**1.** do **2.** did **3.** did **4.** did **5.** do

#### Exercise 3

Answers will vary. Sample answers:

- 1. I've got another idea that's a lot better.
- 2. ... to buy another one.
- 3. ... is another one/Arab name
- 4. ...; others have problems as well/too.
- 5. ..., another thing is to make sure you don't miss any classes.
- 6. ...; I've lost other books before.
- **7.** ..., others need to print everything before they can read.
- **8.** ..., the other flight is due to depart an hour later.

#### Exercise 4

- 1. devoted
- 2. honoring
- 3. compensate
- 4. deficiencies
- 5. invaluable
- 6. predators
- 7. fearsome

#### Exercise 5



# 2 Photocopiable

#### Exercise 1

- 1. used to
- 2. used to
- 3. used to
- 4. would
- 5. would
- 6. would
- 7. would
- 8. would
- 9. would/used to
- 10. used to/would

Answers will vary on paragraph writing.

#### Exercise 2

- 1. used to
- 2. are used to it
- 3. am used to
- 4. is used to
- 5. am used to
- **6.** used to
- 7. used to
- 8. am not used to

#### Exercise 3

- 1. was going to call
- 2. were going to meet/would meet
- 3. had changed
- 4. was going to apply
- **5.** heard
- 6. were going to fly/would fly
- 7. would
- 8. were going to drive

#### Exercise 4

- 1. philanthropist
- 2. prominent
- 3. charity
- 4. excelled
- 5. founders
- **6.** prosper
- 7. resigned
- 8. impoverished

#### Exercise 5

- 1. I used to spend a lot of time with my grandparents.
- 2. I would have more time to do what I wanted.
- 3. even busier than I used to be.
- 4. perfectly capable of looking after myself.
- 5. were going to spend a few days in New York?



# Photocopiable Activities 3 Answer Key

# 3

### Photocopiable Activities

#### Exercise '

- By 2028, Robert will have completed his training and gotten his certificate.
- 2. By 2029, he'll have been employed as a commercial pilot.
- 3. By 2031, he'll have gotten married and he'll have had a child.
- **4.** By 2032, he'll have bought a house and he'll have been flying for four years.
- 5. By 2033, he'll have started flying to Australia and Japan.
- 6. By 2034, he'll have resigned and started his own business.
- 7. By 2035, he'll have expanded his business.
- **8.** By 2036, he'll have been running his own business for two years and will have become a billionaire.

#### Exercise 2

- 1. will be flying
- 2. 'll call / get
- 3. will be sleeping
- 4. 'Il leave / finish
- 5. will issue/receive
- 6. will leave
- 7. will / leaves
- 8. drives or will drive

#### **Exercise 3**

Answers will vary. Sample answers:

- 1. we'll have lived there for ten years.
- 2. will have finished/written the whole essay.
- 3. I will have spent \$800 in two hours.
- 4. they will have been driving it for seven years.
- 5. he'll have been working at the bank for 11 months.
- 6. we'll have been emailing customers for 5 hours.

#### Exercise 4

- 1. lucrative
- 2. estimated
- 3. steep
- 4. commonplace
- 5. chains
- 6. Rigorous
- 7. extensively
- 8. determined

#### Exercise 5



# 4

### **Photocopiable Activities**

#### Exercise '

- / so / c. I promise to help you with the assignment, so you can submit it tomorrow.
- 2. / so / g. She's determined to lose weight, so she's going on a
- 3. / so OR and / i. They invested in a high risk sector, so/and they might not make a profit.
- / but OR yet / j. The plane was hit by lightning, but/yet it landed safely.
- **5.** / but OR yet / b. I asked him for his help, but/yet he refuses to speak to me.
- 6. / or / d. You can edit your paper, or ask someone else to edit it.
- 7. / so / e. They've made us wait every single time, so I am not going to rush to get there early.
- 8. / but OR yet / f. He likes his new job, but/yet he misses the people he used to work with.
- **9.** / but OR yet / a. They're highly skilled professionals, but/yet they have very little self-confidence.
- **10.** / so / h. His car broke down in the middle of the desert, so he decided to replace it as soon as possible.

#### Exercise 2

Answers will vary. Sample answers:

- 1. He is neither clever nor successful, but he is a nice person.
- 2. She either takes the bus or the metro to get to work.
- They have neither replied to our email nor made any attempt to call us.
- 4. It is not only expensive, but it is also very difficult to maintain.
- Both Fred and Kevin are determined to travel before they go to college.
- 6. Neither her friend nor her sister knew about the problem.
- 7. She has both a computer and an ipad, and she is still unhappy.
- 8. Both the flight attendants and the pilot sounded guite stressed.

#### Exercise 3

- 1. phenomenal
- 2. altered
- 3. delusions
- 4. crucial
- 5. confronts
- **6.** defects
- 7. abandon
- 8. triumphed

#### Exercise 4

- 1
- · adventure and/or action films
- · science fiction or animated films
- westerns
- animated films
- biopics
- documentaries
- epics

Answers will vary for questions 2, 3 and 4.



# Photocopiable Activities 3 Answer Key

# 5

### Photocopiable Activities

#### Exercise 1

- 1. since
- 2. even if
- 3. in order to
- 4. Now that
- 5. because of
- 6. so that
- **7.** if
- 8. unless

#### Exercise 2

- We should call and ask for directions since we don't know the area
- 2. You might be late unless you leave home ahead of time./ You'll be late if you don't leave home ahead of time.
- **3.** They need to do well on the test if they want to get high grades.
- 4. You can't call people unless you feel like talking to them./lf you don't feel like talking to people, you can't call them.
- 5. The game will be cancelled if the temperature drops below zero./The game won't be cancelled unless the temperature drops below zero.
- **6.** I'll let you have my cell phone if you need it./ I won't let you have my cell phone unless you need it.
- 7. We'll go on a picnic unless it's too hot./We won't go on a picnic if it's too hot.
- I'll put the books away unless you need them./If you don't need the books, I'll put them away.

#### Exercise 3

Answers will vary. Sample answers:

- 1. Unless you are careful, you'll make mistakes.
- 2. Whenever I think of winter, I remember the winter Olympics in Norway.
- 3. I've not been able to find my ring; I've searched everywhere you can think of.
- There will still be a lot of people standing even if you give up your seat.
- It's impossible to get into the archives unless you know the right people.
- **6.** They'll offer him a job on a trial basis only if he is willing to work hard
- Now that she has won the writing award she refuses to speak to us.
- 8. The flight was cancelled because of the weather.



# وزارة التعطيم

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#### Exercise 4

- 1. Outlandish
- 2. consumers
- 3. Unconventional
- 4. effective
- 5. spontaneously
- 6. second
- 7. emotions
- 8. intellect

#### Exercise 5

# 6

### **Photocopiable Activities**

#### **Exercise**

- **1.** We've stopped receiving letters./We stopped receiving letters.
- 2. We had been driving for at least three hours, so we stopped to have lunch.
- **3.** I tried reaching her but failed/ didn't manage to./I tried getting in touch with her but couldn't reach her.
- 4. I can't remember paying for the sandwiches.
- **5.** I regret inviting him.
- 6. Remember to water the plants while I'm away.
- We've stopped watching television; we use our computers instead.
- 8. He's forgotten calling./He forgot calling yesterday./He forgot having called yesterday.

#### Exercise 2

- 1. The window pane needs to be replaced.
- 2. Being told how to do things all the time can be demoralizing.
- 3. I remember being helped (to get up) after the fall.
- 4. The computer should be upgraded.
- **5.** They expect to be paid by the end of the month.
- **6.** The books must be placed on the shelves.
- 7. The air-conditioning units need to be checked regularly.
- 8. He expects to be driven everywhere.

#### **Exercise 3**

- 1. haven't
- **2.** do
- 3. didn't
- 4. don't
- **5.** isn't
- **6.** do
- 7. don't
- 8. aren't

#### Exercise 4

- 1. tedious
- 2. temperament
- 3. stereotype
- 4. capacity
- 5. anxiety
- 6. restless
- 7. intensity
- 8. convey

Sentences will vary.

#### Exercise 5

Answers (students' own answers) can vary.

- 1. True according to the text. See paragraph 3.
- 2. True according to the text. See paragraph 4.
- **3.** True according to the text. See paragraph 4.
- 4. True according to the text. See paragraph 5.5. True according to the text. See paragraph 5.
- 6. True according to the text. See paragraph 6.



Ministry of Education 2023 - 1445

# Photocopiable Activities 3 Answer Key

# 7 Photocopiable Activity

#### Exercise 1

1. could have/should have

**2.** must have

3. must have

4. would have/could have won

5. must have

6. should have

7. could have been

8. wouldn't have

9. could have gone

10. must have

#### Exercise 2

- 1. The operation was supposed to have been completed by now, but the surgeon is still in the operating room.
- 2. The tests may have been collected and locked up.
- 3. The passengers must have been transferred to the plane by bus.
- 4. All the product information could have been released a lot sooner.
- 5. The bank might have been broken into through a window.
- 6. All the new trees might have been planted by volunteers, to contribute to reforestation
- 7. No other product had been withdrawn from the market so urgently.
- 8. Richard should have been transferred to another country in Europe.
- 9. The house shouldn't have been sold at such a low price. It could have been sold at a much better rate.
- 10. The car could have been towed away by the police.

#### Exercise 3

**1.** endured **5.** outraged

**2.** tampered **6.** boost

3. flop4. novelty5. discarded7. absent-minded8. discarded

#### Exercise 4

|               | documents | proposal | sales | decision | idea | hardship | item | person |
|---------------|-----------|----------|-------|----------|------|----------|------|--------|
| absent-minded |           |          |       |          |      |          |      | ~      |
| boost         |           |          | ~     |          |      |          |      |        |
| discarded     | ~         | ~        |       |          | ~    |          | ~    |        |
| endure        |           |          |       |          |      | ~        |      |        |
| regret        |           |          |       | ~        |      |          |      |        |
| tamper with   | ~         | ~        | ~     |          | ~    |          |      | ~      |
| interesting   |           |          |       |          |      |          |      |        |
| reject        |           | ~        |       | ~        | ~    |          | ~    | ~      |

Sentences will vary.

#### Exercise 5

2023 - 1445



# 8 Photocopiable Activity

#### Exercise 1

- 1. such a
- **2.** so
- 3. so little
- **4.** so
- **5.** so
- 6. such a
- 7. such a

#### Exercise 2

- It was such a hot summer day that we had to have the air conditioning on full blast.
- 2. There were so many applicants that it took more than a month to interview everyone.
- **3.** The flights are so fully booked that there are no seats available for the next two months.
- **4.** The news was so shocking that it took us at least fifteen minutes to register.
- **5.** There were so many people waiting to be examined that the hospital staff had to work overtime through the night.
- **6.** There are so few flowers in the garden that it's a pity to cut them .
- There was so little milk in the bottle that it was not enough for even one cup of coffee.
- 8. It was such an unusual design that we had to buy it.

#### Exercise 3

Answers will vary. Sample answers:

- 1. tidying my room.
- 2. going to class.
- 3. he started attending classes.
- 4. we started walking every evening.
- 5. I go home.
- 6. we went on vacation together..
- 7. driving to work.
- 8. tidying my desk

#### Exercise 4

- 1. detected
- 2. disoriented
- 3. exhilarating
- 4. hallucinate
- 5. intact
- 6. reception
- 7. an astounding
- 8. haggard
- 9. delighted
- 10. startled

#### Exercise 5



# Photocopiable Activities 3 Answer Key

# 9 Photocopiable Activity

#### **Exercise 1**

- 1. Don't you believe that it will all work out for the best?
- 2. Aren't you amazed that they passed with flying colors?
- 3. We were disappointed that he didn't bring what he had promised.
- 4. She is worried that she is going to fail the test.
- **5.** I am happy that school is out for the summer.
- **6.** I'm afraid that we're not going to get to the meeting on time.
- 7. I'm amazed that you have decorated the flat on your own.
- 8. He doesn't seem to be aware that car registration procedures have changed.

#### **Exercise 2**

1. It is funny

- 3. It is strange
- **5.** It is a fact
- 7. It is possible

2. It is likely

- 4. It is possible
- **6.** It is surprising
- 8. It is unlikely

#### **Exercise 3**

Answers will vary. Sample answers

- 1. I realized that my friend had been lying to me all along in order to protect me.
- 2. They complain that we don't call them regularly.
- 3. I eventually decided that driving all the way to the other end of town was not worth it.
- 4. After a while he discovered that the diamond was not real.
- **5.** I often dream that I am in the middle of a lake hanging onto a rock.
- 6. Don't you feel that they have made far too many mistakes?
- 7. I don't think they expected to find out that their friend had actually sold their car.
- 8. The police suspect that the burglars are still in the area.

#### Exercise 4

elements
 genuine

- 3. extracted
- **4.** traced

- 5. synthetic
- 6. appealing

#### Exercise 5

|             | beauty | weight | material | standards | odor | popularity | face | feeling |
|-------------|--------|--------|----------|-----------|------|------------|------|---------|
| ideal       | ~      | ~      | ~        | ~         |      |            | ~    | ~       |
| high        |        |        |          | ~         |      |            |      |         |
| instinctive |        |        |          |           |      |            |      | ~       |
| symmetrical |        |        |          |           |      |            | ~    |         |
| widespread  |        |        |          | ~         | ~    | ~          |      | ~       |
| synthetic   |        |        | ~        |           | ~    |            |      |         |
| give off    |        |        |          |           | ~    |            |      |         |
| natural     | ~      |        | ~        | ~         | ~    |            | ~    | ~       |

Sentences will vary.



Ministry of Education

2023 - 1445

# 10

# Photocopiable Activity

#### Exercise '

- Andy said that he wasn't sure he would go to school tomorrow/ the next day.
- 2. We said we didn't want to go on a three-day school trip this/ that spring.
- **3.** She said that her brother was going to have a graduation dinner next month.
- **4.** My friend promised to call me in the evening, as soon as he got
- **5.** Brad asked Imad if he had ever been to Greece at that/this time of year.
- **6.** The teacher asked how many of us managed to complete the assignment.
- My father promised that we would try and take a vacation in Malaysia
- 8. He asked if I had returned the DVD that I had borrowed from Richard.

#### Exercise 2

- 1. They said, "We've never had such a wonderful meal before.
- 2. She asked, "Can I wait for my sister to come our of class.
- 3. He asked his father, "Can I borrow the car for the day?"
- **4.** She said, "I promise to let you know if there is any news.]
- **5.** Mark told Rob: , "Mind your own business. Don't interfere in other people's affairs.
- **6.** My brother said, "I'll try to pick you up in the morning and drive you to the train station."
- 7. They asked, :"Can you help us with out project over the weekend?"
- They said, "We might fly to Beirut and rent a car to drive to the mountains."

#### **Exercise 3**

- She asked Anne if she was planning to go away this/that summer.
- 2. They asked the teacher if they were going to have a test soon.
- 3. He asked Tom if he had looked up the information.
- 4. They asked us how they could get to the mall from there.
- **5.** The shop assistant asked the customer if he wanted them to gift wrap the watch..
- The teacher asked the students if they had done all their homework.
- I asked my parents if I could invite a friend for dinner tomorrow/ the next day.
- The reporter asked the chef if he always used fresh herbs in his dishes.

#### Exercise 4

- 1. malicious
- 2. derogatory
- 3. superior
- 4. confidential
- 5. divulge
- 6. immune
- 7. Praising
- 8. brilliant

#### Exercise 5

Answers will vary.



Ministry of Education 2023 - 1445

# Photocopiable Activities 3 Answer Key

# 11 Photocopiable Activity

#### Exercise 1

- 1. I recognized the man who crashed into my father's car.
- She bought the bag that we had seen in the new leather goods store.
- **3.** Where can I find the shop that sells computer parts and accessories?
- **4.** We need to write an essay which/that compares two different viewpoints and the arguments that support them.
- **5.** The man who was curious bought the last copy of the newspaper./The man who bought the last copy of the newspaper was curious.
- 6. This is the school that my whole family graduated from.
- 7. Did you like the book that I lent you last month?
- 8. My friends sent me an email that was really confusing.

#### Exercise 2

- 1. evolve
- 2. advances
- 3. absorb
- 4. neutral
- 5. noble
- 6. exceptions
- 7. adaptability
- 8. limitations
- 9. convey

#### Exercise 3

- 1. that
- **2.** who
- 3. that
- 4. that
- 5. that
- 6. that
- 7. that
- 8. whom
- **9.** who
- 10. which

#### Exercise 4

Answers will vary. Sample answers:

- 1. I don't like books which have too many characters.
- 2. I sometimes forget which number to call.
- 3. I have a laptop which needs reformatting.
- He often sees people whom/that he had worked with in the past.
- **5.** She never eats food which is not home-cooked.
- **6.** I usually do my shopping at the super market that sells fresh vegetables.
- I enjoy meeting people who have travelled to interesting places.
- 8. Science is a field which attracts a lot of great minds.

#### Exercise 5

- **1.** There is sometimes misunderstanding because they don't listen to each other carefully enough and assume things instead. Also, we might all use the same words but mean a different thing.
- It implies that we are careful not to offend or cause some negative response. It might also imply that what we want to say is difficult and might cause an emotional response or confrontation.
- 3. Yes, we use different language with different people. For example, we address our friends in a casual manner and often use abbreviated language or language that is shared by the given age-group. On the other hand, when we address senior members of the family or friends, we tend to observe different norms of behavior and adjust language to satisfy given expectations to indicate respect, politeness, etc.



# 12 Photocopiable Activity

#### Exercise 1

- 1. Can you tell me a place where I can buy ink for my printer?
- 2. There are many websites where you can find information about authors.
- **3.** They moved to a new suburb where people live in houses not apartment buildings.
- Early morning is the time when there are very few people in the street.
- 5. The 20th century was the time when a lot of inventions were put into practice.
- **6.** I spotted many small restaurants where people can eat traditional food.
- **7.** Early afternoon is the time of day when most people feel drowsy in the heat.
- **8.** The living room is the place where the family spends time talking to each other, watching television, or playing games.

#### Exercise 2

Answers will vary.

### Exercise 3

Answers will vary.

#### Exercise 4

- 1. whose
- 2. who's
- 3. who's
- 4. Who's
- **5.** Whose
- **6.** whose
- 7. whose
- 8. who's

#### Evercise 5



- 1. legendary
- 4. aviation
- 2. devoted 5. extensive
- 3. pioneer 6. laboratory

# В

- 1. aviation
- 4. laboratory
  - 7. pioneer
- 2. legendary
- 5. Radioactivity 6. reliable
- 3. extensive

### **Page 222**

### C

- 1. pronoun
- 4. adjective
- 7. adjective

7. radioactivity

- 2. adjective
- 5. adjective

- 6. pronoun
- 8. pronoun

- 3. pronoun

### D

- 1. another, another
- 4. other
- 2. another, others
- 5. another
- 3. other, another
- 6. others

#### **Page 223**

# E

- 1. He does eat shrimp.
- 2. It did rain in New York yesterday.
- 3. I do feel sick.
- 4. They did come to school last week.
- 5. Susan does live in Los Angeles.
- 6. You do need to come with me.
- 7. The little bird did follow us home.
- 8. We do have that game.
- 9. They do like to take expensive vacations.
- 10. Fahd does work very hard.

# F

- 1. I do did go to school yesterday.
- 2. These jeans are uncomfortable. I think I'll wear other others.
- 3. Faisal is going to the party with others other people.
- 4. Bob does wants want to eat dinner with us.
- 5. I think I'll buy another books book. This one is boring.
- 6. This ball is bad. Do you have anothers another?
- 7. She dogs have a classight now.
- 8. Some people agree with me Other Others don't.
- 9. They did went go to the game last night.
- 10. Did Asma.get.another computers computer? She already

Ministry of Education

2023 - 1445

#### **Page 224**

# G

Answers will vary. Sample answers:

- 1. A: Would you like another hot chocolate?
  - B: No, thanks
  - A: Don't you like it?
  - B: I do like it, but I'm full!
- 2. A: I can't believe you didn't do the homework for class today!
  - B: I did do it, but I couldn't find it.
  - A: Where do you think you left it?
  - B: Probably in my other bag.
- 3. A: OK, guys, you must not want to win!
  - B: We do want to win, Coach!
  - A: Well then, you had better get another touchdown!

- 1. divide up
- 4. not my cup of tea
- 2. I think it would be fair
- 5. No sweat
- 3. Would you be willing to
- 6. on the same wavelength

#### **Page 225**

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

# **Page 226**

- 1. Because they feel that there cannot be clear boundaries between friendship and work, and things can go wrong if there is disagreement.
- 2. Because there is a real relationship and a sense of loyalty and willingness to share.
- 3. Self-confidence, an awareness of one's strengths and weaknesses as well as feeling of confidence about abilities.
- 4. You should discuss responsibilities beforehand, agree on details and put everything on paper. Also you need to find out if your friends respect you as much as you respect them.
- 5. Answers will vary.

#### **Page 227**



Answers will vary. Sample answers:

other: shows industrial city and industrial plants, other cities are not as polluted as this,

others: most people probably work in factories, others work in offices and shops nearby

another: most are factory workers, difficult to find another job

each other: densely populated, people live very close to each other

- 1. Industrial plants make this city very polluted. Other cities are not as polluted as this.
- 2. Most local people probably work at the factories. Others probably work in shops and offices nearby.
- 3. It is difficult to find another kind of job in a city like this one.



Answer will vary.

#### **Page 229**

- 1. are setting up
- 2. are trying
- 3. are waiting
- 4. they are
- **5.** are
- 6. are things going
- 7. Is the business
- **8.** is
- 9. have
- 10. assists
- **11.** you go
- **12.** is
- 13. seems

- 14. Do you believe
- 15. helps
- **16.** have
- **17.** spend
- **18.** is constantly interrupting
- 19. am speaking
- **20.** opens
- 21. arrives
- 22. do you have
- 23. are thinking
- 24. appears
- 25. requires
- **26.** is

#### **Page 230**



#### Archaeological

history culture antiques pottery

jewelry exhibitions ruins

#### Technological

space

robots science

seminars

3-D digital cinema for scientific documentaries educational books

#### **National**

antiques manuscripts



# Interactive displays

Ministry of Education 2023 - 1445



- 1. extremely
- 2. really
- 3. absolutely
- 4. extremely
- 5. quite
- 6. quite/extremely
- **10.** really
- 11. absolutely

7. absolutely

8. quite/really

9. very/quite

Students' own answers

# 2 Influential People

# **Page 231**

- **1.** d
  - **3.** a **4.** h

**5.** b

**6.** c

**7.** e **8.** f

**2.** g

Answers will vary.

### **Page 232**

### C

- 1. used to
- 2. would/used to
- **3.** used to

- **4.** was used to 5. would/used to
- 6. would/used to
- 7. is used to
- 8. wouldn't/didn't use to
- 9. would/used to
- 10. am used to

Answers will vary. Sample answers:

- **1.** live in London
- 2. waking up early
- **3.** buy everything at the market
- **4.** walking to work
- **5.** have paved roads 60 years ago
- 6. sandstorms
- 7. give us candy as prizes
- 8. long classes
- 9. go to sleep without
- a nightlight 10. drive a car

# Page 233



- 1. A: What did you buy at the store?
  - B: Bread and cheese.
  - A: I thought we were going to have chicken for dinner.
  - B: We were, but I changed my mind.

# WORKBOOK 3 Answer Key

- 2. A: Where are you?
  - B: Still at home.
  - A: I thought you were going to come over.
  - B: I was going to call you. I don't feel well.
- 3. A: What did you get on the pizza?
  - B: Vegetables.
  - A: I thought we were going to have pepperoni.
  - **B:** Sorry. The vegetables taste better!
- 4. A: How did you get here?
  - **B:** I was going to walk, but then it started raining, so I took the bus.
  - **A:** Oh. I was going to give you a ride, but you didn't answer your phone.
  - **B:** You called me? I didn't hear my phone!

#### **Page 234**



- 1. I would used to know her name, but now I can't remember it.
- 2. They are used to live living in a small place.
- 3. I were was going to call her, but she called me first.
- They aren't use used to the cold weather, because they come from a warm climate.
- 5. When he was a child, he would studies study very hard.
- 6. Bill has lost a lot of weight. He didn't used use to be thin.
- 7. I knew the radio wasn't going to work.

### G

- 1. drives me crazy
- 2. go around in circles
- 3. cash
- 4. don't mind
- 5. got cold feet
- 6. put it aside for a rainy day

#### **Page 235**



Answers will vary. Sample answers:

|        | Ali                            | Yusef   | Eun   |
|--------|--------------------------------|---|---|
| Goal   | to become a doctor in the U.S. | to play on the<br>Somali National<br>Basketball<br>team | to become a football player                           |
| Step 1 | study hard                     | save money to buy shoes                                 | practice<br>everyday                                  |
| Step 2 | learn English                  | play on<br>Somali Youth<br>Basketball<br>League         | try to join the<br>Seoul Junior<br>Football<br>League |



2023 - 1445

| Step 3 | get a scholarship | get a           | get a          |
|--------|-------------------|-----------------|----------------|
|        | to study in the   | scholarship     | scholarship to |
|        | U.S.              | to play on a    | the National   |
|        |                   | university team | Sports         |
|        |                   |                 | Academy        |

#### **Page 236**



- 1. firefighter
- 2. blazing
- 3. put out
- 4. obsessed
- 5. amazing
- 6. lay my hands on
- 7. industrial design
- 8. win me over
- 9. explicable
- 10. change of heart
- 11. come to this decision
- 12. acclaim

1.

- a. When he was five, he wanted to be a firefighter.
- b. Between the ages of six and eight, he kept changing his mind and going from wanting to become a farmer to wanting to become a pilot and then back to becoming a firefighter.
- **c.** When he was nine, his mind was set on becoming an astronaut and a space scientist.
- d. At the age of 17, he chose to become an industrial designer.
- **2.** Because he had spent years, up to that point being obsessed by space and everyone expected him to pursue a related career. So they were worried that someone might have discouraged him from pursuing his life's dream.

#### **Page 237**



Answers will vary. Sample answers:

**Action words (verbs):** standing, reading aloud, laughing, smiling, studying, texting, watching, concentrating, comparing, holding, typing, abbreviating.

- **1.** The two young men were going to call some of their friends when they decided that it would be better to text them.
- 2. One of them used to write long emails but avoided texting while the other one is quite used to texting people, so he can abbreviate very quickly and effectively.
- **3.** When they were boys, they didn't have smartphones and they would write their friends letters instead.

#### **Page 238**





- 1. My cousin has bought a house in Riyadh.
- 2. Samir has begun to study economics at college.
- 3. We have been shopping at the mall.
- 4. My parents have lived in Makkah for all their lives.

#### М

- 1. He has used his new laptop since Monday. / He has used his new laptop for four days.
- 2. They have studied English since sixth grade. / They have studied English for three years.
- 3. They have had/owned their restaurant since I was three years old. / They have had/owned their restaurant for thirteen years.

- 1. How long have they lived in Jeddah?
- 2. How long has she worked in this school?
- 3. How long has Omar owned the supermarket?
- 4. How long has Tarig been a taxi driver?
- 5. How long have you studied English?

#### **Page 240**



1. ever **3.** twice 5. already **2.** so far **4.** yet 6. recently

# Р

- 1. We have made a donation to charity. / We made a donation to charity last Friday morning.
- 2. Frank and James have gone sightseeing in China. / They went sightseeing during his vacation in 2012.
- 3. I have bought many books online. / I bought many books online this past year.
- 4. Our teacher, Mr. Simpson, has studied Arabic at evening classes. / He studied Arabic at evening classes five years ago.

# Q

- 1. Have you ever made a donation to charity? / When did you make a donation to charity?
- 2. Have Frank and James ever gone sightseeing in China? / When did they go sightseeing in China?
- 3. Have you ever bought books online? / When did you buy books online?
- **4.** Has your teacher, Mr. Simpson, ever studied Arabic? / When did he study Arabic?



# وزارة التعــلام

Ministry of Education 2023 - 1445

# **3** What Will They Think of Next?

### **Page 241**

1. circuits 4. rank 7. sanitation 2. span 5. determined **3.** condensed 6. expectancy

# В

1. circuits 4. condensed 7. extensively 2. sanitation 5. determined 6. expectancy

#### **Page 242**

3. rank

# C

| <b>1.</b> 1 <sup>st</sup> / 2 <sup>nd</sup> | <b>4.</b> 1 <sup>st</sup> / 2 <sup>nd</sup> | <b>7.</b> 2 <sup>nd</sup> / 1 <sup>st</sup> |
|---|---|---|
| <b>2.</b> 2 <sup>nd</sup> / 1 <sup>st</sup> | <b>5.</b> 2 <sup>nd</sup> / 1 <sup>st</sup> | 8. 2 <sup>nd</sup> / 1 <sup>st</sup>        |
| <b>3.</b> 2 <sup>nd</sup> / 1 <sup>st</sup> | <b>6.</b> 1 <sup>st</sup> / 2 <sup>nd</sup> | <b>9.</b> 1 <sup>st</sup> / 2 <sup>nd</sup> |

1. will have released 6. will have been waiting 2. will have turned 7. will have ended 3. will have gone 8. will have finished 4. will have been working 9. will have become 5. will have gone 10. will have been living

#### **Page 243**



Answers will vary. Sample answers:

1. when / after / as soon as 4. while / after 2. When / As soon as 5. until **3.** when / after / as soon as **6.** Before / When



- 1. By the time space travel becomes affordable, I will have gotten too old to go!
- 2. He will turn off his computer after he's done working.
- 3. By 2030, they will have replaced smartphones with something
- 4. They have just started building the new city rail network. By 2030, it will have been in use for at least 5 years.
- 5. The Olympics will have gone all around the world by the end of the century.
- 6. By 2030, newspapers will have all gone online and stopped being printed.



Answers will vary. Sample answers:

- 1. we will have finished unit 4
- 2. am going to read a book
- 3. are going to eat dinner
- 4. I move to the next level
- 5. I will have started my studies
- 6. my parents will have bought me a new computer
- **7.** by 11 p.m.
- 8. I will have gone home
- 9. I will be very happy
- 10. by the time I have grandchildren



- 1. check out
- 4. trust me on this
- **2.** lugging
- 5. ditch
- 3. go with the flow
- 6. hoopla

### **Page 245**



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

### **Page 246**



- 1. will have reached/will reach
- 2. will be spent/will have been spent
- 3. will have become/will become
- 4. will be attending
- 5. will be using



- 1. He will have been taking college exams online for four years.
- 2. He will have been accessing libraries online for all his assignments.
- 3. He will have ordered books online for all his subjects.
- 4. He will have graduated from college.
- **5.** He will have completed four years of college.
- 6. He will have spent 16 years wheelchair-bound.
- 7. He will have learned a lot about Computer Science.
- 8. He will have received his Bachelor's degree in Computer Science.

#### **Page 247**



Answers will-vary.

Action words (verbs): invent new forms of transport, fly a car, achieve high speeds, save space, avoid traffic jams

1. By 2040, we will have invented new forms of transport.
2. By 2040, we will have been flying cars for a decade or more.

Ministr By 2040, Wet Will have solved the problem of traffic congestion 2023 - on 4 http://oads.

## 234 WORKBOOK 3 Answer Key

# **Page 248** М

Answers will vary.

#### **Page 249**

- 1. Do your parents both speak English? / Yes, they do.
- 2. Does the hotel have its own website? / No, it doesn't.
- 3. Do you and your brother go to the same school? / No, we don't.
- 4. Does the restaurant offer free a Wi-Fi connection? / Yes, it does.
- 5. Do you usually communicate with your friends by email? / Yes,



- **1.** d
- **3.** a
- **5.** c

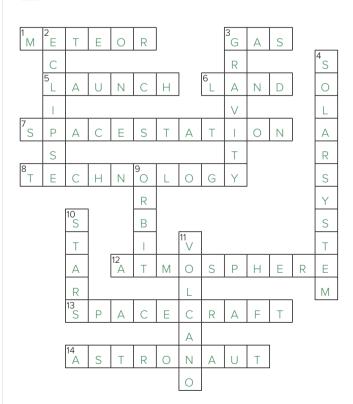
- **2.** f
- **4.** b
- **6.** e



Students' own answers

#### **Page 250**





Α

- **1.** c **3.** a
- **5.** b

**7.** f

**2.** h **4.** a **6.** d

В

|    | Noun        | Verb    | Adjective   | Adverb      |
|----|-------------|---------|-------------|-------------|
| 1. | abandonment | abandon | abandoned   | Х           |
| 2. | animation   | animate | animated    | animatedly  |
| 3. | dormancy    | X       | dormant     | X           |
| 4. | prominence  | X       | prominent   | prominently |
| 5. | prestige    | X       | prestigious | X           |
| 6. | capture     | capture | X           | X           |
| 7. | rescuer     | rescue  | X           | X           |

#### **Page 252**



Answers will vary. Sample answers:

- 1. That film was neither interesting nor funny.
- 2. Either we'll watch a documentary or we'll watch the news
- 3. Marlin and Dory are characters in the animated film.
- 4. I was neither tired nor hungry.
- 5. The detective is not only brave, but also intelligent.
- 6. It is not only my favorite biographical film, but also my favorite
- 7. Either the hero or the villain will win in the end.
- 8. The football game was both boring and disappointing.

D

- 1. yet/but 4. yet/but
- **7.** or
- **10.** so

- **2.** or
- **5.** so
- 8. yet/but
- **3.** and
- 6. yet/but
- **9.** and

# **Page 253**

目

- 1. I think the most exciting movie is either Star Wars nor e.T.
- 2. Both my mother and my father likes like adventure movies.
- 3. He loved the movie, so he went to see it again.
- 4. Not only are my grandparents going, but also my aunt are is
- 5. In the end the hero saved the city, but and he got the money.
- 6. Neither John nor his parents plans plan to go to graduation.
- 7. The documentary was not only popular, and but also it won an



202Answers will vary. Sample answers:

- 1. We tried to get away, but the pirates caught us.
- 2. Both the Tyrannosaurus rex and the Velociraptor roamed the park.
- 3. It was a beautiful day, so the princess went out for a walk.
- 4. Both the lion and the zebra live in Africa.
- 5. The bad guy was getting away with the money, but SuperDude was faster and stronger.

### **Page 254**



Answers will vary. Sample answers:

- 1. she watched TV
- 2. another is planning to be a doctor
- 3. they scare me
- 4. he still failed the test
- 5. we left and went to a restaurant
- 6. I went to work anyway
- 7. we could just stay home
- 8. I didn't like it



- 1. terrible
- **3.** dozed off
- 5. a dime a dozen
- 2. You must be joking 4. just
- 6. hard to swallow

# **Page 255**



- **1.** b
- **3.** a
- **5.** b

- **2.** a
- **4.** c

# **Page 256**



Answers will vary. Sample answers:

1 Decide on a topic

Choose a topic such as a historical person, a place, nature, a scientific discovery, etc.

**5** Find a location

Choose a place and decide on the time to film. Home movies can be more spontaneous but you need to get organized if you choose a different location.

3 Write the script.

The script can be written like a play script. But it should indicate each scene, the characters involved and their actions, the settings/location and change of scene.

**7** Film your scenes.

The shots of the film can be taken from different angles. Professional filmmakers use wide, medium and close up shots. They can then be edited at a later stage.

2 Decide on a situation or plot.

Choose a situation/story that you know and are enthusiastic about. This will help make a film that will attract your audience

4 Make a storyboard and a scene list.

This way every shot will be planned and people will know what they have to do in each scene.

#### **6** Check your equipment.

Make sure your equipment is in working order and that you have all the cables and additional parts you need in addition to a camera and tripod, microphones, lighting equipment and spare discs.

**8** Edit your documentary on your computer.

Check the scenes that you have shot and cut out the boring and less successful scenes. When you come across an important scene show it from different angles in order to supply more information and/or detail for the audience.



Answers will vary.

#### **Page 257**



Answers will vary. Sample answers:

Words about the picture: students, library, books, study, shelves, cabinets, leather bound books, magazine, journal, research, look

- 1. Both readers seem completely absorbed in work.
- 2. They are not only hardworking but also very creative.
- 3. They haven't noticed the photographer that is taking their photo.

#### **Page 258**



Answers will vary.

#### **Page 259**

- 1. Science fiction stories are (just) as easy to follow as detective
- 2. Ahmed is as talented at writing as his friend Oscar.
- 3. A TV antenna isn't as/so difficult to tune in as a satellite dish.
- 4. The Ritz restaurant is (just) as prestigious as the Lime Tree.
- 5. The plot of the sequel is not as intriguing as the original film's plot.

# 0

2. funniest 3. stupidest

**4.** bad **5.** better 6. most boring

7. realistic

8. most hilarious 9. less talented

10. more popular

11. more frequent

12. stronger

13. cleverer/ more clever

14. less similar



# وزارة التعــلم

Ministry of Education 2023 - 1445



Students' own answers

#### **Page 260**

# Q

| Irregular<br>Adjective | Comparative     | Superlative               |
|------------------------|-----------------|---------------------------|
| good                   | better          | the best                  |
| bad                    | worse           | the worst                 |
| well                   | better          | the best                  |
| far                    | farther/further | the farthest/the furthest |
| old                    | older/elder     | the oldest/the eldest     |

- 1. closer
- 2. (the) furthest/farthest
- 3. smaller
- 4. the eldest/oldest
- **5.** better
- 6. hotter, icier

- 7. the most thrilling, the worst
- 8. greater, the most impressive
- 9. better, the most favorable
- 10. bigger, more poisonous
- 11. largest, the greatest
- 12. most celebrated, more eager

Down

1. invaluable

3. condensed

7. rigorous

9. span

#### **Page 261**



#### Across

- 2. excelled
- 4. cash
- 5. no sweat
- 6. devoted
- 8. symbiosis
- get cold feet
- prominent
- 12. struggles

#### **Page 262**



- 1. another, another, others
- 3. another, other, others
- 2. another, another, other



- 1. Nina does have a smartphone.
- 2. I do like surfing the internet.
- 3. My brother did get a new TV.
- 4. We do have a digital camera.
- 5. I did feel sick yesterday.
- 6. Oliver does work for the government.



- 1. are used to dealing
- 2. didn't use to have
- 3. am used to working
- 4. would type/used to type
- 5. used to get/would get
- 6. am not used to speaking



Answers will vary. Sample answers:

- 1. Amina was going to call her friend, but she got sick.
- I was going to buy my friend a present, but I didn't have the money.
- 3. Hussain was going to visit his grandparents, but he had to work.
- They were going to take the class, but they didn't have time.
- We were going to cook dinner, but we ordered from a restaurant instead.
- **6.** Farah was going to buy a new computer, but she got her old one fixed.
- Sean was going to find a new apartment, but he bought a house.
- **8.** Hannah was going to study Spanish, but she studied Japanese.

#### **Page 264**



- 1. we will have driven 200 kilometers
- 2. will have lived there for thirteen years
- 3. he will have been working there for ten years
- 4. he will have been studying for five hours
- 5. I will have known her for a year
- 6. he will have played chess for ten years
- 7. She will have been cooking for an hour and a half
- 8. they will have been waiting for 30 minutes

## **Page 265**



- 1. He not only worries a lot, but he also tries to avoid conflict.
- 2. Neither Ben nor Scott likes to play football.
- 3. Both Betty and Tara like to talk about their feelings.
- 4. They will either have pizza or pasta. They don't know yet.
- 5. Madison likes to speak in both formal and informal situations.
- **6.** Not only can sea turtles swim underwater, but sea turtles can also live to be very old.
- 7. The twins neither do chores nor clean their room.
- 8. The meal can either be served with rice or salad.





2023 - 1445

## **Page 266**



\_5\_\_

\_2\_\_

\_6\_\_

\_3\_\_

\_1\_\_

### **Page 267**



Answers will vary. Sample answers:

**Noun:** university professor, postgraduate students, colleagues, associates, businessmen, representatives, managers, participants, decision, discussion, argument, justification, pen, paper, notes, ghotra, thobe, smile, proposal, suggestion, praise, news, announcement

**Verb:** talk, discuss, argue, agree, disagree, propose, suggest, explain, convince, present, congratulate, announce, ask, clarify, express, hear, look, point to, point out

**Place:** office, headquarters, meeting room, conference room, company premises, conference, sales conference, research and development

Time: recently, now, a few days/weeks ago, always, every year, annual

- 1. The agenda of the meeting was posted on the Department board early in the morning.
- The Department Manager presented the results of the last quarter on the board, during the meeting.
- **3.** The participants discussed the department's performance at the meeting and asked to have a longer planning meeting somewhere else, over a weekend.

# **Page 268**

# **5** Do You Really Need It?

### **Page 269**

### Α

**1.** brand **3.** 

2. admire

- **3.** revolutionary **5.** sophisticated **7.** formula
  - **6.** intended

В

Answers will vary. Sample answers:

4. exclusive

- My sister is very sophisticated. She lives in a beautiful house, always wears stylish clothes, and eats gourmet food.
- My favorite brand of clothes is GAP. My favorite brand of shampoo is Aveda.
- 3. I admire my father most. He is intelligent, works hard, and has a kind heart
- Most cartoons are intended for children, but some are intended for adults
- 5. Answers will vary.
- **6.** A formula is a method that we use to solve problems, or have success in something.

## **Page 270**

# С

- They used Roger Federer as their spokesperson <u>because</u> he's famous. (Reason)
- 2. Wherever we go, we are surrounded by advertising. (Place)
- I bought the face cream <u>since</u> it will help my skin look better. (Purpose)
- **4.** <u>If</u> you have a good advertisement, people will buy your product. **(Condition)**
- **5.** They are planning to sell the juice <u>everywhere</u> they can. **(Place)**
- **6.** The company made a commercial <u>in order to</u> sell their new product. **(Purpose)**
- I'm going to buy it at the store <u>unless</u> I can get a better price online. (Condition)
- 8. Now that the Internet exists, I never go to the mall. (Reason)

# D

- 1. because
- **5.** since

**2.** to

**6.** even if

**3.** If

7. Everywhere

4. so that

8. now that

#### **Page 271**



Answers Will vary. Sample onswers.

- 1. I sometimes shop online for clothes.
- 2. I look for good prices wherever I go.
- . Gold like shopping because it takes too much time.

Mini4tru bstaylattheimall for a long time, I feel sick.

2023 - 1445

- 5. My parents buy me everything since I'm still young.
- 6. Everywhere you look there are advertisements.
- My favorite place to shop is Food Mart now that they sell organic foods.
- 8. I don't listen to commercials so that I can form my own opinions.



Answers will vary. Sample answers:

- 1. If you want big strawberry flavor, you should try our strawberry blast.
- 2. You can have redder lips wherever you are.
- 3. Since the world is big, we bring you a way to stay connected.
- 4. It goes everywhere you need to go.
- Designed with your body's needs in mind because they are designed for you.
- 6. Go on. Try them unless you're scared you won't stop!

#### **Page 272**



Answers will vary. Sample answers:

- 1. Because it was late, we were tired.
- 2. I'm bringing an umbrella in case **we** need it.
- 3. He put on his glasses unless so that he could see.
- 4. Where I live, it it's hot.
- 5. They are creating new ads in order to sell their products in Asia.
- **6.** Even if he hurries, he will still be late.
- 7. We put the milk in the refrigerator now so that it won't spoil.
- 8. Now that I have a cell phone, I can call my friends anytime.

# Н

1. broke

- 3. blows
- 2. maxed out
- 4. beat it

## **Page 273**



Answers will vary. Sample answers:

- 1. false
- bring out
- **2.** true

- 7. disastrous
- falsetrue
- 8. foolish mistakes
- **4.** iiue
- 9. warning stories
- **5.** true
- **10.** joke

# **Page 274**



- 1. launched
- 7. chopping
- 2. window display
- 8. sliding
- hired
   were delivered
- revealed
   bystanders
- **5.** oblivious
- **11.** mixed reviews
- **6.** fully equipped
- **12.** stir

Answers will vary for questions 1, 2 and 3.



Answers will vary. Sample answers:

Words about the picture: supermarket shelves, loaded, laden, packaged goods, processed food, tinned food, preserves, packets of pasta, corn, pasta, olives, tomato paste, tomato sauce, ketchup, lentils, beans, rice, fish, lighting, price tags, aisle, higher, lower, middle, reach, spot, meet the eye, selection, wide selection, assortment, grouped, placed strategically, bottled oil, condiments, customer, buyer, consumer, health, healthy eating, shopper ...

- 1. Large supermarkets offer a very wide selection of goods in order to attract different customers.
- 2. Unless goods are categorized, and placed along especially designated aisles it is very difficult for shoppers to find their way around the place.
- **3.** Because of the current interest in healthy eating, more and more consumers avoid processed food and opt for fresh ingredients.

#### **Page 276**



Answers will vary.

# **Page 277**



- 1. buy, will be, don't have, will need to
- 2. rains, won't be, is, will practice
- 3. drops, changes, stays, doesn't freeze
- 4. decides, will move, will be, makes
- 5. drop, falls, drop, floats
- 6. gets, will impress, shows off, won't hang out

1. rather

3. prefer

2. study

4. to spend



Students' own answers

### **Page 278**

| Shopping Mall          | Small Stores            | Online Shopping        |
|------------------------|-------------------------|------------------------|
| wide range of products | friendly service        | convenient             |
| discounts              | neighborhood            | door-to-door delivery  |
| food courts            | helpful staff           | fast                   |
| entertainment          | appealing<br>atmosphere | wide range of products |
| luxury                 | convenient location     | pay by card            |

Ministry of Education 2023 - 1445

# Q

1. unless

4. unless

2. Unless

5. when

3. When

6. unless



Students' own answers

### **Page 279**

#### Α

- 1. anxiety
- 3. gender
- **5.** restless
- 7. capacity

- 2. stereotype 4. tedious
- 6. temperament
- 8. repetitive

- В
- 3. anxiety

4. intensity

- 5. repetitive
- 7. gender
- **6.** stereotype **8.** temperament

# **Page 280**

1. tedious

2. restless



- 1. to check **4.** to take
  - **5.** calling/to call
- 8. to get
- **7.** living **10.** raising

- 2. buying 3. eating
- 6. to inform
- **9.** to go



Answers will vary. Sample answers:

- 1. I don't like being told to do my homework.
- 2. My grandfather remembers gifts being given to him when he was a child.
- 3. He wants to be given the answer.
- 4. Sheila wants to be helped by her mother.
- 5. Babies like being talked to.
- 6. The cat wants to be fed by its owner.

# **Page 281**



- **1.** to do my homework
- 2. spending time with my grandfather
- 3. not applying for that job
- 4. to have breakfast this morning
- 5. to get an A
- 6. understood
- 7. showered with attention
- 8. interrupted when I'm talking

# WORKBOOK 3 Answer Key



Answers will vary. Sample answers:

- 1. My brother doesn't like talking about work, and neither does my father.
- 2. I don't like arguing, and neither does she.
- 3. Sabah is in high school, and Hanan is too.
- 4. Jody doesn't like to cook, but Gwen does.
- 5. Tom doesn't have a job, but his brother does.
- 6. We're not going on a trip, and they aren't either.
- 7. He's not old enough to travel on his own, but his brother is.
- 8. Our classmates don't enjoy the activity, but we do.

#### **Page 282**



- 1. to check
- 2. leaving
- 3. buying
- 4. to think
- 5. to reach
- 6. being told
- 7. being told off
- 8. not to speak
- **9.** to do

- 1. I've known that for a very long time. / I agree with you.
- 2. Answers will vary.
- 3. Answers will vary.

### **Page 283**



- 1. One view attributes climate changes to a natural evolutionary process and the other points to the need to eliminate all the destructive factors which destroy Earth.
- 2. Mainly industries, scientists and environmentalists
- 3. There were environmental changes in the past that had not been caused by human intervention.
- 4. The destruction of the rain forests, the depletion of oxygen, the holes in the ozone layer
- 5. Answers will vary.

#### **Page 284**



Answers will vary. (Students' own answers)



Answers will vary. Sample answers:

Words about the picture: friends, young men, smiling, grinning, Minisame nationality, imags, outdoors, beverage, happy, pose...

2023 - 1445

- 1. They are looking pleased with their conversation.
- 2. They hope to have an enjoyable meal and good conversation.
- 3. They don't regret making time to meet with each other, because they firmly believe in making time for friends in order to maintain a lasting friendship.

#### **Page 286**



Answers will vary.

#### **Page 287**



- 1. haven't seen
- 2. have you been
- 3. Has it been
- 4. have you been doing
- **5.** have been teaching

Students' own answers

- **6.** have got/gotten
- 7. have you been working
- 8. have been

- 9. has she made
- 10. has just finished
- 11. have spent
- 12. have been planning
- 13. have written
- 14. haven't got
- 15. has been waiting
- 16. have been talking

# **Page 288**



- 1. writer, bookworm
- 2. keep, club
- 3. at, awards
- 4. by, poetry
- 5. in, stories



- 1. enjoyment
- 2. happiness
- 3. satisfaction
- 4. educational
- 5. knowledge
- 6. competitions

Q

- **3.** q
  - **4.** h
- **5.** e **6.** f
- **7.** a **8.** b



Students' own answers



#### В

- 1. tampered
- 2. flop
- 3. outraged
- 4. slipping, boost
- **5.** novelty
- 6. endured
- 7. launch



Ministry of Education 2023 - 1445

# **Page 290**

С

|    |   | uncertainty<br>about the<br>past | drawing<br>conclusions<br>about the<br>past | expected<br>action<br>that didn't<br>happen | mistakes<br>made in<br>the past |
|----|---|----------------------------------|---|---|---------------------------------|
| 1. | I <u>may have</u><br>made a<br>mistake.                                   | Ý                                |   |   |                                 |
| 2. | I don't feel<br>well. The<br>soup <u>must</u><br><u>have</u> been<br>old. |                                  | ₫   |   |                                 |
| 3. | I think I <u>may</u> <u>have</u> lost my keys.                            | Ý                                |   |   |                                 |
| 4. | She was supposed to be here by 2 o'clock, but I guess she's late.         |                                  |   | Y   |                                 |
| 5. | I <u>shouldn't</u> <u>have</u> eaten that soup.                           |                                  |   |   | Y                               |
| 6. | Do you think she <u>could</u> have gotten lost?                           | T                                |   |   |                                 |
| 7. | She <u>must</u> <u>have</u> stayed  up too late last night.               |                                  | Ý   |   |                                 |
| 8. | The game was supposed to be last night, but it was cancelled.             |                                  |   | Y   |                                 |

D

- 1. supposed to go
- 2. shouldn't have gone
- 3. must have eaten
- 4. must have been
- 5. should have told
- 6. could have gotten
- 7. must have been



- **3.** b **4.** a
- **5.** a
- **2.** a
- **6.** b

## F

- **1.** They were supposed to came come over at 10:00.
- 2. The thief could have been caught by the police, but they were too slow.
- 3. Ali may has have gotten lost.
- 4. Everyone was wearing a coat. It must have been cold last night.
- 5. His car could have been stolen.
- 6. You must have been have so embarrassed.
- 7. Do you think I must could have failed the test?
- 8. You shouldn't had have been so angry.

#### **Page 292**



Answers will vary. Sample answers:

- 1. Spilling the coffee on the keyboard may have broken it.
- 2. He might have broken his leg in a car accident.
- 3. The driver of the car must not have been paying attention.
- 4. It must have been a home run.
- 5. He could have remembered that he is late for an appointment.
- 6. The toast must have been forgotten.

- 1. slipped my mind
- 3. flake
- 5. making too

- 2. no big deal
- 4. don't sweat it
- much of it

#### **Page 293**

### П

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

#### **Page 294**

# J

- 1. He must have gone to the dentist./He must be at the dentist's.
- 2. He should have gone to the dentist a long time ago.
- 3. I shouldn't have lost my patience. I shouldn't have shouted at my friend. He/She must have gotten very angry./He/She could have said something.
- 4. He/she shouldn't have turned away. He/she shouldn't have refused to talk to me. He/she should have accepted my apology.
- 5. I shouldn't have thrown the watch away. I could have thrown something else down.

# وزارة التعــلام

Ministry of Education 2023 - 1445

# K

Answers will vary. Sample answers:

- 1. You couldn't have charged it recently.
- 2. You should have been more careful./studied harder.
- 3. There must have been a reason for it.

### **Page 295**



Answers will vary. Sample answers:

Words about the picture: trees, garden, picking/collecting fruit, sunshine, hot climate, workers

- 1. The men must have been employed to work in the gardens.
- 2. They may have brought lots of water because it looks like a hot
- 3. They should have brought special gloves to wear when picking the fruit.

#### **Page 296**



Answers will vary.

#### **Page 297**

- 1. university
- 4. qualifications

2. degree

- **5.** salary
- 3. slipping sales figures
- 0
- **1.** job

5. works

2. sign

6. buy

3. work

- 7. boost sales
- 4. career OR profession OR
- 8. research
- occupation
- 9. salary

# **Page 298**



- **1.** a
  - **2.** an
- **3.** the
- **4.** the

# Q

- 1. hardly any (example)
- 2. a lot of
- 3. a little
- 4. a few
- 5. a lot of OR plenty of
- 6. a few
- 7. a lot of OR plenty of
- 8. hardly any OR a little
- 9. a lot of OR plenty of

# 8

# Against the Odds

#### **Page 299**

#### Α

- 1. priority
- 2. disruption
- 3. vulnerable
- 4. pledge

- **5.** safeguard
- 6. unprecedented
- 7. extraordinary
- 8. solidarity

### В

- 1. extraordinary
- 2. unprecedented
- 3. summit
- 4. disruption
- 5. priority
- 6. solidarity
- 7. safeguard
- 8. vulnerable

#### Page 300

### С

- **1.** such
- 4. so much
- 7. so little

- **2.** so
- **5.** such
- **8.** so

- 3. so few
- 6. such

# D

- **1.** Susan's cake got so many compliments that she made it again the next day.
- 2. We had such a good time in the park that we laughed and played games all day.
- 3. It's such a beautiful day that I'm going for a walk.
- 4. The test was so hard that most of the students failed it.
- 5. That joke was so funny that I couldn't stop laughing.
- They were such good friends that they could read each other's minds.
- 7. Tara is so tall that people sometimes think she's the teacher.
- 8. I had such a strange day that I just want it to end

### **Page 301**



Answers will vary. Sample answers:

- **1.** My sister is so smart that she got into Harvard University.
- 2. Jerry Seinfeld is such a funny person that he makes everybody laugh.
- 3. Seeing that play was such a strange experience that I wouldn't want to repeat it.
- 4. Algebra is such an easy class that I never have to study.
- 5. The players on the national football team are so famous inat everybody wants to be them.

Mini**6**: MP Frank ទេនប់ខាត a hard teacher that I didn't want to take 2023 –hlន្ទវៀវទុន.

- My graduation was such a fun time that I will remember it forever.
- 8. You've Got Mail was such a boring book that I didn't finish it.



Answers will vary. Sample answers:

- 1. While eating dinner, we talked about our day
- After being sick for a week, she decided to go to the doctor.
- 3. She didn't know any other children until going to school.
- **4.** Before interviewing for the job, he prepared very carefully.
- 5. While traveling, they took lots of pictures.
- 6. I had the craziest dream while sleeping last night.
- 7. After having the accident, he couldn't remember anything.
- 8. Until learning to read, I talked all the time.

#### **Page 302**



Answers will vary. Sample answers:

- 1. She was so sick that she couldn't go skiing.
- 2. Before getting a hot air balloon, we used to fly kites.
- 3. It was such a rainy day that we all needed umbrellas.
- 4. The frog was so little that I almost didn't see it.
- My hands were so cold that I warmed them up with a cup of tea.
- **6.** After winning the race, he went to celebrate with his friends.

### H

- 1. freaked me out
- 4. chances
- 2. break

- 5. on cloud nine
- 3. No way
- **6.** iffy

# Page 303

# 1

- 1. It is a fantasy or wish.
- 2. The brain is mismatching the past and the present.
- 3. unusual, rare
- 4. an occurrence; happening
- 5. dream
- 6. chaos; confusion

# Page 304



- so many
   so
   so
- **4.** such
- **5.** so

- **6.** so few
- **7.** so much
- **8.** such
- **9.** so
- 10. so little

# WORKBOOK 3 Answer Key



- 1. They speak so much (that) you get a headache after a while.
- 2. So few students passed the test (that) it was repeated. (The test was repeated because so few students passed it)
- 3. I saw so many gadgets at the exhibition (that) I couldn't remember half of them.
- 4. It was such a great opportunity (that) we couldn't turn it down.

### **Page 305**



Answers will vary. Sample answers:

Words about the picture: cars, SUV, drifting, sand, sand dunes, desert, racing, capsize, drive, activity, test drive, test, engine, wheels, tires, speed

- 1. Driving in the desert is such an exciting activity that most people who own an SUV spend part of the weekend there.
- 2. Sand dunes can be so treacherous that you're fine one minute and suddenly you feel as if you're sinking in the sand the next minute.
- 3. Drifting has become so popular that the sand dunes are dotted with cars zigzagging this way and that in the evenings.

### Page 306



Answers will vary.

### **Page 307**

- 1. The writer's friends were going to follow the moose.
- 2. They were playing football.
- 3. The children were picking up litter.
- 4. The policeman was talking on the phone.
- 5. The police officer was going to call the station for help.
- 6. The moose was sniffing the air.

#### **Page 308**



Answers will vary. Sample answers:

- 2. The children had been reading books.
- 3. Their daughter had been dressing up in her mother's clothes.
- 4. Their daughter had been playing with her mother's make up and
- 5. Their youngest son had been searching for crayons.
- 6. The children had been running around the house.



2. had been working, decided

3. were sitting asked

Ministry of Education

- 4. was talking, was cooking
- 5. was eating, was making
- 6. had been calling, had answered OR was answering OR answered

## **Page 309**



**1.**  $\Box$ **7.** d **2.** i **8.** a **3.** k **9.** h **4.** b **10.** i **5.** g **11.** c **12.** f **6.** e



Answers will vary.

#### **Page 310**



Answers will vary. Sample answers:

- 1. After falling down, he was embarrassed.
- 2. Since forgetting the last meeting, she started using a calendar with email reminders.
- 3. After losing my keys, I had to get new ones made.
- 4. He had had a perfect driving record before getting in the car accident.
- 5. While cleaning my room, I knocked over my fish tank.
- **6.** She never studied until failing the first test.
- 7. Before going to the conference, he practiced his speech many
- 8. He has started saving money since getting a job.



- 1. I take my cell phone wherever I go.
- 2. You should call 997 only if there is an emergency.
- 3. I am studying English so that I can study in the U.S.
- 4. We don't have school on September 23<sup>rd</sup> because of Saudi National Day.
- 5. I have an umbrella in case it rains.
- 6. You can find a place to use the Internet everywhere you go.



#### Down

- 1. disoriented
- 2. trait
- 3. ubiquitous
- 5. absentminded
- 6. haggard
- 10. expose
- 11. damage
- 12. verbal

#### **Page 312**



Answers will vary. Sample answers:

- 1. must have gotten
- 6. might have developed
- 2. should have slept
- 7. were supposed to be
- 3. may have left
- 8. may have thought

Across

2. tedious

4. startling 7. frustrating

8. repetitive

13. tampered

14. delighted

9. endure

- 4. must have been
- 9. must have gone
- 5. shouldn't have stayed



Answers will vary. Sample answers:

- 1. I was so lost that I had to stop and ask for directions.
- 2. It was such an icy day that I slipped and fell outside my house.
- 3. They were so late that she called us to say we should start without them.
- **4.** He is such a helpful person that he did all the dishes after we ate.
- **5.** Adel has been so sick that he hasn't been to school in a week.
- 6. It was such a big mistake that he sent a note to apologize for it.
- 7. It was such a funny film that I laughed the whole time.

#### **Page 313**



- 1. to talk
- 2. to buy
- 3. turning
- 4. to tell
- 5. paying
- 6. to have
- 7. seeing
- 8. watching



- 1. The BMX-3000 is sophisticated, but my old car isn't.
- 2. This packaging doesn't look good, and the advertisement doesn't either.
- 3. The commercial is good, and the slogan is too.
- 14. The jul if rims aren't new, but the sneakers are.

Mini5t China sells the car, and Mexico does too.

2023 - 1445

- 6. The spokesperson is a scientist, but the sponsor isn't.
- 7. Endorsements are a way to advertise, and the "Bandwagon Technique" is too.
- 8. The commercial isn't funny, and the billboard isn't either.

#### **Page 314**



Answers will vary.



Answers will vary. Sample answers:

Convey - meaning; a message; information; feelings; ideas; a request

Witness - an event; an incident; a happening; an accident; a crime

Outlandish – idea; behavior; reaction; suggestion; option; appearance; creation; design

**Verbal** – response; agreement; skills; language; communication; feedback: instruction

Brand – new; well-known; cheap; expensive; stylish; widely advertised; international; local

### **Page 315**



Answers will vary. Sample answers:

Action words (verbs): kick, take, score, win, trick, show, keep, lose, blink, play, run

- 1. There's no way he's going to take the ball away from me.
- 2. I'll show him how good I am; I'll trick him into thinking I've lost the ball and then run with it.
- 3. I'm bigger and stronger than him; I'll score before he can blink.

# **Page 316**



- **1.** b
- **4.** e

**2.** c

**5.** d

**6.** a

Answers will vary. Sample answers:

- 1. If he hadn't hurt his leg, the doctors wouldn't have diagnosed a life-threatening condition.
- 2. He might not have been able to have the transplant./He might have died./He might not have been saved.

# **Page 317**



Answers will vary.

# **Page 318**



#### Α

- 1. privileged
- 2. traced
- 3. elements
- 4. appealing
- В
- 1. privileged
- 2. rotating
- 3. appealing
- 4. porcupine

### **Page 320**

# С

- 2. hope that
- 3. believes that

- **5.** rotating
- 6. obsession
- 7. synthetic
- 8. porcupine

# 5. obsession

- 6. extracted
- 7. synthetic
- 8. traced

- 1. dreamed that
- 4. complains that
- 5. remember that
- 6. knew that

# D

Answers will vary. Sample answers:

- 1. c We're fortunate that the lightning didn't hit our house.
- 2. a I'm not afraid that I didn't pass the class.
- 3. f Her father is surprised that she didn't want a new fashionable watch
- 4. h I'm not sure that I locked the door when I left.
- **5. b** Ahmed is disappointed that he won't be going to a university in Saudi Arabia as he wanted.
- **6. d** I'm worried that I might be getting sick.
- 7. e Bob's amazed that it's such a warm day.
- 8. g They're aware that there's no school today.

#### **Page 321**



Answers will vary. Sample answers:

- 1. it won't snow today
- 2. I get an A in English class
- 3. technology has advanced our world
- 4. he still hasn't called
- 5. I didn't get to exercise today
- 6. we won't have food to eat and a place to sleep
- 7. we will have contact with beings on other planets any time soon 8. it didn'erain today
- 9. I'll get into every college I applied to

# وزارة التحــلام

Ministry of Education

2023 - 1445

# F

Answers will vary. Sample answers:

- 1. It is obvious that they are great friends.
- 2. The teacher is disappointed that he didn't do the homework.
- 3. He is worried that his hair won't look good.
- **4.** He realised that they are going to be late for the meeting.
- 5. He is certain that his friend forgot their appointment.
- 6. It's surprising that some people use so many beauty products.

#### **Page 322**



Answers will vary. Sample answers:

- 1. They're that fortunate that they didn't get in an accident.
- 2. He is glad that he finally got his hair cut.
- 3. It is surprising that my sister didn't want to go shopping
- 4. correct
- 5. I was forgot that it was your graduation.
- 6. correct
- 7. We suspecting that we will hear from them today.
- 8. Scott is glad the weekend is over.

- 1. blew them away
- 4. beating around the bush
- 2. did a double take
- 5. fit to be tied
- 3. on the house
- 6. by far

# **Page 323**

|    |   | anorexia | bulimia | anorexia<br>and<br>bulimia |
|----|---|----------|---------|----------------------------|
| 1. | It is an eating disorder.   |          |         | Y                          |
| 2. | People can't stop dieting and exercising.                                   | ¥        |         |                            |
| 3. | People sometimes eat enormous amounts of food.                              |          | Y       |                            |
| 4. | People always think<br>they are too fat<br>even when they are<br>very thin. |          |         | Y                          |

|    |   | anorexia | bulimia | anorexia<br>and<br>bulimia |
|----|---|----------|---------|----------------------------|
| 5. | People make<br>themselves vomit<br>after they eat.  |          | Y       |                            |
| 6. | People often<br>develop this eating<br>disorder after<br>following a very<br>strict diet. |          | Y       |                            |
| 7. | People usually need professional help to overcome the eating disorder.                    |          |         | ¥                          |



- 1. It is obvious (that) he is not aware of the difficulty involved in this undertaking.
- There is a good chance (that) he's going to get his license immediately.
- 3. It is disappointing (that) they are not going to attend our presentation.
- **4.** It is (very)possible that a new policy will be introduced.
- It is surprising (that) they accepted the job offer and moved to Canada.
- 6. It is true that most people don't watch what they eat.
- It is strange that after years of research he decided to give it all up and become a farmer.

#### K

1. notice

- 4. discovered/found out
- 2. discovered/found out
- 5. suspected

**3.** feel

6. complain

# **Page 325**



Answers will vary. Sample answers:

**amazed:** tall and modern buildings, organized infrastructure, stunning architecture

**certain:** prosperous, low crime rate, safe **disappointed:** not very many green spaces

worried: lack of parking spaces

aware: many offices think: heart of a city

remember: pictures of cities in a childhood book

obvious: wealthy, ambitious

1. It is obvious lipathis is a wealthy and prosperous place to live.

Mini Structure and the the excellent city planning and the tall,
modern buildings.

2023 - 1445

3. I am certain that this is a safe and prosperous place to live and work

#### **Page 326**



Answers will vary.

## **Page 327**



broken
 sewn
 damaged
 scratched
 stained
 damaged
 torn
 repaired
 painted
 torn



Students' own answers. Sample answers:

**Host:** Well, first we're getting the outside of the house painted.

**Interviewer:** Why are you getting the house painted? **Host:** The old paint is chipped. We're also having the roof repaired.

Interviewer: Why are you getting the roof repaired?

**Host:** Some of the tiles are damaged or broken. The garage door is also broken so we must get that replaced. The lawn is patchy so we will get some new grass sown and we'll have the broken paving outside the front door repaired.

**Interviewer:** What about the interior?

**Host:** Well, the curtains are torn so we will have those sewn. The walls are stained so we will get the whole interior painted. Also, any broken or scratched furniture will be replaced. Last of all, we'll get the whole house cleaned. We are very excited about today's

### **Page 328**



- 1. damaged
- 2. repaired
- 3. cracked
- 4. redesigned
- 5. broken
- 6. decorated
- 7. scratched
- 8. torn



- 1. exciting
- 2. exhausting
- 3. aching
- 4. growing
- 5. interesting

# **10** They Said, We Said

#### **Page 329**

#### Α

rumor
 praise
 circulated
 criticism
 virtues
 brilliant
 ridicule
 criticism

### В

Answers will vary. Sample answers:

- 1. My uncle is the most brilliant person I know. He is a successful doctor and research scientist.
- 2. I'm hardworking and honest.
- 3. My teacher praises me a lot. My boss criticizes me a lot.
- I do think it is bad to spread rumors because it's not nice to talk about people behind their backs.

#### Page 330

# С

- 1. My sister said, "Asma called the department store last week."
- 2. no change
- 3. no change
- 4. He said, "Ali's not going to finish his research paper this term."

7. said, was going to

8. said, had merged

9. asked, had gotten

11. told, to go

**12.** says, is

10. said, had never heard

- 5. no change
- 6. He said, "he's the cleverest student I have ever known."
- 7. My father said, "Don't be home late."
- 8. no change

# D

- **1.** said, had been working on the project
- on the project

  2. say, are

  3. asked, were
- 4. told, to wear5. said, was going
- said, was goingasked, was
- **6.** asked, was

# Page 331

# E

- **1.** Majid said he was trying out for the football team this year.
- 2. My father told me not to forget to do my homework.
- 3. The teacher said that the test will be on Sunday.
- 4. Amy is saying that Jennifer is conceited.
- 5. My sister asked whether I was joking.
- 6. The ceach told me to be on time to practice tonight.
- 7. Dr. Thomas says that he's a healthy baby.
- 8. My inpither asked whether Tom was married.

Ministry of Education

2023 - 1445

# F

Answers will vary. Sample answers:

- 1. My parents said I could play them.
- 2. My mother says I can have all the dessert I want.
- 3. My parents said I could watch more TV tonight.
- 4. My mother told me I could stay up until 9:00.
- 5. My parents say I don't have to shower every day.
- **6.** My father said I could read three books before bedtime.

#### Page 332



Answers will vary. Sample answers:

- 1. My father asked if I had done my homework.
- 2. She said her sister couldn't went go with her.
- 3. My friend told me not to forget to call later.
- 4. She said asked if they were going to travel anymore.
- **5.** The papers said they **had** gotten a court order to stop producing the controversial medicine..
- 6. The teacher said that I doesn't didn't have to do it.
- 7. My parents told **me** to go straight home after school.
- 8. He says telling the truth was is important.

### Н

- split up
   behind Amina's back.
   lips are sealed
   backstabbers
   on again, off again
   set things right
- 3. bad mouthing 6. for good

# Page 333

# П

false
 true
 true
 false
 false
 false

# Page 334



Adel asked Imad if he believed that people didn't mind being followed all the time.

Imad said that he wasn't sure about celebrities because they liked having their name in the paper.

Adel wondered if/asked if Imad thought that they enjoyed being pursued by reporters and photographers.

Imad said that he didn't think they enjoyed it or even wanted it all the time, but that they liked publicity.

(Imad suggested that they didn't enjoy or even want it all the time, but that they liked publicity.)

Adel said/answered/agreed that that was true, that they did want the publicity; but wondered whether they wanted their privacy to be invaded all the time.

Imad asked if/whether it was invaded all the time.

Adel said that he wasn't sure, but it looked as if it was.

He suggested that they check news items about celebrities over the last week or so and decide.

Imad agree/said that that/it was a good idea. He said he hadn't thought of it himself. He warned Adel that once he started reading articles and things he wouldn't be able to/couldn't stop. He said that he'd probably want to keep on reading and checking other sources and so on.

Adel promised not to stop him. He said that the more information they had the better.

lmad asked why and if they were going to use this.

Adel asked him what he thought. He suggested that if they were going to research they might as well use it for their presentation. Imad asked/wondered if that was a good idea and wondered if their teacher would agree.

### Page 335



Answers will vary. Sample answers:

say: drink some juice, eat some lunch, a lovely and sunny day

ask: Do you want ...? Would you like ...?

promise: After lunch we can ..., you can have ...

warn: You had better listen/drink/eat ...

- 1. The mother warned the son that he would not be allowed to go visit his friends if he didn't have finish his homework.
- 2. His father asked him if he would like some orange juice.
- The father promised to drive them to the beach afterwards if they behaved and listened to their mother.

#### Page 336



Answers will vary.

#### **Page 337**



| 1. head       | 4. shoulder   | <b>7.</b> nose | <b>10.</b> leg  |
|---------------|---------------|----------------|-----------------|
| <b>2.</b> ear | <b>5.</b> arm | 8. mouth       | <b>11.</b> knee |
| 3. neck       | 6. hand       | 9. stomach     | <b>12.</b> feet |



Answers will vary. Sample answers:

- 1. She ought to go the dentist.
- 2. You must not eat anything at the restaurant.
- You should go to bed now and wake up early to study for the test.
- 4. You should go to school and confront Fatima.
- 5. They had better not play football if they have the flu.

Ministry of Education 2023 - 1445

#### Page 338



I can't play basketball.
 I can play basketball.
 I can't ride a bike.
 I can't skateboard.
 I can ride a bike.

# **11** Express Yourself

## **Page 339**

Α

- 1. extinct4. routinely7. solitary2. immense5. currently8. acquire
- **3.** rhyme **6.** consecutive



Answers will vary. Sample answers:

- 1. I'm currently taking five classes.
- 2. I routinely do my homework.
- **3.** Yes, the word *balloon* has two consecutive doubled letters. The word *bookkeeper* has three.
- **4.** In my country, you can find English in books, on TV, on the radio, and on advertising billboards in the city.

## Page 340

С

| 1. | who / that   | 5. | which / that |
|----|--------------|----|--------------|
| 2. | which / that | 6. | which / that |
| 3. | who / that   | 7. | who / that   |
| 4. | which / that | 8. | who / that   |



|    |                    | Subject  | Object    |
|----|--------------------|----------|-----------|
| 1. | that, which        | 7        |           |
| 2. | that, which, Ø     |          | $\square$ |
| 3. | that, who          | <b>Y</b> |           |
| 4. | that, which        | <b>Y</b> |           |
| 5. | that, who, whom, Ø |          | <b>Y</b>  |
| 6. | that, which, Ø     |          | $\square$ |
| 7. | that, who          | 7        |           |
| 8. | that, who, whom, Ø |          | 7         |

#### **Page 341**

E

- 1. The pill that I took made me sick.
- 2. The soup that I had for lunch was too salty.
- 3. A bird is an animal that can fly.
- **4.** The man who is wearing a shemagh is my father.

# WORKBOOK 3 Answer Key

- 5. Where can I find a store that sells clothes?
- 6. The doctor that I met in the hospital was nice.
- 7. Aziz bought the book that he wanted.
- My father who gave me some good advice and support, helped me succeed in my studies.
- 9. I have a class that begins at 1:00 p.m.
- 10. A chef is a person who cooks in a restaurant.



Answers will vary. Sample answers:

- 1. An adjective is a word that describes a noun.
- 2. A television is a machine we use to watch programs.
- 3. A snake is a reptile that slithers on the ground.
- 4. Coffee is a drink that wakes you up.
- 5. A teacher is a person who teaches us.
- 6. A mother is a woman who has children.
- 7. Arabic is a language that is spoken in Saudi Arabia.
- 8. The sun is a star that warms the Earth.

#### **Page 342**



- 1. A cell phone is a tool we use to talk to other people.
- A car has four wheels and helps people to travel from one place to another fast.
- 3. School is a place that we go to learn.
- A computer is a machine that people can instruct to do what they want.
- **5.** You can borrow the books that are in the library.

Н

- 1. jam packed
- 4. bite
- 2. elbow our way
- 5. ridiculously
- 3. deal with
- 6. munchies

# **Page 343**



- **1.** a
- **2.** c
- **3.** c
- **4.** b

# **Page 344**



- A text message is a written message that is sent or received on a cell phone.
- 2. A cell phone is a mobile phone.
- **3.** A designer is a professional who makes patterns, designs, plans for furniture, equipment, clothing, accessories, computer software, publishing, etc.
- **4.** A referee is someone who makes sure that the rules of a sport are followed, or someone who provides information about you when you apply for a job.
- **5.** A cosmetics brand is the name of a company that produces and sells cosmetics.

Ministry of Education

2023 - 1445

- 6. A coincidence is when things happen at the same time, in the same place or to the same people in an unusual way or by chance.
- 7. A librarian is a professional who works in a library and is responsible for monitoring books that are borrowed or returned, placing them back where they belong and classifying new books.



- **1.** Algeria, Bahrain, Chad, Comoros, Djibouti, Egypt, Eritrea, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Kingdom of Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen
- 2. Yes, there are, regional varieties as well as a high variety [mainly written] and a colloquial variety.
- 3. Students' own answers.
- 4. Students' own answers.
- 5. Students' own answers.
- 6. Students' own answers.

#### **Page 345**



Answers will vary. Sample answers:

Person/Job: cook, doctor, firefighter, researcher

Actions: cook, prepare, examine, put out, check, measure

**Nouns:** pan, stove, hose, water, dish, plate, protective goggles, white coat

- 1. A firefighter is a person that puts out fires using water or foam.
- **2.** Protective goggles are the goggles that/ which researchers use in the lab to protect their eyes.
- **3.** A doctor is a person who examines patients.
- 4. A cook is a person who prepares food.

### **Page 346**



Answers will vary.

#### **Page 347**



Students' own answers. Sample answers:

- **1.** Business people from around the world will be able to hold a meeting online and speak in their own language.
- By the end of this year, people will not need to learn the lingua franca to communicate internationally.
- When people travel abroad, they will only need to take their smartphones.
- People will no longer need a dictionary to translate words abroad.
- **5.** People are going to stop learning foreign languages and communicate in their own language instead.



- 1. terrible 3. exotic
- 2. airport 4. plants



Answers will vary. Sample answers:

- 1. If my grandparents weren't going to Dubai, I'd be able to go on the trekking holiday.
  - I wish my grandparents could speak Arabic. If only my grandparents weren't going to Dubai.
- 2. If only I had more money.

  If I had the cash, I'd buy a new cell phone.

  I wish I had enough money for a new cell phone.
- 3. If only Ahmed didn't have an English test next Sunday, they'd be able to go on the trip with us.

  If he didn't have an English test, he'd go on the trip with us.

  They wish that Ahmed and Mahmoud could go with them on the trip.

# **12** Lost and Found

### **Page 349**



- surrender
   notorious
   treasure
   attempt
   authentic
   preserve
   theory
   invaluable
- В
- invaluable
   attempt
   revenge
   treasure
   surrender
   theory
   notorious
   preserve

# Page 350



Answers will vary. Sample answers:

- **1.** where School is a place in which we learn.
- **2.** when Dusk is the time of day at which the sun sets.
- where My bedroom is the one place in our house that I can be alone in.
- **4.** where The restaurant that we had dinner at last night was wonderful.
- 5. when Morning is the time of day in which we wake up.6. when
- Fall is the time of year that we rake leaves in.

# وزارت المتمسطيص

Ministr Cities are places that many people live and work in.

2023 - 1445

# D

Answers will vary. Sample answers:

- Summer is the time of year when it's hot./Summer is the time of year in which it's hot.
- **2.** Childhood is a time in a person's life when it's easy to make friends./Childhood is a time in a person's life that it's easy to make friends in.
- **3.** The city where we spent our vacation was crowded./
  The city in which we spent our vacation was crowded.
- **4.** Germany is a country in Europe where they speak German./ Germany is a country in Europe that they speak German in.
- **5.** Dinner is the time of day when our whole family gets together to talk./Dinner is the time of day at which our whole family gets together to talk.

#### **Page 351**



- 1. The family whose house we bought moved to Abha.
- 2. The girl whose cell phone was stolen was disappointed.
- **3.** Ahmed is my cousin whose brother is a pilot.
- 4. The people whose tickets we bought were crazy to sell them.
- Gandhi is the person whose work and life are most interesting to me.
- 6. My mother is the person whose cooking I love the most.
- 7. Bill is the guy whose father won the prize.



Answers will vary. Sample answers:

- 1. The person whose who's giving the next presentation is me!
- 2. Evening is the time of day when we eat dinner at.
- 3. correct
- **4.** The auditorium **where** the Holy Qur'an Verses were recited was very nice.
- **5.** The girl who's whose essay won the contest was very excited.
- **6.** Summer is the time of year where when we get vacation.
- 7. correct
- Facebook is a social networking platform who's which enables millions of people to connect.

#### **Page 352**



- 1. A resort is a place where we go to relax.
- 2. Vacation is the time of year when we can relax.
- 3. The person whose cell phone got lost must be disappointed.
- **4.** The guy whose snowboard I borrowed was home sick today.
- 5. The game will be held at the football field where they usually practice.
- **6.** When it's not too windy, we go to a beach where we sit in the shade of the palm trees.

# WORKBOOK 3 Answer Key

### н

- 1. bent out of shape
- 4. down in the dumps
- 2. what a shame
- 5. eating
- 3. vanished into thin air
- 6. hit the roof

#### **Page 353**

- **1.** true
- 2. false
- 3. true
- 4. false

#### **Page 354**

# J

1. blast

- 5. devastation
- 2. luminosity
- 6. matchsticks
- 3. sparsely
- 7. extraterrestrial
- 4. speculate
- 8. crater

#### K

- **1.** They employed the person whose father was a famous author.
- 2. They visited the site where the excavation took place.
- **3.** Do you remember the time when they told us that we would be in the same class?
- **4.** She would never badmouth someone who had helped her in the past.
- 5. The book which was reprinted had been sold out.

# Page 355



Sample answer: Answer will vary.

people, the city, domed roof

**When:** in the morning, in the evening, in the afternoon, when we need to do some shopping/ we want to buy something **In/on which:** the mall, the floor, the elevator, the space, the

Where: shopping mall, shops, first floor, the elevator, the lounge

- **1.** On weekends, they go to the mall where they can hang out with their friends, have something to eat and do some shopping.
- **2.** The mall where we shop has an impressive domed roof and a beautiful marble floor.
- **3.** When we got out of the elevator, we ran into some friends that we hadn't seen for a long time.

#### **Page 356**



Answer will vary.





Answers will vary. Possible answers:

- 1. If he hadn't overslept, he wouldn't have missed the bus.
- 2. If she hadn't forgotten her umbrella, she wouldn't have gotten wet
- **3.** If they hadn't forgotten the camera, they would have been able to take pictures of the animals.

#### **Page 358**



- 1. art museums
- 3. piece of art
- 5. breathtaking

- **2.** famous paintings
- 4. artist

# EXPANSION Units 9–12

#### **Page 359**

### Δ

- **1.** g
- **7.** i
- **10.** f

- **2.** h **3.** i
- 4. k5. c6. b
- **8.** | **9.** a
- **11.** d **12.** e

# В

Answers will vary. Sample answers:

- 1. I am currently taking English, calculus, and chemistry.
- Shopping malls downtown and the cafeteria at lunchtime are often jam packed.
- 3. My favorite fictitious character is Robinson Crusoe/Harry Potter.
- We used to only have phones at home, and now we all have cell phones.
- **5.** I would only do so if it was something very important.
- 6. I think my worst flaw is gossiping.

#### **Page 360**



- They said they found your sweater. It had been in the locker room.
- 2. Norah asked if they were coming to visit them.
- **3.** Her mother told her not to say anything unless she had something nice to say.
- **4.** Ahmed said that more people speak English in China than in the
- 5. The teacher told me to close the door.
- Asma said that Fatima had been speaking Arabic during English class.
- 7. He asked whether any of us had seen his cell phone.
- 8. They said Fahd was eating dinner at the cafeteria right now.



1. when / Ø / in which

2. whose

3. who / whom / that / Ø

4. who / that

5. that / which / Ø

6. who / that

7. where / in which

8. that / which

#### **Page 361**

#### E

- The man that Adel sat next to at the meeting is new to the club
- 2. Abdullah has a friend who lives in Dubai.
- 3. A rest area is a place where you can get gasoline.
- 4. Layla is my sister who just got married.
- 5. Spring is the season when all of the flowers bloom.
- 6. The place where we used to go camping was very beautiful.
- 7. The rug that I bought last week got ruined.
- 8. The man who my brother is working with is difficult.

#### **Page 362**



Answers will vary. Sample answers:

- 1. Qassim has an e-book reader that it can hold 500 books.
- 2. Peter said that he is was sleeping when I called him last night.
- 3. A trashcan is something who (that) you put your garbage in.
- 4. My mother asked whether I eat had eaten breakfast.
- The Atlantic is the ocean in where which many species of whale live.
- 6. Jay said he has was been writing a new book.
- 7. The person whose who I talked to was a professor.
- 8. Tuesday is the day when that I study the longest.

#### G

Answers will vary. Sample answers:

- 1. I will always remember that my grandpa was a kind man.
- 2. I'm afraid that I won't get an A in math.
- 3. I hope that I'll get an A in English.
- 4. I'm sure that it'll rain today.
- **5.** I expect that I will go to school tomorrow.
- 6. I have dreamed that I was in an elevator more than once.
- 7. I was disappointed that we lost the game last week.
- 8. I learned that modals can be used in the past.

#### **Page 363**



**4. b.** main body **5. b.** main body

6. c. conclusion/closing3. b. main body paragraph1. a. introduction

Last-3 dutstiens pachanges to the text: Answers will vary.

Ministry of Education

2023 - 1445

#### **Page 364**



Answers will vary. Sample answers:

**Construction materials:** concrete, steel, screw, glass, aluminum, insulated panels

**Structure and shape:** simple, high ceilings, angular, spacious, reflective, square glass panels

**Comfort and use:** professional offices, research, a feeling of organization and efficiency, a studious and professional atmosphere

- The building is very modern in its use of aluminum and insulated glass panels.
- The shape of the building and the reflective glass paneling allows a lot of natural sunlight to enter the space inside. The use of insulated materials will keep the building cool in the summer, and warm in the winter.
- **3.** This building is probably used for professional offices, or perhaps as a public library. There is a professional and studious atmosphere about this building.

#### **Page 365**



Answers will vary. Sample answers:

mass: sand, sand dunes, water

**peculiar:** in the middle of the desert, unexpected, opposite, figment of one's imagination

**awe:** incredible, difficult to believe, unbelievable, needs to be seen, oasis, illusion, mirage

**confounded:** at a loss, amazed, not sure how to deal with, not know how to manage/cope with, afraid

- The jade green oasis in the middle of masses of sand was awe inspiring.
- 2. It was so unexpectedly green and cool-looking that I thought it was an illusion/a mirage.
- **3.** The sight of trees and shady spots by the water were so incredibly comforting, I was afraid to get close in case they turned out to be a figment of my imagination.

#### **Page 366**



Answers will vary.

### WRITING SKILLS

#### **Page 367**



- 1. In my opinion
- 2. It is thought that
- 3. I think that
- 4. From my point of view

### WORKBOOK 3 Answer Key

В

Students' own answers



Answers will vary. Sample answers:

- 1. It hardly ever / almost never rains in the desert.
- 2. There may / might be life on other planets.
- 3. It is almost impossible to find a cure for cancer.
- 4. Many / Nearly all factories pollute the environment.

#### **Page 368**



- 1. will be tested
- 2. have revolutionized (people's)
- 3. at night is unpopular (with many people)
- 4. had never seen snow before
- 5. is considered to be



- 1. stepped
- 2. roses
- 3. the ocean
- 4. wandered
- 5. scarlet
- 6. rang
- 7. noticed
- 8. peered
- 9. grin
- 10. greeted
- 11. silent
- 12. portrait

#### **Page 369**

#### Α

- 1. My father is has been a journalist for seven years.
- 2. My parents was were born in 1970 and got married in 1992.
- 3. I like Amy and Carol, but I really can't stand there their pets.
- 4. The doorbell rang when Mindy talked was talking to her friend on the phone.
- 5. I had a terrible day at work yesterday. My computer crashed and I lose lost all my work.
- 6. I think that the athletes should set a better example for young
- 7. Although cell phones have changed our lives forever, not everybody like likes using them.



- 1. Mike turned to Kevin and asked, "Will you help me?"
- 2. Suddenly, the children range the door. Their father was home from his business trip.
- 3. What ployou think people should do to help decrease poverty in developing nations? Ministry of Education

2023 - 1445

- 4. Sam doesn't like school very much, but he does enjoy his English class.
- 5. Frank asked if he wanted time to think about it before he made his decision.
- **6.** My favorite book of all time is *Oliver Twist* by Charles Dickens.
- 7. In spite of all the bad reviews, I still enjoyed the restaurant.

#### **Page 370**



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

### SPEAKING SKILLS

**Page 371** 

**Page 372** 

Students' own answers

Students' own answers

**Page 373** 

Students' own answers

**Page 374** 

Students' own answers

## Grammar and Vocabulary Review 🥘

| Ex   | rercise 1  |
|--|--|
| Сс   | emplete the sentences with <b>other</b> , <b>another</b> , or <b>others</b> .  |
| <ol> <li>3.</li> <li>4.</li> <li>5.</li> <li>8.</li> <li>9.</li> </ol> | l've already had a burger, and l'm about to getanother one.  I know you and your friends are determined to go, butaren't.  You'd better think of alternatives; there is no way we can fly there.  We really need to get going if we don't want to be late. Are the coming?  I was comfortable and well looked after during the flight, but passenger kept on complainir about the seats and the food; he was really unhappy.  Our group finished on time, but students took a lot longer completing all the answers.  Some people are in favor of e-learning, but are skeptical about it.  These are delicious cookies, I might as well have  Don't watch TV all day. There are things to do.  The teacher said we have assignment to hand in next week, but I still haven't finished the! |
| Ex   | ercise 2   |
| Fill   | in the blanks with emphatic <b>do</b> , <b>does</b> , or <b>did</b> .  |
| B:<br>A:<br>B:<br>A:<br>B:<br>A:                                       | You never help me with my homework.  That's not true. I (1)  |
| Ex   | rercise 3  |
|  | emplete the sentences with your own ideas. Use <b>other</b> , <b>others</b> , or <b>another</b> .  |
| <ol> <li>3.</li> <li>4.</li> <li>6.</li> </ol>                         | Don't worry! All is not lost; I've got another idea that's a lot better!  My computer won't download any files, so I need  Fahd is an Arab name, and Saeed  We're not the only ones who've got a problem;  One thing you should do is spend more time studying, and That is not the only book I lost;  Some people enjoy reading on screen, while  This light's scheduled to depart in two hours, and  |

| Ех  | xercise 4  |
|-----|--|
| Fil | l in each blank with the appropriate word.   |
|     | deficiencies devoted invaluable honoring compensate predators fearsome   |
|     | An elderly couple used to live in the building across from ours. They were obviously  (1) <u>devoted</u> to each other. One day, they were not on their balcony having coffee at their usual time. We found out that the old gentleman had passed on. The lady appeared a few days later, with two cups of coffee and cookies and laid them on the table. She then took her usual place and put one of the cups on her husband's side. She did this every day. It was her way of (2) his memory. |
|     | Symbiotic pairs of animals (3) for each other's (4) in an admirable manner. They might look very odd together, but they offer each other (5) help and benefits. Ostriches look out for (6) while zebras drink at a water hole. Clownfish lure fish for the anemone to eat. Very often the most (7) animals surprise you with their behavior; like the lion that was rescued and raised by humans, then released in the wild, and upon seeing them years later was as happy as a cub.             |
| _   | kercise 5  |
|     | Are there predators in the desert? What do you know about them?  |
| 2.  | Are there symbiotic pairs of animals in the desert? Explain how they support each other.   |
| 3.  | How would you define a symbiotic relationship?   |
| 4.  | Can people compensate for their weaknesses independently of others? Why? Why not?  |
| 5.  | How might someone compensate for impaired vision?  |
| 6.  | What are your strengths as a learner/student?  |
| 7.  | What are your weaknesses as a learner/student?   |
| 8.  | What do you do to compensate for your weaknesses?  |

2023 - 1445

## Grammar and Vocabulary Review 🥘

| Exercise 1  |   |
|---|---|
| Fill in the blanks with would or used to.   |   |
| When Jeffrey was a child he used to spend a lot of time on his grandfather's farm. Hi him along wherever he went, so Jeffrey learned a lot about farming. It was a 25,000 a lot to do with crops and animals.   |   |
| They (2) start off early in the morning to do all the chores that needed to be (3) carry the milk buckets to the stable for his grandfather. He (4) would the he watched, he (5) sometimes fall asleep and start dreaming. He (6) grown up, standing in the yard of his own farm. There (7) be all kinds of an An elephant on a farm? | en sit quietly and watch. As dream of himself all |
| He (8) usually wake up as his grandfather finished milking the cows and p all along. His grandfather was used to it, so he (9) chuckle and then take a and head for the kitchen. Jeffrey (10) run behind him, trying to keep up will looking forward to a big breakfast.  | a smaller bucket with milk                        |
| Now write a similar paragraph about your childhood.   |   |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
| Exercise 2  |   |
| Complete the sentences with <i>used to</i> or <i>be used to</i> .   |   |
| <ol> <li>They <u>used to</u> live in the center of town, but as it got busier and noisier they moved two years ago.</li> </ol>  | ·   |
| <ol> <li>They have to drive for an hour to get to work in the morning, but they</li> <li>I working long hours on weekdays, so I can take the weekend off.</li> <li>Saeed seeing his family every weekend. He works in another town.</li> </ol>  | it, so they don't mind.                           |
| <b>5.</b> I calling my best friend every evening to talk about things, so I don't through.  |   |
| <b>6.</b> He drive everywhere until the doctor advised him to walk as much a be healthy.  | as possible if he wanted to                       |
| 7. We only drink herbal tea now, but in the past we drink a lot of coffee as the first having fish every day. That's the reason I got sick.   | <u> </u>  |
| star of Education   |   |

| Exercise 3   |        |
|--|--------|
| Fill in the blanks with <b>was/were going to</b> + base verb (future in the past) or <b>would</b> + base verb or <b>had</b> + past participle (past perfect).  |        |
| <ul> <li>1. She said she (1) was going to call (call), but she never did.</li> <li>2. I thought we (2) (meet) at the mall. I didn't know plans (change).</li> </ul>  |        |
| <b>3.</b> He ( <b>4</b> ) (apply) for the job, but then he ( <b>5</b> ) (hear) about   |        |
| another position that was being advertised.  4. I assumed that they (6) (fly) to Dubai, so I thought (7) (be)  |        |
| there in time for the reception, but I was wrong. Apparently, they (8) (drive) but had bothered to tell anyone.  |        |
| Exercise 4   |        |
| Fill in the blanks with the appropriate words. Make changes if necessary.  |        |
| charity excel philanthropist founder impoverished prosper prominent resign   |        |
| Bill Gates is a renowned American businessman, computer scientist, and (1) <i>philanthropist</i> . His father was a (2) lawyer, while his mother was a teacher and chairwoman for United Way International, a lar (3) organization. His parents encouraged his interest in computers, which Bill developed in his school when he started programming with his friend, Paul Allen.  | _      |
| Bill (4) in his college entrance exams and began studying law at Harvard in 1973. Meanwhile, and Paul continued working on computer programs together. Eventually, Bill dropped out of college, and the tw friends became the (5) of Microsoft in 1975.  |        |
| Over the years, Bill held many positions in the company such as chairman, CEO, and chief software architect; he was also one of the largest shareholders. As Microsoft continued to grow and (6), Bill became one of the world's wealthiest men. He (7) from his position as CEO in 2000. Then, in 2008, he left his daily duties at Microsoft, so he could devote more time to philanthropic activities. He likes to call it cataly philanthropy; instead of simply donating money, he prefers to invest in new technology that will help solve problems and improve the lives of (8) people. | e<br>e |
| Exercise 5   |        |
| Complete the sentences. Use your own ideas.  |        |
| <ol> <li>When I was a child, I used to spend a lot of time with my grandparents.</li> <li>I thought that in the future</li> <li>I didn't think it was possible, but I am actually</li> <li>Don't worry about me, I'm</li> <li>Didn't they say that they</li> </ol>   |        |
|  |        |

مرارت التعليم Ministry of Education

2023 - 1445



#### **Exercise 1**

Read the plan and complete the sentences using future perfect or future perfect progressive.

| Now  | He's training as a pilot. He's learning about planes/how to fly. |
|------|--|
| 2028 | His training will be over. He is going to get his certificate.   |
| 2029 | He'll get a job as a commercial pilot.                           |
| 2030 | He'll get married.   |
| 2031 | He'll have a child.  |
| 2032 | He'll buy a house.   |
| 2033 | He'll start flying to Australia and Japan.                       |
| 2034 | He'll resign and start his own business.                         |
| 2035 | His business will expand.  |
| 2036 | He'll be a billionaire.  |

| <b>?</b> 1. | By 2028, Robert will have completed his training and gotten his certificate. |
|-------------|--|
|             | By 2029, he'll have been   |
| 3.          | By 2031, he'll   |
|             | and he'll have   |
| 4.          |  |
| 5.          |  |
| 6.          |  |
| 7.          |  |
| 0           |  |

#### **Exercise 2**

Use the verb in parentheses in the correct present or future form to complete the sentences.

| <b>?</b> 1. | Our flight leaves at 5 am; at 7 am | , we <u>will be flying</u> (fly) over Jordan.                        |                      |
|-------------|------------------------------------|--|----------------------|
|             |                                    | (call) you as soon as I  | (get) home.          |
| 3.          | Don't call them after 10 pm; they  | (slee  | p).                  |
| 4.          | 1                                  | (leave) the office, when I   | (finish) the report. |
| 5.          | They                               | (issue) the ticket after they  | (receive) the        |
|             | •                                  | (leave) in about 5 minutes; is there a<br>(get) his degree before he |                      |
| 8.          | country.<br>Whojija                | (drive) you to school, while your                                    | father is away?      |

Ministry of Education 2023 - 1445

| <b>4.</b> They bought their car in 2023. By 2030,  |                               |
|--|-------------------------------|
| <ol> <li>I've already written more than half the essay over the last 30</li> <li>I've already spent \$500. If I spend another \$300,</li></ol>   | fect progressive.             |
| <ol> <li>I've already written more than half the essay over the last 30</li> <li>I've already spent \$500. If I spend another \$300,</li></ol>   | here for ten years.           |
| 4. They bought their car in 2023. By 2030,   |                               |
| 4. They bought their car in 2023. By 2030,   |                               |
| 6. We started emailing customers three hours ago. In another  Exercise 4  Fill in the blanks with the appropriate words. Make changes if restimated lucrative steep extensively commonplace  Tourism used to be a (1) lucrative industry for quite a few Medit changed drastically, and the (2) income in moderate and increase observed in previous years in decrease due to the economic crisis. Attributing all problems to (4), but it is unfortunately true. Many business (5) have had to shut down.  (6) measures are required to support business people who have invested (7) in tourism are (change the course of events.  Exercise 5  Answer the questions.  1. How do you think schools will have changed by 2040? Write  2. How do you think transport will have changed by 2040?   |                               |
| Exercise 4  Fill in the blanks with the appropriate words. Make changes if restimated lucrative steep extensively commonplace  Tourism used to be a (1) lucrative industry for quite a few Medit changed drastically, and the (2) income in modern mod |                               |
| Fill in the blanks with the appropriate words. Make changes if nestimated lucrative steep extensively commonplace  Tourism used to be a (1) lucrative industry for quite a few Medit changed drastically, and the (2) income in modernate in the (3) increase observed in previous years in decrease due to the economic crisis. Attributing all problems to (4), but it is unfortunately true. Many business (5) have had to shut down.  (6) measures are required to support business people who have invested (7) in tourism are (change the course of events.  Exercise 5  Answer the questions.  1. How do you think schools will have changed by 2040? Write  How do you think transport will have changed by 2040?  | two hours,                    |
| Fill in the blanks with the appropriate words. Make changes if nestimated lucrative steep extensively commonplace  Tourism used to be a (1) lucrative industry for quite a few Medit changed drastically, and the (2) income in modern modern in the (3) increase observed in previous years in decrease due to the economic crisis. Attributing all problems to (4), but it is unfortunately true. Many business (5) have had to shut down.  (6) measures are required to support business people who have invested (7) in tourism are (change the course of events.  Exercise 5  Answer the questions.  1. How do you think schools will have changed by 2040? Write How do you think transport will have changed by 2040?   |                               |
| Tourism used to be a (1) <u>lucrative</u> industry for quite a few Medit changed drastically, and the (2) income in mode to the (3) increase observed in previous years in decrease due to the economic crisis. Attributing all problems to (4), but it is unfortunately true. Many business (5) have had to shut down.  (6) measures are required to support business people who have invested (7) in tourism are (1) change the course of events.  Exercise 5  Answer the questions.  1. How do you think schools will have changed by 2040? Write  2. How do you think transport will have changed by 2040?   | necessary.                    |
| Tourism used to be a (1) <u>lucrative</u> industry for quite a few Medit changed drastically, and the (2)  | ·                             |
| changed drastically, and the (2) income in motor The (3) increase observed in previous years in decrease due to the economic crisis. Attributing all problems to (4), but it is unfortunately true. Many business (5) have had to shut down.  (6) measures are required to support business people who have invested (7) in tourism are (change the course of events.  Exercise 5  Answer the questions.  1. How do you think schools will have changed by 2040? Write  2. How do you think transport will have changed by 2040?   | chains hydrous determined     |
| <ul> <li>change the course of events.</li> <li>Exercise 5</li> <li>Answer the questions.</li> <li>1. How do you think schools will have changed by 2040? Write</li> <li>2. How do you think transport will have changed by 2040?</li> </ul>  |                               |
| Exercise 5  Answer the questions.  1. How do you think schools will have changed by 2040? Write  2. How do you think transport will have changed by 2040?  | 8) to do whatever it takes to |
| Answer the questions.  1. How do you think schools will have changed by 2040? Write  2. How do you think transport will have changed by 2040?  |                               |
| <ul><li>1. How do you think schools will have changed by 2040? Write</li><li>2. How do you think transport will have changed by 2040?</li></ul>  |                               |
| 2. How do you think transport will have changed by 2040?   |                               |
|  | e about three changes.        |
|  |                               |
| 3. How do you think computers will have changed by then?   |                               |
| 3. How do you think computers will have changed by then?   |                               |
|  |                               |
| حــــّــا قرازع  |                               |
| ry of <u>Education</u>   |                               |

### Grammar and Vocabulary Review 🥘

#### **Exercise 1**

Match and join the sentences using a coordinating conjunction, i.e. and, but, or, so, and yet.

| 1.  | I promise to help you with the assignment.      | a. | They have very little self-confidence.        |
|-----|---|----|---|
| 2.  | She's determined to lose weight.                | b. | He refuses to speak to me.                    |
| 3.  | They invested in a high-risk sector.            | c. | You can submit it tomorrow.                   |
| 4.  | The plane was hit by lightning.                 | d. | You can ask someone else to edit it.          |
| 5.  | I asked him for his help.                       | e. | I am not going to rush to get there early.    |
| 6.  | You can edit your paper.                        | f. | He misses the people he used to work with.    |
| 7.  | They've made us wait every single time.         | g. | She's going on diet.                          |
| 8.  | He likes his new job.                           | h. | He decided to replace it as soon as possible. |
| 9.  | They're highly skilled professionals.           | i. | They might not make a profit.                 |
| 10. | His car broke down in the middle of the desert. | j. | It landed safely.                             |

| <b>1</b> . | I promise to help you with the assignment, so you can submit it tomorrow. |
|------------|---|
| 2.         |   |
| 3.         |   |
| 4.         |   |
| 5.         |   |
| 6.         |   |
| <b>7</b> . |   |
| 8.         |   |
| 9.         |   |
| 10.        |   |

#### Exercise 2

Complete each sentence with your own idea. Use paired conjunctions.

| <b>1</b> . | He is neither clever nor successful, but he is a nice person. |
|------------|---|
| 2          | She either takes the bus                                      |
| 3.         | They have neither replied                                     |
| 4.         | It is not only expensive,                                     |

- **5.** Both Fred
- **6.** Neither her friend \_\_\_\_\_
- 7. She has both \_\_\_\_
- 8. Both the flight attendants



| xercise 3   |   |   |                                   |                                |                                    |   |                                  |                                     |
|---|---|---|-----------------------------------|--------------------------------|------------------------------------|---|----------------------------------|-------------------------------------|
| Fill in the blanks wi   | th the app  | ropriate word.  | Make ch                           | anges                          | to the wor                         | ds if nece                                    | essary.                          |                                     |
| abandon   | triumph   | phenomenal  | defect                            | alter                          | delusion                           | crucial                                       | confront                         |                                     |
| A Beautiful Mind is<br><b>2</b> )   | ,   |   |                                   |                                |                                    |   |                                  | d been                              |
| On the whole, (4) _<br>5)<br>ascinating and a tr<br>our progress in life<br>everyone expected<br>ought and (8)  | an<br>ibute to h<br>, but this c<br>d Nash to   | d deals with gr<br>uman will powe<br>loes not, in any<br>( <b>7</b> ) | oundbrea<br>er. No doo<br>way, me | aking m<br>ubt, we<br>ean that | nathemational all have a we should | cal theory<br>few ( <b>6</b> ) _<br>d give up | and applications on our dreams a | is both that hinder nd aspirations. |
| Exercise 4  |   |   |                                   |                                |                                    |   |                                  |                                     |
| Answer the questic  | ons.  |   |                                   |                                |                                    |   |                                  |                                     |
| <ul> <li>Which film genr</li> <li>Action and tro</li> <li>Unusual, imag</li> <li>Cowboys and</li> <li>Cartoon chara</li> <li>Based on rea</li> <li>Real scenery,</li> <li>Lavish costun</li> <li>What genre or g</li> </ul> | opical sett<br>ginary cha<br>d sheriffs<br>acters<br>I life storie<br>people, a<br>nes and se | ings<br>racters<br>es<br>nd animals<br>ettings                        |                                   |                                |                                    |   | em?                              |                                     |
| What genre or q   | genres of   | TV films do you   | ı dislike d                       | or find b                      | ooring? Wl                         | ny?   |                                  |                                     |
| Name two of your setting, character A.  | ers, etc.   |   | e the title                       | s and a                        | s much as                          | s you can                                     | remember abou                    | t them, e.g. plot,                  |
|   |   |   |                                   |                                |                                    |   |                                  |                                     |
| <del></del>   |   |   |                                   |                                |                                    |   |                                  |                                     |
|   |   |   |                                   |                                |                                    |   |                                  |                                     |
|   |   |   |                                   |                                |                                    |   |                                  |                                     |
| В   |   |   |                                   |                                |                                    |   |                                  |                                     |
| В.  | • • •   |   |                                   |                                |                                    |   |                                  |                                     |

### Grammar and Vocabulary Review 🥘

#### **Exercise 1**

Circle the right word or phrase in each sentence.

- **?1.** We have an extra seat **since** / **so** Ken is not joining us.
  - 2. We have to participate in the competition even if / because of we are likely to lose.
  - **3.** A lot of money is spent on advertising **now that / in order to** increase sales.
  - 4. Now that / unless we've taken the test, I feel I can relax.
  - **5.** The flight was canceled **because of / only if** the storm.
  - **6.** Give me a call when you get there **so that** / **in order to** I know you're home safe and sound.
  - 7. You need to stay fit **unless** / **if** you want to participate in the race.
  - 8. I don't think I'll be able to attend the lecture unless / whenever I manage to get there on time.

|                 |     |       |   |   | -  |
|-----------------|-----|-------|---|---|----|
| $\vdash$ $\lor$ |     | · C I | C |   | ٠, |
| -               | CI. | w     | 2 | ┖ | -  |

| 1 | ambina | ากฝ       | rallrita        | 00Ch         | nair   | $^{+}$ | contoncoc  | LICIDA   | tha               | annranriata | advarh |         |
|---|--------|-----------|-----------------|--------------|--------|--------|------------|----------|-------------------|-------------|--------|---------|
| • |        | 4 I I ( I |                 | <b>L</b> 4(1 | I Dall | ( )    |            | 11511101 | $\Pi \Pi \square$ | annonnae    | anveni |         |
| • |        | 1110      | I C V V I I L C | Cuci         | Pull   | 01     | SCHICLICCS | asing    | UIIC              | appropriate | aaverb | cidasc. |
|   |        |           |                 |              |        |        |            |          |                   |             |        |         |

- **1.** We should call and ask for directions. We don't know the area.
- We should call and ask for directions since we don't know the area.
- 2. You might be late. You leave home ahead of time.
- 3. They need to do well on the test. They want to get high grades.
- 4. You can't call people. You feel like talking to them.
- **5.** The game will be canceled. The temperature might drop below zero.
- **6.** I'll let you have my cell phone. You might need it.
- 7. We're going on a picnic. It might be too hot.
- 8. I'll put the books away. You might need them.

#### **Exercise 3**

Complete the sentences with your own ideas.

- 1. Unless you are careful \_\_\_\_\_
- 2. Whenever I think of
- 3. 4.

\_\_\_\_\_ everywhere you can think of. even if you give up your seat.

- unless you know the right people.
- only if he is willing to work hard.

.. I Now that she has won Ainistry of Education

\_\_ because of the weather.

 $2023 - 14\overline{45}$ 

| E  | xercise 4  |
|----|--|
| С  | omplete each sentence with the appropriate word from the list.   |
|    | emotions spontaneously consumers unconventional effective second intellect outlandish  |
|    | <u>Outlandish</u> advertisements are often designed to shock (2) and make the product more emorable. Advertisers will go to great lengths to create such effects.  |
|    | methods of advertising are effective as long as they remain unusual. If more companies art using similar advertisements, they become less (4)  |
| ra | dvertisers want consumers to respond ( <b>5</b> ) and buy the product. They are not interested in ising questions in the minds of potential buyers in case they have ( <b>6</b> ) thoughts and reject e product.   |
|    | dvertising addresses people's ( <b>7</b> ) rather than their ( <b>8</b> )  |
| А  | thinking consumer is going to be more difficult to reach and get a response from.  |
| E  | xercise 5  |
|    | nswer the questions.   |
|    | Are you susceptible to advertising? Do you buy products that are advertised?   |
|    |  |
| 2. | Do you notice advertisements on the Internet? Do you read them carefully? Why? Why not?  |
| 2  | What kind of storoghypes do most advertisements promote?   |
| Э. | What kind of stereotypes do most advertisements promote?   |
|    |  |
| 4. | Which target group do advertisements for children ultimately address? Can children buy the products themselves? What kind of emotions/feelings does such advertising aim to activate?  |
| 5. | If you had a new product that you wanted to sell to young people, where would you advertise it? How would you advertise it?  |
| _  | What do not do the advantage of the state of |
| 6. | What do you do when advertisements are shown on television? What does this indicate?   |
| 7. | Describe an advertisement that you think is particularly effective. Describe the product and how the advertisement effectively promotes the product.   |

## Grammar and Vocabulary Review 🥘

#### **Exercise 1**

Rewrite the sentences using the verb in parentheses with an infinitive or a gerund.

- **1.** We haven't received any letters for at least a month, and it doesn't look as if we're going to get one, anytime soon. (stop)
- We've stopped receiving letters. / We stopped getting letters.
  - 2. We had been driving for at least three hours, so we decided to have a break for lunch. (stop)
  - 3. I tried to get in touch with her but couldn't reach her. (try)
  - 4. Did I really pay for the sandwiches? I can't remember. (remember)
  - **5.** I shouldn't have invited him. (regret)
  - 6. Remember! You need to water the plants while I'm away. (remember)
  - 7. We no longer watch television; we use our computers instead. (stop)
  - 8. He called yesterday but doesn't remember it. (forget)

#### **Exercise 2**

Rewrite each sentence as a passive sentence.

- **1.** Someone needs to replace the window pane.
- The window pane needs to be replaced.
- 2. Telling someone how to do things all the time can be demoralizing.
- 3. I remember people helping me get up after the fall.
- **4.** The technician should upgrade the computer.
- **5.** They expect the company to pay them by the end of the month.
- **6.** Someone must place the books on the shelves.
- 7. Someone needs to check the air-conditioning units regularly.
- 8. He expects us to drive him everywhere.



|                | xercise 3   |
|----------------|---|
| Co             | omplete the sentences with the appropriate auxiliary. |
| 2.<br>3.<br>4. | We've returned the books, but they                    |

### Grammar and Vocabulary Review 🥘

| Ex  | rercise 1   |
|-----|---|
| Сс  | omplete each sentence with a modal in the past.   |
| 1.  | It was really silly of them to leave the car and walk for two hours to get to the village.                    |
| •   | They could have/should have called us.  |
| 2.  | He said he had a lot of work to do. He gone to the office.  |
|     | Your assignment is really good. You worked very hard researching and writing it.                              |
|     | He the race, if his car hadn't broken down.   |
|     | They were at the airport when the President arrived, they seen the whole ceremony.                            |
|     | She said she had run out of food supplies. She gone to the supermarket to do some                             |
|     | shopping earlier.   |
| 7.  | I am certain that the accident avoided. There was plenty of space for both cars to                            |
|     | maneuver and avoid the collision.   |
| 8.  | If the plane had been checked thoroughly, the accident happened.  |
|     | It's a pity it took you so long to get here. We to the beach if you'd arrived a bit earlier.                  |
|     | He regretted giving his car away, now that he has moved to the country.                                       |
|     |   |
| Ex  | xercise 2   |
|     | ewrite each sentence as a passive sentence.   |
|     |   |
|     | The surgeon was supposed to have completed the operation by now, but he's still in the operating room.        |
|     | The operation was supposed to have been completed by now, but the surgeon is still In the operating room.     |
| 2.  | The teacher may have collected the tests and locked them up.  |
| _   |   |
| 3.  | The airline must have used a bus to transfer the passengers to the plane.                                     |
| _   |   |
| 4.  | The company could have released all the product information a lot sooner.                                     |
| _   |   |
| 5.  | They might have broken into the bank through a bank window.   |
| _   |   |
| 6.  | Volunteers might have planted all the new trees to contribute to reforestation.                               |
| _   |   |
| 7.  | They had not withdrawn any other product from the market so urgently.   |
| _   |   |
| 8.  | I don't know where Richard is. They were supposed to transfer him to another country in Europe.               |
| _   |   |
| 9.  | I am sorry they decided to sell the house at such a low price. They could have sold it at a much better rate. |
| 4.6 |   |
| 10. | The police could have towed the car away. They had parked it in the center of the city.                       |

#### **Exercise 3**

Read the sentences and circle the right option.

- **1.** The manufacturing plant *endured encouraged* two years of low productivity, and a year of materials shortage before recovering.
  - 2. My files have been tampered / tricked with. I am having trouble opening them.
  - **3.** He invested all his savings in his new business, but unfortunately it turned out to be a total **flop / flap** and he lost everything.
  - **4.** Adel was obsessed with his new smartphone at the start, but when the **novel / novelty** wore off, he just threw it in a drawer along with other gadgets.
  - **5.** Susan was **outright** / **outraged** when she found out that her sister had borrowed her laptop and damaged the keyboard with orange juice.
  - **6.** They used up their entire advertising budget to **boot / boost** sales.
  - 7. You would do well to call and remind her to check all the doors and windows before she leaves; she is usually **absent/absent-minded** and doesn't always register what she is told.
  - **8.** Their storeroom is cluttered with *discarded / disappointed* objects that they have gotten tired of but are in perfect working order.

#### **Exercise 4**

Match the words to form collocations. Tick the items that can be combined.

|   |               | documents | proposal | sales | decision | idea | hardship | item | person |
|---|---------------|-----------|----------|-------|----------|------|----------|------|--------|
| • | absent-minded |           |          |       |          |      |          |      | ✓      |
|   | boost         |           |          |       |          |      |          |      |        |
|   | discarded     |           |          |       |          |      |          |      |        |
|   | endure        |           |          |       |          |      |          |      |        |
|   | regret        |           |          |       |          |      |          |      |        |
|   | tamper with   |           |          |       |          |      |          |      |        |
|   | interesting   |           |          |       |          |      |          |      |        |
|   | reject        |           |          |       |          |      |          |      |        |

Choose some of the items and write sentences.

#### **Exercise 5**

Answer the questions.

- 1. Mave you made a mistake that you have regretted recently? What was it exactly? Why did you regret it?
- 2. People often say that one should learn from one's mistakes. Do you think you learn from your mistakes?

Province and the province of t

### Grammar and Vocabulary Review 🥘

|    |   |    |   |   | - 41 |
|----|---|----|---|---|------|
| FΥ | r | ci | 5 | P | -1   |

|                                |   | •                       | ney saw the special sticker on the windshield.   |
|--------------------------------|---|-------------------------|--|
| to a p                         | ught he had been joking until I witnessed one patient's house. There was ( <b>3</b> ) mistaken!   |                         | s crashes. I saw him pulling out of his driveway, on<br>c that nothing was likely to go wrong. I was   |
| way a<br>anoth<br>( <b>6</b> ) | and drove straight on without stopping. The c<br>ner moving vehicle and was nearly thrown ou  | rash v<br>t of hi       | not notice the sign, so he assumed he had the right<br>was ( <b>5</b> ) unexpected as he collided<br>s seat; good thing he had a seat belt on. Naturally,<br>t frozen in his car for a minute and then got out, fur  |
| that t<br>shaki                | hey would come to blows, and then I saw Mr.   | Bake<br>ted to          | and walked out of the car toward the man. I was te r passing a wad of bills to the astonished man and get (7) bonus. There was enough  |
|                                |   |                         |  |
| Exer                           | cise 2  |                         |  |
|                                | cise 2  h the two parts and write sentences with <b>so</b>  | .that (                 | or <b>suchthat</b> .   |
| Matc                           | h the two parts and write sentences with <b>so</b>  |                         |  |
|                                |   | a.                      |  |
| Matc                           | h the two parts and write sentences with <b>so</b>  |                         | The hospital staff had to work overtime through  |
| Matc  1.                       | h the two parts and write sentences with <b>so</b> It was a hot summer day.   | a.                      | The hospital staff had to work overtime through night.   |
| 1.<br>2.                       | h the two parts and write sentences with <b>so</b> It was a hot summer day.  There were many applicants.  | a.<br>b.                | The hospital staff had to work overtime through night.  It's a pity to cut them.   |
| 1. 2. 3.                       | h the two parts and write sentences with <b>so</b> It was a hot summer day.  There were many applicants.  All the flights are fully booked.   | a.<br>b.<br>c.          | The hospital staff had to work overtime through night.  It's a pity to cut them.  It was not enough for even one cup of coffee.  We had to buy it.   |
| 1. 2. 3. 4.                    | h the two parts and write sentences with so  It was a hot summer day.  There were many applicants.  All the flights are fully booked.  The news was shocking.  There were many people waiting to be   | a.<br>b.<br>c.<br>d.    | The hospital staff had to work overtime through night.  It's a pity to cut them.  It was not enough for even one cup of coffee.  We had to buy it.  It took more than a month to interview everyone.   |
| 1. 2. 3. 4.                    | It was a hot summer day.  It was a hot summer day.  There were many applicants.  All the flights are fully booked.  The news was shocking.  There were many people waiting to be examined.  | a. b. c. d.             | The hospital staff had to work overtime through night.  It's a pity to cut them.  It was not enough for even one cup of coffee.  We had to buy it.  It took more than a month to interview everyone.  There are no seats available for the next two me   |
| 1. 2. 3. 4. 5.                 | It was a hot summer day.  It was a hot summer day.  There were many applicants.  All the flights are fully booked.  The news was shocking.  There were many people waiting to be examined.  There are very few flowers in the garden.   | a. b. c. d. e.          | The hospital staff had to work overtime through night.  It's a pity to cut them.  It was not enough for even one cup of coffee.  |
| 1. 2. 3. 4. 5. 6. 7.           | It was a hot summer day.  It was a hot summer day.  There were many applicants.  All the flights are fully booked.  The news was shocking.  There were many people waiting to be examined.  There are very few flowers in the garden.  There was very little milk in the bottle.  It was a very unusual design. | a. b. c. d. e. f. g. h. | The hospital staff had to work overtime through night.  It's a pity to cut them.  It was not enough for even one cup of coffee.  We had to buy it.  It took more than a month to interview everyone  There are no seats available for the next two modes where the sir conditioning on full blast lit took us at least fifteen minutes for it to registe |
| 1. 2. 3. 4. 5. 6. 7.           | It was a hot summer day.  It was a hot summer day.  There were many applicants.  All the flights are fully booked.  The news was shocking.  There were many people waiting to be examined.  There are very few flowers in the garden.  There was very little milk in the bottle.                                | a. b. c. d. e. f. g. h. | The hospital staff had to work overtime through night.  It's a pity to cut them.  It was not enough for even one cup of coffee.  We had to buy it.  It took more than a month to interview everyone  There are no seats available for the next two modes where the sir conditioning on full blast lit took us at least fifteen minutes for it to registe |
| 1. 2. 3. 4. 5. 6. 7. 8.        | It was a hot summer day.  It was a hot summer day.  There were many applicants.  All the flights are fully booked.  The news was shocking.  There were many people waiting to be examined.  There are very few flowers in the garden.  There was very little milk in the bottle.  It was a very unusual design. | a. b. c. d. e. f. g. h. | The hospital staff had to work overtime through night.  It's a pity to cut them.  It was not enough for even one cup of coffee.  We had to buy it.  It took more than a month to interview everyone  There are no seats available for the next two modes where the sir conditioning on full blast lit took us at least fifteen minutes for it to registe |

| Co  | omplete the sentences with your own ideas. Use participle clauses.  |
|-----|---|
|     |   |
|     | I usually have a rest after <u>tidying my room.</u> They returned the book before   |
| 3.  | He has learned quite a lot since  |
| 4.  | We've spent less time watching TV since   |
| 5.  | I promise to call before  |
| 6.  | She never used to visit us before   |
|     | They had a serious accident while   |
| 8.  | I found my old cell phone while   |
| Ev  | kercise 4   |
|     |   |
| ΗII | I in the blanks with the appropriate word. Make changes to the form of the word when necessary.                                       |
|     | detect disorient exhilarate hallucinate intact reception  |
|     | startle haggard delight astound   |
| 1   | He claims that gold is not in minute quantities.  |
|     | It takes me some time to get my bearings after a long flight; flying for 14 hours makes me feel                                       |
|     |   |
| 3.  | Riding in the desert can give one an feeling.   |
|     | Exhaustion can cause one to and imagine things that are not real due to a chemical  |
|     | imbalance in his system.  |
| 5.  | I found my bag a day later. All my things were, and a note was attached to it with the na   |
|     | and the telephone number of the person who had found it.  |
| 6.  | We got such a warm and welcoming upon arriving at the village that we did not have the  |
| _   | heart to leave and book a room in a modern hotel that was 5 kilometers down the road.   |
| /.  | Having worked endlessly at the laboratory, he made a discovery that challenged what v   |
|     | previously claimed about such substances.  Having spent nearly a year living in a cave, he looked and a lot older than his real age v |
| Ο.  | he was located by the rescuers.   |
| 9.  | We were to hear that Jake had gotten his degree and was on his way to the Galapagos   |
| ٠.  | Islands to join a team of researchers.  |
| 10. | We were to hear that Bart had been dismissed. We had no idea there had been serious   |
|     | problems with his work at the factory.  |
| Ex  | kercise 5   |
| Сс  | omplete the sentences with your own ideas. Use participle clauses.  |
| 1.  | Have you ever had a coincidence that caused you to change your mind about something or someone? V                                     |
|     | wās it?   |
|     | *   |
| 2.  | Can a coincidence have a life-changing impact on somebody? What kind of coincidence would it be, in y will will be an example.        |



| Ех       | rercise 1   |  |  |  |  |  |  |  |
|----------|---|--|--|--|--|--|--|--|
| Cc       | ombine the two parts and write a sentence using a noun clause.  |  |  |  |  |  |  |  |
| •        | It will all work out for the best. Don't you believe that?  Don't you believe that it will all work out for the best?   |  |  |  |  |  |  |  |
| 2.       | They passed with flying colors. Aren't you amazed?  |  |  |  |  |  |  |  |
| 3.       | He didn't bring what he had promised. We were disappointed.   |  |  |  |  |  |  |  |
| 4.       | She thinks she's going to fail the test. She is worried.  |  |  |  |  |  |  |  |
| 5.       | School is out for the summer. I am happy about that.  |  |  |  |  |  |  |  |
| 6.       | We're not going to get to the meeting on time. I'm afraid about it.   |  |  |  |  |  |  |  |
| 7.       | Have you decorated the flat on your own? I'm amazed.  |  |  |  |  |  |  |  |
| 8.       | Car registration procedures have changed. He doesn't seem to be aware of it.  |  |  |  |  |  |  |  |
| Сс       | ercise 2  Implete the sentences with noun clauses as subjects. Use the words in the box. More than one answer is assible in some cases.   |  |  |  |  |  |  |  |
| '        | fact possible unlikely surprising <del>funny</del> obvious strange likely   |  |  |  |  |  |  |  |
| 2.<br>3. | that he drove all the way to Tim's house, while Tim was on the way to histhat my parents will want to buy me a car soon, so I can drive my sisters to school.  Isn'tthat so many people go away on vacation when they supposedly do not have the money for it?that fast food chains are reducing their prices in order to attract more customers. |  |  |  |  |  |  |  |
| 5.       | that anyone who decides to pursue postgraduate studies needs to know at least one   |  |  |  |  |  |  |  |
| 6.       | more language, preferably English that he left a message saying he'd be back in an hour this morning, and it's late evening   |  |  |  |  |  |  |  |
| 7        | but he still hasn't come back.  |  |  |  |  |  |  |  |
| 7.       | I wouldn't worry if I were you that he decided to leave for the weekend a bit earlier because he'd had such a busy week.  |  |  |  |  |  |  |  |
| 8.       | that we are going to move to another country before my brothers finish school. Our tather doesn't want them to go through the difficulty of losing all their friends and having to adjust to a new environment at this point in their lives.  |  |  |  |  |  |  |  |

|  |   |                             |            |                |             | protect me.     |                |         |
|--|---|-----------------------------|------------|----------------|-------------|-----------------|----------------|---------|
| 3. I eventually  | decided   |                             |            |                |             |                 |                |         |
| <b>4.</b> After a while  | e he discov                                       | ered                        |            |                |             |                 |                |         |
| <b>5.</b> I often drea   | m   |                             |            |                |             |                 |                |         |
| 5. Don't you fe  | eel   | stad to find                | Out.       |                |             |                 |                |         |
|  |   |                             |            |                |             |                 |                |         |
|  |   |                             |            |                |             |                 |                |         |
| Exercise 4   |   |                             |            |                |             |                 |                |         |
| Fill in the blank  | s with the a                                      | ppropriate                  | word.      |                |             |                 |                |         |
| ele  | ements ge   | nuine ext                   | racted tra | ced synthet    | tic appe    | aling           |                |         |
| =  | (5)   | S                           |            | colors and m   | aterials us | sed are not ver | y <b>(6</b> )  |         |
| nowadays are hey look comp   | ( <b>5</b> )                                      | S<br>cial.                  | ome of the |                |             |                 | y ( <b>6</b> ) |         |
| nowadays are hey look comp   | ( <b>5</b> )                                      | S<br>cial.                  | ome of the |                |             |                 | face           |         |
| nowadays are hey look comp<br>Exercise 5<br>Match the word   | ( <b>5</b> )<br>bletely artificed<br>ds to form c | cial.                       | ome of the | ems that can b | oe combin   | ed.             |                |         |
| nowadays are hey look comp<br>Exercise 5<br>Match the word   | ( <b>5</b> )<br>bletely artificed<br>ds to form c | cial.  ollocations.  weight | ome of the | ems that can b | oe combin   | ed.             |                |         |
| hey look comp<br>Exercise 5<br>Match the word<br>ideal<br>high   | ( <b>5</b> )<br>bletely artificed<br>ds to form c | cial.  ollocations.  weight | ome of the | ems that can b | oe combin   | ed.             |                |         |
| hey look comp<br>Exercise 5<br>Match the word<br>ideal<br>high   | ( <b>5</b> )<br>bletely artificed<br>ds to form c | cial.  ollocations.  weight | ome of the | ems that can b | oe combin   | ed.             |                | feeling |
| hey look comp<br>Exercise 5<br>Match the word<br>ideal<br>high<br>instinctive  | ( <b>5</b> )<br>bletely artificed<br>ds to form c | cial.  ollocations.  weight | ome of the | ems that can b | oe combin   | ed.             |                |         |
| hey look complete they look comp | ( <b>5</b> )<br>bletely artificed<br>ds to form c | cial.  ollocations.  weight | ome of the | ems that can b | oe combin   | ed.             |                |         |
| ideal high instinctive symmetrical widespread  | ( <b>5</b> )<br>bletely artificed<br>ds to form c | cial.  ollocations.  weight | ome of the | ems that can b | oe combin   | ed.             |                |         |
| ideal high instinctive symmetrical widespread synthetic  | ( <b>5</b> )<br>bletely artificed<br>ds to form c | cial.  ollocations.  weight | ome of the | ems that can b | oe combin   | ed.             |                |         |

2023 - 1445

### Grammar and Vocabulary Review 🤘

#### **Exercise 1**

Change the sentences with quoted speech to reported speech.

- 1. Andy said, "I'm not sure I'll go to school tomorrow."
- 📍 Andy said that he wasn't sure he would go to school tomorrow/the next day.
- 2. We said, "We don't want to go on a three-day school trip this spring."
- 3. She said, "My brother is going to have a graduation dinner next month."
- **4.** My friend promised, "I'll call you this evening as soon as I get back."
- **5.** Brad asked Imad, "Have you ever been to Greece at this time of year?"
- **6.** The teacher asked, "How many of you managed to complete the assignment?"
- 7. My father promised, "We'll take a vacation in Malaysia this year."
- 8. He asked, "Did you return the DVD you had borrowed from Richard?"

#### **Exercise 2**

Change reported speech to sentences that quote the speaker's exact words.

- 1. They said they had never had such a wonderful meal before.
- They said, "We've never had such a wonderful meal before."
- 2. She asked if she could wait for her sister to come out of class.
- 3. He asked his father if he could borrow his car for the day.
- **4.** She promised that she would let them know if there was any news.
- 5. Mark told Rob to mind his own business and not interfere with other people's affairs.
- 6. My brother said that he would try to pick us up in the morning and drive us to the train station.
- **7.** They asked us to help them with their project over the weekend.
- 8. They said they might fly to Beirut and rent a car to drive to the mountains.



| Ex                                     | rercise 3   |
|--|---|
| Ch                                     | nange the sentences with quoted speech to reported speech.  |
|  | She asked Anne, "Are you planning to go away this summer?"  She asked Anne if she was planning to go away this/that summer.   |
| 2.                                     | They asked the teacher, "Are we going to have a test soon?"   |
| 3.                                     | He asked Tom, "Did you look up the information on the Internet?"  |
| 4.                                     | They asked us, "Do you know how we can get to the mall from here?"  |
| 5.                                     | The store assistant asked the customer, "Would you like us to gift wrap the watch?"   |
| 6.                                     | The teacher asked the students, "Have you all done your homework for today?"  |
| 7.                                     | I asked my parents, "Can I invite a friend over for dinner tomorrow?"   |
| 8.                                     | The reporter asked the chef, "Do you always use fresh herbs in your dishes?"  |
| Ex                                     | vercise 4   |
| Cc                                     | omplete each sentence with the right word from the list. Make changes to the form of the word when necessary.   |
|  | divulge superior confidential brilliant derogatory praise immune <del>malicious</del>   |
| 2.<br>3.<br>4.<br>5.<br>6.<br>7.<br>8. | Malicious comments are meant to cause harm and destroy one's reputation.  A comment, on the other hand, shows total lack of respect and can damage one's image.  Many people act to conceal their own weaknesses.  If this is information, you'd better not tell anyone about it, not even your best friend.  Most companies refuse to personal details about employees.  I have been targeted so many times, that I have become to rumors and malicious comments.  learners for their performance can motivate them to carry on with greater confidence.  He is a speaker; I never miss any of his lectures. |
|  | rercise 5   |
|  | nswer the questions.  Do you trust your friends? Would you share a secret with them? Why? Why not?  |
| 2.                                     | Have you ever been the subject of gossip? How did you feel?   |
| 3.                                     | Do you gossip with your friends? Do you mostly talk about people you like or dislike? Why?  |

Ministry of Education 2023 - 1445

2023 - 1445

### Grammar and Vocabulary Review 🥘

| 1.  | I recognized the man. He crashed into my father's car.   |
|---|--|
| •   | I recognized the man who crashed into my father's car.   |
| 2.  | She bought the bag. We had seen it in the new leather goods store.   |
| 3.  | Where can I find the store? It sells computer parts and accessories.   |
| 4.  | We need to write an essay. The essay compares two different viewpoints and the arguments that support them.  |
| 5.  | The man was curious. He bought the last copy of the newspaper.   |
| 6.  | This is the school. My whole family has graduated from here.   |
| <b>7</b> .                                      | Did you like the book? I had lent it to you last month.  |
| 8.  | My friend sent me an email. It was really confusing.   |
|   |  |
| Ex  | xercise 2  |
| Fill  | I in the blanks with the appropriate words.  |
|   | neutral noble limitations advances adaptability absorb exceptions evolve convey  |
| Lar   | nguages (1) to meet the demands of a developing society and its (2) in   |
|   | ferent fields. Natural languages tend to (3) different influences and borrow words from other  |
| lan   | nguages. Man-made languages, like Esperanto, tend to remain unchanged and (4) Creating a   |
|   |  |
| lan   | nguage which can be spoken by people of different nationalities, regardless of origin, is a (5)  |
| lan<br>un                                       | nguage which can be spoken by people of different nationalities, regardless of origin, is a <b>(5)</b> dertaking. However, one of the reasons such languages have not become as popular as initially planned   |
| lan<br>un<br>ha                                 | nguage which can be spoken by people of different nationalities, regardless of origin, is a (5) dertaking. However, one of the reasons such languages have not become as popular as initially planned appens to be the fact that they are not context-bound. |
| lan<br>un<br>haj<br>Lea<br>we                   | Inguage which can be spoken by people of different nationalities, regardless of origin, is a (5)   |
| lan<br>unc<br>hap<br>Lea<br>we<br>the           | Inguage which can be spoken by people of different nationalities, regardless of origin, is a (5)   |
| lan<br>und<br>hap<br>Lea<br>we<br>the           | Inguage which can be spoken by people of different nationalities, regardless of origin, is a (5)   |
| lan<br>unc<br>hap<br>Lea<br>we<br>the           | Inguage which can be spoken by people of different nationalities, regardless of origin, is a (5)   |
| lan<br>unc<br>hap<br>Lea<br>we<br>the           | Inguage which can be spoken by people of different nationalities, regardless of origin, is a (5)   |
| lan<br>unchar<br>Lea<br>we<br>the<br>and<br>Tha | Inguage which can be spoken by people of different nationalities, regardless of origin, is a (5)   |

#### **Exercise 3**

Delete the relative pronouns that can be omitted in the sentences.

- **? 1.** That's not the car <del>that</del> my father had ordered.
  - 2. Have you spoken to anyone who has been to China?
  - 3. I never received the email that you told me you'd sent.
  - 4. Who's the man that won the award?
  - **5.** That's not the award that we were hoping to win.
  - **6.** The game that you gave me is not very interesting.
  - **7.** Does he have another option that he can consider?
  - 8. Keith is a person whom others can trust.
  - 9. The students who attend classes regularly know most of the answers.
- **10.** Those are not the answers which we are supposed to give.

#### Exercise 4

Complete each sentence with an adjective clause. Use your own ideas.

- **? 1.** I don't like books which have too many characters.
  - 2. I sometimes forget \_\_\_\_\_
  - 3. I have a laptop
  - **4.** He often sees \_\_\_\_\_
  - 5. She never eats
  - **6.** I usually do my shopping \_\_\_\_\_
  - 7. I enjoy meeting people \_\_\_\_\_
  - 8. Science is a field

#### **Exercise 5**

Answer the questions.

- **1.** Why do you think there is often misunderstanding between friends or colleagues that speak the same language?
- **2.** Why do we sometimes choose our words carefully? What does this imply?
- **3.** Do you use different language (in terms of style, vocabulary, etc.) when you communicate with different people? Why? Why not?





Ministry of Education 2023 - 1445

### Grammar and Vocabulary Review 🥘

#### **Exercise 1**

Match the parts and write sentences using **where** or **when** or their alternatives.

| 1. | Can you tell me a place?            | a. | There are very few people in the street.   |
|----|-------------------------------------|----|--|
| 2. | There are many websites.            | b. | A lot of inventions were put into practice.  |
| 3. | They moved to a new suburb.         | c. | I can buy ink for my printer.  |
| 4. | Early morning is the time.          | d. | The family spends time talking to each other, watching television, or playing games. |
| 5. | The 20th century was the time.      | e. | People can eat traditional food.   |
| 6. | I spotted many small restaurants.   | f. | You can find information about authors.  |
| 7. | Early afternoon is the time of day. | g. | People live in houses not apartment buildings.                                       |
| 8. | The living room is the place.       | h. | Most people feel drowsy in the heat.   |

| 1. | Can you tell me a place where I can buy ink for my printer? |
|----|---|
| 2. |   |
| 3. |   |
| 4. |   |
| 5. |   |
| 6. |   |
| 7. |   |
| 8. |   |

#### **Exercise 2**

Use where or when and complete the sentences with your own ideas.

- 📍 1. I was born in a large city where most people lived in large apartment buildings.
  - 2. The year I went to school was \_\_\_\_\_

  - 3. Our home is in an area \_\_\_\_\_
  - 4. I remember the day
  - **5.** I didn't like the area
  - **6.** I remember a time

#### **Exercise 3**

Complete the sentences with your own ideas.

- **1.** The man whose son
- 2. Ting is the girl whose \_\_\_\_\_
- 3. Saleed is the boy whose \_\_\_\_\_
- 4. These are the students whose \_\_\_\_\_
- File 75. The 75 Incle whose \_\_\_\_\_

Ministry of Education

#### **Exercise 4**

Circle who's or whose.

- **? 1.** The teacher **who's** / **whose** glasses you found, is in the library trying to find some books.
  - 2. The teacher who's / whose in the library helps students find the books they need.
  - 3. My brother is the one **who's** / **whose** bought all the new video games.
  - 4. Who's / Whose been to the new mall near the school?
  - 5. Who's / Whose car is parked in front of our gate? We can't get out.
  - **6.** The student, **who's / whose** assignment is posted on the board, will probably win the literature award this year.
  - 7. The family, who's / whose house was damaged by the earthquake, has moved in with relatives temporarily.
  - 8. The tall man who's / whose standing by the door is my uncle from Cairo.

#### **Exercise 5**

Answer the questions.

| $\overline{}$ | swer the questions.  |
|---------------|--|
| 1.            | Someone left a briefcase with important documents in a taxi. What do you think he did when he realized? Who did he call? Where did he go? Do you think he recovered his briefcase? Why? Why not? |
| 2.            | What do you think the taxi driver did when he found the briefcase?   |
|               |  |
| 3.            | Make a list of things that you think are very difficult or even impossible to find if left behind or lost. Give reasons.   |
|               |  |
| 4.            | What would you do if you found one of the items on your list?  |
|               |  |
| 5.            | Have you or someone you know ever lost something important that was later found and returned? What did you or the person you know do to show appreciation?                                       |
|               |  |

### <del>وزارة التعــليم</del>





